THE INFLUENCE OF A TEACHER'S INTERNATIONAL/CROSS-CULTURAL EXPERIENCES ON TEACHING ELEMENTARY SOCIAL STUDIES FROM A GLOBAL PERSPECTIVE: A CASE STUDY IN TAIWAN, REPUBLIC OF CHINA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of the Ohio State University

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College of Education
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1994
To my father and
the memory of my mother
and
to my many teachers
in and out of the classroom
ACKNOWLEDGMENTS

I would like first to acknowledge the generous contributions of the research participant. "Teacher Ho" afforded me the opportunity to understand how she brings her international/cross-cultural experiences to the eight elementary social studies classes. I appreciate Teacher Ho's tolerance of my presence in her classrooms. Her gifts of time and commitment to the study made this dissertation a reality. My appreciation is also extended to "Principal Fang", the administrators, teachers, and staff of "The Peace School" for accepting me into their school for three months.

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CHAPTER I

INTRODUCTION

Every pupil leaving school should have an understanding of the nature and workings of the world, a world which functions as a system of interconnected parts, each vital to the wellbeing of the whole.
(Dunlop, in Rogers, 1992)

Increasing worldwide interdependence among countries has developed through the expansion of global technological, political, cultural, economic, and ecological systems that connect different peoples and cultures.

At the edge of the 21st century, countries around the world interact in many aspects of life. Boundaries between domestic and foreign affairs are overlapping. Also, advances in transportation and communication increasingly shrink distances between nations. All these changes require a rethinking of education and a global approach to teaching and learning. Children in schools nowadays will have to cope with a future that is very different from today. Their success in the 21st century will depend, in part, on being able to understand local, national and global perspectives on issues of conflict, change, development, peace and justice.

In order to prepare students to be citizens of a global as well as a national society, teachers all over the world
need to become citizens of the world. As A. H. Wilson (1993a) points out, "[teachers] need to gain knowledge about the rest of the world and, through interaction with others, be able to take off their own country’s glasses and look at the world from multiple perspectives" (p. 21).

Teachers cannot expect to teach something they don’t know. According to the research (e.g., Wright & Van Decar, 1990, in Grossman, 1992), one of the major problems in implementing global education is teachers’ lack of opportunities to experience other cultures. Researchers have documented that international/cross-cultural experiences can make a particularly powerful contribution to an individual’s knowledge and perception of the world. For example, Wilson (1984) has pointed out that even teachers who were short-term travelers taught with more accuracy, authority, creativity, and enthusiasm. Also, Gilliom (1992) found that teachers taught more accurately and creatively and with more credibility about their visited countries. Further, Thorpe (1988) found statistically significant associations between travel abroad (the number of countries a teacher had visited) and respondent’s knowledge self-ratings. Generally, teachers with international/cross-cultural experiences have more expertise and confidence in teaching about the world from a global perspective.

This report presents an in-depth case study investigating how a Taiwanese elementary school teacher’s
international/cross-cultural experiences influence her teaching of social studies from a global perspective. The study provides insights into how teachers use their international/cross-cultural experiences and knowledge to improve their instruction and better prepare their students for a global age.

Background of the Study

The past four decades have witnessed a number of significant economic and political developments in the Republic of China (ROC). It is the success story of a tiny island—just one eleventh the size of the state of California—that developed a new economic empire out of a war-torn, bankrupt society. The course of Taiwan's economic development has involved millions of independent economic actors and the government's experimentation through trial and error with many new and unproved policies.

From ground-breaking agricultural reforms to a steady investment of agricultural export earnings in acquiring the raw materials for its incipient industrial infrastructure, the ROC laid the foundation for its "miraculous" economic growth in the late 1940s through 1960s. This was followed by a comprehensive export economic strategy in the 1960s and 70s and a bold commitment to infrastructural development, with the Ten Major Construction Projects in the late 1970s.
The 1980s were critical to ROC industrial development spurred by vigorous government promotion of strategic, technology-intensive industries such as semiconductors, electronics, and industrial automation. In 1981 the first science-based industrial park for Taiwan was modeled extensively after Silicon Valley in California. By 1990, heavy, chemical, and technology-intensive products accounted for 54 percent of the nation's total exports, while another 40 percent represented the output of the electronic, information, and machinery industries (The Republic of China Yearbook, 1993).

Taiwan's economy today possesses a high degree of openness, as measured in terms of percentage share of the foreign trade sector in gross domestic product. Taiwan's economy is thoroughly integrated with the global economy, and the ROC government has set further internationalization and liberalization as the primary economic goals (The Republic of China Yearbook, 1993).

The world has witnessed rapid and complex political change since the unification of Germany and the disintegration of the Soviet Union. Along with many other significant worldwide political and economic changes, the ROC has initiated a series of political reforms and economic developments. Political reforms included abrogating the 40-year old Emergency Decree which was generally regarded as martial law, lifting publication restrictions for newspapers,
allowing the formation of new political parties and
guaranteeing the right of public assembly and demonstrations.
The government has also carried out extensive constitutional
reform to solidify the political base of the ROC (The 1991

After decades of being overshadowed by mainland China,
the ROC is building on its reputation for political and
economic change by taking a more active and flexible approach
to international affairs. The ROC government lifted
restrictions on traveling abroad in 1979. In July 1987, the
ROC government terminated the Emergency Decree, thereby
implying recognition of the Chinese communists as a political
entity. The ROC government also lifted restrictions on
travel to Hong Kong and Macau and permitted its residents to
visit their relatives on the mainland. The years 1991 and
1992 marked the beginning of a new era in relations between
Taiwan and mainland China. Since November 1987, almost three
million Taiwan residents have visited the mainland. On
February 14, 1991 the ROC government announced the Guidelines
for National Unification and set forth principles for and the
steps towards the unification of China. The ROC government
also adopted a series of administrative and legal measures to
regulate orderly people-to-people exchanges between the two
sides of the Taiwan Strait. More than one million Taiwan
residents visited the mainland in 1991 alone. In addition,
trade and investment between Taiwan and mainland China grew
at a rapid pace. While Taiwan and the mainland have as yet stopped short of official contacts and negotiations, the two sides have set up intermediary agencies.

As might be expected, these new interactions have raised a whole new set of practical issues. Both sides are taking measured steps to test the political waters and to address the outstanding issues. This process of identifying latent problems and seeking common ground for their solution is indispensable for reducing the longstanding misunderstanding and hostility that prevail between the ROC and mainland China (The Republic of China Yearbook, 1993; Bair, 1993, p. 1253).

The global economy has been moving towards greater regional economic integration in the last decade of the 20th century. Lee Teng-hui, the ROC President, has pointed out, "...the future economic development of Taiwan can not be limited to just this small island. Taiwan must use the Chinese mainland as its hinterland for future development" (The Republic of China Yearbook, 1993, p. 153). Based on their speaking the same language, sharing a common cultural heritage and having convenient transportation connections, the so-called "Chinese productivity triangle" of Hong Kong, southern mainland China, and Taiwan is emerging as a formidable trade force. In fact, Taiwan has positioned itself as an inevitable, even necessary, intermediary for foreign investors who wish to do business with mainland China. Currently, foreign-based multinational companies such
as Du Pont, Bayer, and Dow are using professionals from Taiwan as representatives in their pursuit of business with mainland China. Also, the ROC government officials and business leaders have plans to build Taiwan into a regional operations center for Asia and the Pacific. With its strategic location in the western Pacific area, its skilled labor, and its well developed (and rapidly improving) infrastructure, Taiwan has great potential to become a major center of air travel and freight shipment (Yuan, 1993; T'eng, 1992).

There is no doubt that Taiwan will continue to stress a high degree of interdependence with other nations. The ROC has experienced its past developmental success because of major investments in achieving high levels of adult literacy and education. In an attempt to meet the new challenges of interconnectedness with the rest of the world, infusing global perspectives into education is essential for the people in Taiwan if they are to acquire the ability to reflect upon the uniqueness of Taiwanese society and to develop an appreciation of other world cultures. In addition, the enhancement of its citizens' ability to function effectively in a new global society is particularly crucial.

The Chinese educational system in Taiwan is based on Confucianism and stresses that the educated person should have concerns of a global scope. Since Taiwan has entered a
new age of internationalization, global education is essential. Social studies education has a special commitment to prepare students for a global age. Consequently, there is a pressing need for teachers in Taiwan to develop the necessary skills and knowledge to teach social studies from a global perspective.

Teachers in Taiwan have broadened their horizons in recent years through international/cross-cultural experiential learning opportunities. Benefiting from the government's innovative approaches toward participating in the increasingly interdependent world, many teachers have visited mainland China and have traveled to other countries in an effort to enhance their competency to prepare students for a global society.

Education in the ROC is undergoing significant revision. Whereas in the past, emphasis was on rote memorization and the accumulation of a great many facts, the focus now is shifting towards stimulating student inquisitiveness and creativity. Efforts are underway to minimize or eliminate the ROC's rigorous system of competitive examinations. In a similar vein, education authorities are completely revamping the structure and content of curricula in the ROC (Education in the Republic of China, 1992; Kuo, 1993).
Statement of the Inquiry Question

Some researchers (e.g., Kagan & Madsen, 1971; Lambert & Klineberg, 1967; Mitsakos, 1978; Torney, 1972; Remy, Nathen, Becker, and Torney, 1975) have reported that elementary years are the crucial time for reducing ethnocentrism. Therefore, educators (e.g., Anderson & Anderson, 1977; Angell & Avery, 1992; Evans, 1987; Evans, 1992; Morris, 1979) assert the need for global education in the elementary school. They point out that the elementary years represent a critical opportunity for children to develop concepts and skills for reorganizing their thinking about global issues and cultural understanding. Teachers need to help children take a holistic view of the world. Also, in order to assist students in developing a global perspective, elementary school teachers have to provide an active learning environment that encourages questioning and decision making.

The general question investigated in this study was:

What is the influence of an elementary school teacher's international/cross-cultural experiences on her teaching of social studies? Several sub-questions are related:

1. How does the teacher obtain her international/cross-cultural experiences?

2. What is the meaning of these international/cross-cultural experiences to the teacher?
3. To what degree do these international/cross-cultural experiences lead the teacher to teach social studies from a global perspective?

4. How does the teacher teach social studies from a global perspective in her classrooms?

5. What theories guide the teacher's practices?

6. What are the constraints that hinder the teacher's teaching of social studies from a global perspective?

The general question underlined above is a formal statement of the study. The sub-questions are an attempt to expand upon the general question. Undoubtedly, an emergent design provides many ways of exploring and expanding a question; however, these guidelines shaped the investigation and the collection and analysis of data.

The Purpose of the Study

If international/cross-cultural experiential learning opportunities enhance teachers' competency to prepare students for a global age, it is imperative to understand the relationship between these experiences and teachers' teaching of social studies from global perspectives. In fact, there has been little investigation into elementary teachers' thinking about the social studies curriculum in Taiwan, and none was identified with teachers' international/cross-cultural experiences.

As A. H. Wilson (1993b) points out, internationally-experienced teachers are a particularly important resource in
today's schools. Teachers in classrooms can help students gain a global perspective as part of educational preparation for citizenship in the 21st century.

In order for teachers to teach social studies from a global perspective, they must understand the underlying assumptions and effects of their personal practical theories on the classrooms. Knowledge about teachers' beliefs on teaching social studies from a global perspective is limited in Taiwan, and as a result, it is difficult for teacher education programs, preservice and inservice, to promote teachers' global perspectives.

The study has implications for elementary school teachers in Taiwan reflecting on the meaning of their international/cross-cultural experiences for the teaching of social studies. It also provides opportunities for teachers with international/cross-cultural experiences to challenge, analyze, and clarify their construction of personal theories of teaching social studies from which to understand and control their teaching decisions. Ultimately this study will advance the work of teacher educators who are developing teacher preparation programs by providing an understanding of how teachers use their international/cross-cultural experiences in teacher thinking and instruction.
Research Methodology

In order to capture a teacher's thinking during her teaching practice, it is necessary to utilize qualitative research which will enable the researcher to gain insight into the participant's perspective. The naturalistic paradigm appropriate for this study addressed the constructed meaning (Bogdan & Biklen, 1992; Gadamer, 1989; Lincoln & Guba, 1985; van Manen, 1990). The constructed meaning is influenced by the participant's own history, culture, and perspective. In seeking to understand the values, beliefs and underlying assumptions of the teacher's development of practical theories, it is essential to study the phenomenon in relation to the context of the classroom (Eisner, 1991, Elbaz, 1983; Shulman, 1992; Yinger, 1990).

The purpose of this study was to examine the influence of an elementary teacher's international/cross-cultural experiences on her teaching of social studies. A case study approach was employed in this study. According to Olson (1989), case studies can make a contribution to the improvement of teaching. He claims that "Without knowledge of past practice in particular cases, we have no way of understanding what might happen if the people were to try to change their approach." (p. 167) Cases tell us about why teachers do what they do and why they persist in doing it. Unlike historical case studies, no one is present to comment
on how the important issues are defined; teachers are there and they do care because they have a stake in the way cases are written about them. Therefore, Olson stresses that

The cases are being written for purposes in which they share, and thus researchers have a special task in defining the research problem because a judgment presupposes certain values which researchers and teachers hold about what is educationally important. (p. 168)

To obtain the interaction, reflection, and understanding from the research participant's perspective, the major tools of data acquisition were interviews and observation. The interviews served as data acquisition methods for the participant to reflect on and describe her personal history, beliefs/values/assumptions of teaching, international/cross-cultural experiences, and instruction. In addition to the interviews, observations were conducted to collect detailed data about what happens during classroom teaching. Interviews and observations were also used to gain an understanding of the teacher's beliefs, thoughts, and theories regarding her teaching of social studies from a global perspective.

Interview field notes, observation field notes, transcripts, and curricular documents provided the data for analysis. Although the design remained constant, the research activities were somewhat emergent to allow for revisions and adjustments based upon the judgment of the researcher and research participant. This allowed for maximum benefit of the specific context of the research
environment (for example, additional interviews and observations or different data sources).

The curricular documents included the textbook, the workbook, and the teacher's manual. They were analyzed for categories that framed the fifth-grade social studies curriculum in Taiwan.

The interview data were analyzed to identify preliminary themes, emerging categories, and patterns of (1) the teacher's beliefs/values/assumptions of teaching, (2) the relationship between the teacher's international/cross-cultural experiences and her social studies curriculum, (3) the teacher's social studies curriculum planning and decision making. The observation data were analyzed for evidence of how the teacher's social studies curriculum affected and were affected by the spontaneous reactions in her social studies classrooms. Follow-up interviews were conducted for discussion, clarification, and member checking. The themes and categories were reanalyzed and refined based on the interviews. Data were analyzed to ascertain the meaning for research participant in relationship to her social studies teaching from a global perspective.

The study was guided by Lincoln and Guba's (1985) inductive process and the constant-comparative method of Strauss and Corbin (1990) was used to analyze the data. Prolonged engagement, persistent observations, triangulation,
and member checking were fundamental activities used to assure the trustworthiness of this study.

Definition of Terms

For the purpose of this study, the terms listed below are defined as follows:

**International:** In the increasingly interconnected world, people conduct their affairs from a transnational base. The international interaction has grown through commerce and finance, through an explosive media and information system, travel, and multinational organizations. As a result, people develop their international awareness—an understanding that the world is one community; a capacity to empathize with people in other countries; an appreciation of the common needs and concerns of people of different cultures (Hansel, 1983).

**Cross-cultural:** In addition to the obvious distinctions of language, cuisine, dress, and other customs, culture in its broadest sense includes people's values, assumptions, communication styles, ways of perceiving and interpreting the world around them. Therefore, cross-cultural issues arise in any situation where there is "a contradiction or
confrontation between various values, beliefs, and assumptions" (Casse, 1981, in Rash, 1988, p. 216).

**International/Cross-cultural Experience:** This is the term used in this study to describe teachers' cultural understanding through their overseas and domestic encounters between people of different ethnic or linguistic groups, races, religions, or national origins.

**Elementary Education:** According to the ROC Constitution, elementary education shall be compulsory for all children six to twelve years of age. In 1991-1992 school year, there were 22 private and nearly 2,500 public elementary schools in Taiwan. Subjects covered in elementary schools include Civics and Ethics, Health Education, Mandarin, Mathematics, Social Studies, Natural Science, music, arts, physical education. A new curriculum for the elementary schools has been drawn up. It will include elective courses, including English, Chinese dialects, computing, use of the abacus, calligraphy, and choral singing (*The Republic of China Yearbook, 1993*).

**Elementary Social Studies:** The term describes one of the elementary schools subjects in Taiwan. The content of this subject includes history, geography, government and civics, economics, anthropology, sociology, and psychology which is
taught at elementary schools in Taiwan. The major goals of this subject are to develop children's "knowledge, ability appropriate to the analysis of the human condition, appreciation of Chinese culture and national morality, positive attitudes and perspectives on their own lives, critical understanding of modern society, and civic responsibility" (The National Institute of Compilation and Translation, 1989).

**Global:** According to Bullard (1993), the definition of global is "a space-age word reflecting a view of the earth from outer space, the term connotes transcendence of international politics while stressing human interrelatedness on one planet, Earth, which is viewed as a "life-support" system" (p. 123). To globalize education means to expand opportunities to learn about the world beyond the borders of one's own country, and to learn about one's own society's relationship to and place in the larger world system.

**Perspective:** According to Coombs (in Case, 1993, p. 318), having a perspective implies: (1) a "point of view"--a vantage point from which, or a lens through which, observations occur, and (2) some "object" of attention--an event, thing, person, place, or state of affairs that is the focus of the observations.
Global Perspective: This is the term used in this study to describe teachers helping students develop a world awareness, an understanding of the interconnectedness of world systems as well as different values and points of view while teaching social studies. As a result, students can become more internationally competitive for life in the 21st century.

Limitations of the Study

The limitations of this study are framed around those typically associated with research based on case study and qualitative approaches to research. Certain limitations can be expressed in reference to the setting, participant, and situation.

The study was conducted in a public elementary school located at a city of mid-western Taiwan. The school is one of the outstanding schools in this city. Most students come from business or professional (lawyer, doctor, teacher) families. To some extent, the school curriculum is influenced by parent expectations. The atmosphere in this elementary school may not be applied to other public, private, or experimental schools environments. Also, in considering personal attributes, the case study teacher may not be representative of typical public, private, or experimental elementary school teachers in Taiwan.
Data collection and analysis for the study lasted almost three months, from early September to early December 1993, in Taiwan, with a focus on the teacher's social studies teaching during her regular teaching time. This time may not be inclusive of what could be observed at other points during the academic year or for longer periods of time.

Organization of the Study

This study was designed to examine the influence of an elementary school teacher's international/cross-cultural experiences on her teaching of social studies. An in-depth case study was conducted to address meaning making in particular lived experiences; the participant's interview field notes, observation field notes, transcripts and curriculum documents were used to uncover her thinking on teaching social studies from a global perspective.

The report of the study is organized into seven chapters. Chapter I provides the background of the study and a statement of the inquiry question, addresses the purpose of the study, presents an overview of research methodology used in the study, a definition of terms, and the limitations of the study.

Chapter II examines the related literature of global education for this study. The review of literature on global education explores the conceptualization of global education,
the impact of international/cross-cultural experiences, the relationship between teachers' international/cross-cultural experiences and their teaching, and teaching social studies from a global perspective. A brief overview of preparing children for the 21st century in Taiwan focuses on the current elementary education system in Taiwan, the development of the elementary social studies curriculum in Taiwan, and the necessity of promoting elementary school teachers' global perspectives in Taiwan.

Chapter III explores the literature of teacher thinking/theorizing and social studies curriculum/instruction research. The review of literature on teacher thinking/theorizing focuses on teachers' theories and beliefs, teacher planning, and teachers' interactive thoughts and decisions. Research on social studies curriculum/instruction examines teachers' beliefs/perspectives of social studies, and a teacher's role in social studies curriculum/instruction. Also, a review of teacher thinking and social studies research in Taiwan is briefly provided in this chapter.

Chapter IV, research methodology, presents a brief discussion of the research rationale and case study design used in this study followed by the specific information on selection of the case study site and teacher. The role of the researcher is detailed next. Other sections are the methods of data collection, the procedures for analysis, the
establishment of trustworthiness, the ethical concerns, and presentation of the case study.

Chapter V begins the analysis of data with the profile of Teacher Ho, the case study teacher, including her childhood, education, marriage and family life, plus her personal philosophy of students, teaching and learning, as well as curriculum. Teacher Ho’s self-development of global perspective teaching through her international/cross-cultural experiences is detailed in the next section. Her practical theories of teaching social studies from a global perspective are also discussed in this chapter.

Chapter VI continues the analysis of the data. Teacher Ho’s infusion of international/cross-cultural experiences into her social studies classrooms, her goals for teaching social studies from a global perspective, the constraints of teaching global perspectives, and her commitment to the future are included in this chapter.

Chapter VII contains a summary of the study, major findings, conclusions and implications. Recommendations for future research are also discussed.
CHAPTER II

REVIEW OF RELATED LITERATURE ON GLOBAL EDUCATION

Introduction

The purpose of this chapter is to review the global education literature that is relevant to the study. At the edge of the 21st century, all the countries of the world are caught up in a network of interactions and relationships that encircle the planet like an intricate spider's web. The wider world is a ubiquitous element which influences the routines of our everyday lives. The term global interconnectedness is often used to describe this reality. As L. F. Anderson (1979) points out, the interdependence of the modern world is markedly different in its degree of frequency, its depth and its scope, while not a purely contemporary phenomenon (there have been trading links and migrations of peoples between nations for many centuries).

In an attempt to meet the pressing need of preparing children for a world where familiar geopolitical boundaries and economic assumptions are being replaced by new realities, educators are calling for effective global education at all levels and in all disciplines. As a result, teachers all
over the world have a critical responsibility to teach their students' global perspectives.

The first section of this review examines the Conceptualization of global education. Global education is education designed to develop a global perspective. In dealing with the interdependent nature of the world, students need to appreciate cultural diversity, to understand global systems, and to understand how their decisions affect and are affected by global connections in their local community.

The impact of international/cross-cultural experiences is the focus of the second section. People develop global perspectives and relationships through their overseas and cross-cultural experiences. The use of teachers who have overseas experiences can help to promote students' global perspectives.

The third section explores the relationship between teachers' international/cross-cultural experiences and their teaching. Researchers emphasize the teacher's role in promoting students' global perspectives. Also, researchers have found that international/cross-cultural experiences improve teachers' understanding and motivation for teaching about the world.

Teaching social studies from a global perspective is discussed in the fourth section. Citizenship training takes place in a variety of educational settings, but it is the unique role of social studies to furnish instruction in the
fundamental requisites of good citizenship. In an attempt to prepare students for national and global citizenship, teachers infuse global perspectives into the teaching of social studies. They also need to employ different teaching strategies and methods of instruction, such as cooperative learning and simulations.

The final section provides a brief overview of preparing children for the 21st century in Taiwan. The section begins with an introduction to the current elementary education system in Taiwan. It is followed by the development of the elementary social studies curriculum. The third part of this section calls for promoting elementary school teachers' global perspectives in Taiwan.

The Conceptualization of Global Education

In the past two decades global education has become a widely recognized movement in the United States, and the globalization of the schools is well under way. In order to articulate the meaning of global education, we need to examine the work of some major global educators.

On the basis of the acceleration of global interdependence, global educators claim that there is a pressing need to globalize the content of education, to rethink instructions and methods, and to internationalize the context of education. L. F. Anderson (1990) has developed a
powerful rationale for global education. First, he describes the convergence of three fundamental changes in the world's social structure: the growth of global interdependence, the erosion of western dominance, and the decline of American economic and political power and influence in the past twenty years. Then Anderson discusses the international influence on economic and political life in the United States over the past two decades. He also shows that the American demography and culture are becoming more global in nature. Finally, Anderson points to the link between social change and educational change and argues for global education as an accurate mirror of the direction in which society is moving.

While many definitions are currently used in the field, global educators tend to agree that global education is education designed to promote the development of a global perspective. For example, Hanvey (1976) set forth five dimensions of global perspective: perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Perspective consciousness, emphasizing the appreciation of other people's different world views, has become one of the identifying characteristics of a global perspective.

Also, Alger and Harf (1986) present five basic themes for global education, including values, transactions, actors, procedures and mechanisms, and issues. They point out that as consumers, workers, and investors, and as members of
religious, ethnic, and cultural groups, we live in a multiboundary world. It is not simply a world of nation-states, but one with a diversity of worldwide systems in which all affect and are affected by others across the globe. From Your Community in the World; the World in Your Community (1974) to Perceiving, Understanding, and Coping with the World Relations of Everyday Life (1993), Alger’s major effort has focused on delineating local, state and international connections. He has continuously been concerned with the enhancement of the efficacy of citizenship knowledge and participation in the worldwide involvement of daily life.

In addition, Becker (1979) differentiates between a world-centered approach versus ones based on international relations or world cultures. He asserts that teachers should employ an interdisciplinary approach to promote students’ global perspectives (Becker, 1990).

Additionally, in an effort to define “the disciplines” of global education, Lamy (1987) has identified four intellectual goals for global educators:

1. Knowledge acquisition from multiple perspectives.
2. The exploration of world views.
3. The development of analytical and evaluative skills.
4. Strategies for participation and involvement.

Furthermore, Kniep (1987) defines the content of global education as having the following dimensions:
1. Universal and diverse human values and cultures.
2. Global systems (economic, political, technological, ecological).
3. Persistent global problems and issues (peace and security, development, environmental, human rights).
4. Global history.

Kniep particularly advocates the need for a historical perspective on the evolution of cultures, global systems, and global issues.

Finally, Case (1993) has built on the work of Hanvey and Kniep to develop further the concept of a global perspective. He differentiates between the substantive and the perceptual dimensions. While including knowledge of other cultures and a general awareness of world issues, global dynamics, and human choices in the substantive domain, the key elements of perceptual domain consist of open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and non-chauvinism.

Generally, in addition to an understanding of the interdependent nature of the world, global educators emphasize the need for applying global perspectives in recognizing choices, reaching judgments and making decisions. They believe that students need to be taught to think globally when making local decisions. In sum, global education is education designed to promote students' global perspectives through learning the problems and issues, which cut across national boundaries and the interconnectedness of
cultural, environmental, economic, political, and technological systems.

In order to prepare students for a global age, global educators contend that teachers need the knowledge and abilities to teach (Merryfield with Harris, 1992, p. 58):

1. An appreciation of cultural differences and similarities, including multiple perspectives/perspective consciousness.

2. The world as a system and the concept of interdependence.

3. How students' decisions affect and are affected by global connections in their local community.

The Impact of International/Cross-cultural Experience

There is considerable research on the impact of international/cross-cultural experiences. The literature covers a vast range of ideas and issues. Some studies are concerned with tourists' behavior and psychology. Others are more focused on the educational learning, such as that of exchange students, Peace Corps volunteers, and Fulbright professors.

Although there is no satisfactory experiential definition of a tourist (Pearce, 1982a), tourism has increasingly become a global phenomena. Nearly all tourism is thought to be enjoyable. Although the motives and roles of individual tourists may be quite different, tourism is valued highly and looked upon as a pleasurable, desirable
experience. Certainly, there are some negative experiences, such as transportation difficulties, theft of money or being cheated, and culture shock (Furnham & Bochner, 1986).

Researchers (e.g., Pearce, 1982a, 1982b) have pointed out that tourists can modify their perceptions of their hosts, re-appraise selected aspects of their fellow-countrymen, and emerge more confident in their beliefs about the host culture. In addition, the impact of the travel experience can alert tourists to the problems of inter-cultural interaction, through language and non-verbal communication difficulties. Although there may be some negative influences, the effects of traveling are eventually a force for cross-cultural understanding.

Also, research has reported the shared nature of much travel. Husbands and wives, families with children, close friends and temporary traveling companions all shape and influence the individual tourist experience. In Pearce's research (1988), women were usually linked to their role in sharing the experience with children, e.g., discussing and commenting upon exhibits while visiting a museum.

Additionally, researchers (e.g., A. H. Wilson, 1993a, 1993b) claim that internationally experienced persons can obtain a global perspective, including substantive knowledge and perceptual understanding. For example, students attending study abroad programs learn new languages, become concerned about world affairs, and have a new perspective on
their host cultures, such as customs and traditions, and social structure (Hansel, 1983, 1984, 1988). Also, students become more open-minded and show an increased interest in reflective thought and tolerance for ambiguity after their overseas travels (Kauffmann, 1982).

Furthermore, research has indicated that international/cross-cultural experiences lead to personal growth and interpersonal connections. For example, in research on the Harlaxton College (England) study abroad program, students reported they increased self-confidence and independence (Thomlison, 1991, in A. H. Wilson, 1993b; p. 23). Also, returned Peace Corps volunteers (RPCVs) demonstrated a creative and practical orientation toward problem solving, especially in interpersonal relationships involving cross-cultural differences (Knowles, Pietras, & Urick, 1970). Furthermore, the Fulbright professors acted as cross-cultural mediators in their visiting countries (Gullahorn & Gullahorn, 1960).

As stated above, people traveling abroad, whether for tourism or education, are likely to alter their views concerning the host country and return home with a different perspective on their own culture. Thus, the journey can be recognized as a path to broaden horizons and enhance multiple perspectives.
The Relationship between Teachers’ International/Cross-Cultural Experiences and Their Teaching

Research has reported the important relationship between international/cross-cultural experiences and the effective teaching and learning of a global perspective. Thus, the utilization of individual teacher’s overseas experiences is a promising way to promote students’ global perspectives.

According to Cushner (1990), teachers play a key role in implementing effective teaching and learning of global perspectives. He argues that globalizing curricula must be preceded by globalizing teachers. He reasons that if:

...teachers do not perceive the need, are not comfortable and competent with diversity, or do not have extensive cross-cultural experiences that can act as a foundation for further growth and development, education with an international perspective will not advance fast enough. (p. 169)

Since teachers are key agents in introducing global education, Gilliom (1981b) points out that they should serve as living examples of the globally concerned citizen they are attempting to produce. In order to become “living examples” of global citizenship, he suggests that international travel and study are invaluable for exploring other ways of life and for collecting teaching materials for use in the classroom.

A. H. Wilson (1982) writes a rationale for international/ cross-cultural experiential learning:

that teaching itself is a cross-cultural encounter; that cross-cultural experience aids self-development; that cross-culturally effective
persons have characteristics desirable for effective teachers; and that cross-cultural experience leads to the ability to teach from a global perspective. (p. 186)

A series of articles by A. H. Wilson (1983, 1984, 1986, 1993b) have demonstrated that international/cross-culturally experienced teachers can and do enhance their own classroom teaching as well as make an impact on their own students. Teachers reported that they taught with more accuracy, authority, creativity, enthusiasm, and understanding about the places they had visited. In addition, Gilliom (1992) found that teachers participating in summer study tours learned more about the history, geography, and culture of the countries visited. As a result, teachers felt more confident teaching about these countries.

In terms of teachers' understanding and their motivation to teach about the world, A. H. Wilson (1993b) made an interesting point:

The international experience of RPCV [Returned Peace Corps Volunteers] teachers seems to have had more impact in perceptual understanding (they accept differences), while that of short-term sojourning teachers seems to have had more impact in substantive knowledge (they use their new knowledge in the curriculum). (p. 28)

Additionally, other research (e.g. Ernster, 1976; Merryfield & White, in press, Thorpe, 1988; Wieber, 1982; L. Wilson, 1975; Wolfer, 1990) has reported that travel experiences do contribute to teachers' individual growth and global awareness. For example, Thorpe (1988) found statistically significant associations between travel abroad
(the number of countries a teacher had visited) and respondent’s knowledge self-ratings. Also, Wieber (1982) discovered that the number of countries a teacher had visited had a statistically significant association with a teacher’s performance on a global knowledge assessment. Furthermore, Merryfield and White (in press) have stated that teachers’ extensive cross-cultural experiences led their commitment to teaching perspective consciousness, recognition of cultural universals, and respect for cultural diversity.

As stated above, we may conclude that real-life experience plays a key role in motivating teachers to teach global perspectives.

Teaching Social Studies from a Global Perspective

The increasing internationalization of society and interdependence among peoples and nations make it imperative that citizenship education have a global dimension. Powerful groups, such as the National Governors’ Association in its report, America in Transition: The International Frontier (1989) and the Study Commission on Global Education in The United States Prepares for Its Future: Global Perspectives in Education (1987), have spoken out in favor of a global perspective in the curriculum.

Citizenship training takes place in a variety of educational settings, but it is the unique role of social
studies to furnish instruction in the fundamental requisites of good citizenship. The National Council for the Social Studies (NCSS) recognizes the urgent need to improve and expand the global dimensions of the social studies curriculum.

A position statement on global education provided by the NCSS indicates that the purpose of global education is to "develop youth with the knowledge, skills, and attitudes needed to live effectively in a world, possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence" (1982, p. 37). According to the NCSS's statement, the teaching of social studies from a global perspective stresses that (1) the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, and multicultural interactions; (2) there are a variety of actors (individuals, private voluntary organizations, multinational corporations, states) on the world stage; (3) the fate of humankind cannot be separated from the state of the world environment; (4) there are linkages between present social, political, and ecological realities and alternative futures; and (5) citizen participation is critical both in local and world affairs (1982, p. 37).

In an attempt to meet the needs, globalizing the curriculum is one of the major trends in social studies
education (Parker, 1991). Kniep (1989) proposes four essentials of study in global education for the scope of the social studies curriculum: (1) the study of systems—including the economic, political, ecological, and technological systems dominating our interdependent world; (2) the study of human values—both universal values defining what it means to be human and diverse values derived from group membership and contributing to unique worldviews; (3) the study of global issues and problems—including peace and security, national and international development issues, local and global environmental issues, and human rights issues; (4) the study of global history—focusing on the evolution of universal and diverse human values, the historical development of contemporary global systems, and the antecedent conditions and causes of today’s global issues. Kniep also provides five conceptual themes for social studies within a global education. These themes are: (1) interdependence, (2) change, (3) culture, (4) scarcity, and (5) conflict.

Most global educators favor the infusion process in terms of implementing global education. For example, Gilliom (1981a, 1981b) argues that the logical way to infuse global education into the curriculum is to integrate global topics into existing courses through units and lessons that have already been adopted. Also, Kniep (1985) asserts that the infusion approach is appropriate in the elementary school.
In dealing with the diversity of content, of student learning styles, and of teachers' teaching styles, the infusion approach can be applied in different ways.

With regard to teaching social studies from a global perspective, Becker (1990) recommends the following approaches:

1. Woyach and Remy's (1988) world studies approach is practical in that they outline an approach to world history which emphasizes the study of change on a global scale, and they call for studies in world geography, historical cultures, and international relations.

2. History (comparative, regional and international history) can be a vehicle for understanding the realities of today's world.

3. The study of local and state roles in international economic transactions (local community linkages to the world) is a promising way to make explicit the variety of ways that ordinary people in towns, cities, and rural areas are immersed in worldwide activities.

4. The increasing interconnectedness as evidenced by widespread use of the same technology by peoples in different parts of the world is creating a new emphasis on geography.

5. Improved understanding of key issues (e.g., food, energy, pollution, defense and security, resource use, and human rights) requires an interdisciplinary approach.

6. Cooperative learning methods assume heterogeneity and emphasize interactive learning opportunities.

In order to assist students in developing a global perspective, teachers need to provide an active learning environment that encourages questioning and decision making. Research (e.g., Blankenship, 1990) has supported that students become more knowledgeable about global issues and
hold more positive political and global attitudes in an open classroom climate.

In addition, teachers must teach about other societies as integral parts of a worldwide system. Researchers (e.g., Angell, 1988) claim that helping students think about their world as a system, such as a stereo system or the human body system, is an important key to the development of global understanding. Teachers need to help students project themselves into alternative cultural perspectives and recognize cultural influences on their own outlook. Connecting teachers’ or students’ own overseas experiences to curriculum development is a good strategy for bringing a global perspective to individual classrooms (Tye & Tye, 1992; A. H. Wilson, 1993b).

Furthermore, teachers can use the local community as a laboratory for students’ exploration of global issues and events (C. C. Anderson, 1990). Group discussions, roleplay and simulations are good instructional strategies for helping students learning global issues (Angell & Avery, 1992).

In sum, teachers should be keenly aware that global problems and issues, such as poverty and human rights inequities or pollution, are already a part of young students’ daily experience and they should be willing to explore these issues within the social studies classroom. Students need to prepare themselves as global citizens bearing the responsibility--to help solve the problems of the
world, to understand and care for others, to protect and use wisely our natural resources, and to promote an attitude of peaceful cooperation on global issues (Gibbons & Neuman, 1985-1986).

An Overview of Preparing Children for the 21st Century in Taiwan

There is a basic awareness that Taiwan has entered a new age of internationalization. The terms “globalization” and “internationalization” are often used interchangeably in Taiwanese society. The specific definition of “internationalization” in the Taiwanese sense embodies the following attributes: (1) the internationalization of worldwide trade that requires reorganization of the Taiwanese industrial structure, (2) the internationalization of information and culture that requires the active promotion of mutual understanding between Taiwan and other countries, and (3) the internationalization of education which means the promotion of study abroad and exchange of students and citizens in as many countries as possible. One of the expected changes related to internationalization is the promotion of children’s global perspectives.
The Current Elementary Education System in Taiwan

The nine-year fundamental (compulsory) education program was launched in 1968. The first six of the nine years is reserved for elementary school education. The education at this stage is free of tuition (Ministry of Education, 1992).

In Taiwan, the school year begins on August 1 and ends on July 31 of the following calendar year. The school year is divided into two semesters. The first semester runs from August 1 to January 31 and the second, from February 1 to July 31. The standard school week runs from Monday through Friday, plus a half day on Saturdays. Students have a two-month vacation in July and August, and a winter vacation in February (The Republic of China Yearbook, 1993).

In the late 1980s, more than 99 percent of elementary school-age children were enrolled in school. All children entered first grade at age six, and starting school was considered a very important event in a child's life.

Virtually all elementary education takes place in public schools; less than 1 percent of the schools are private (Education in the Republic of China, 1992). Private schools tend to be costly. Some private elementary schools are prestigious and serve as a first step to higher-level private schools with which they are affiliated, and thence to a university. Competition to enter some of these private schools is quite intense.
Elementary school classes were large, about forty-five students per class on average (thirty-five in the Taipei area), but higher numbers were permitted. Students were usually organized into small work groups, which had both academic and disciplinary functions. Discipline also was maintained, and a sense of responsibility encouraged, by having the students assume responsibility for the physical appearance of their classroom and school.

The Ministry’s Curriculum Policies and Syllabi for Elementary Schools were composed of a wide variety of subjects, both academic and nonacademic, including “group activities.” “Group activities” referred to scheduled weekly time given over to class affairs and to preparing for the school activities and ceremonies that were used to emphasize character development and the importance of group effort and cooperation.

The standard curriculum for elementary schools in Taiwan is in Table 1.
Table 1  Teaching Subjects and Weekly Teaching Minutes of Elementary School in Taiwan

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<td>Civics &amp; Ethics</td>
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<td>120</td>
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<td>Health Education</td>
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<tr>
<td>Mandarin</td>
<td>120</td>
<td>160</td>
<td>200</td>
<td>240</td>
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<td>Mathematics</td>
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<td>Social Studies</td>
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<td>Natural Science</td>
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<td>Singing &amp; Playing</td>
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<td>Physical Education</td>
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<td>Music</td>
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<td>Fine Arts</td>
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<td>Craft Work</td>
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<td>Industrial Arts</td>
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<td>(Home Economics for girls)</td>
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Elementary school teachers were generally responsible for all subjects, and students remained in one room for most activities. In some schools, there were departmental teachers for some subjects, including social studies, natural science, art education, and physical education, mostly in the upper grades (5-6).

The Development of the Elementary Social Studies Curriculum in Taiwan

Since the Central Government was relocated to Taiwan in 1950, the economy has experienced rapid growth and the
population has been on the rise. To meet growing demands warranted by the circumstances, both the government and the private sector have been making concerted efforts to pursue the development of education. During the past four decades, educational practices have undergone drastic changes. The most conspicuous one is the series of changes in the school curriculum. The driving forces behind these changes include national policy, social and economic demands, and the effects of pedagogical research and educational development activities (Education in the Republic of China, 1992).

In contrast to other subject areas, it is in social studies that the needs of a nation and a society are most often directly reflected. National and social needs are often mirrored in the goals and objectives of social studies, in the selection and organization of its contents, and in its teaching methods. This interrelatedness between society and curriculum is most evident in the social studies curriculum, which has undoubtedly reflected the distinct and dramatic political, social, economic, and cultural changes in Taiwan.

Curriculum policies and syllabi in Taiwan are promulgated by the Ministry of Education (MOE) for elementary schools, junior high schools, and senior high schools. The curriculum policies and syllabi for different levels of schools are set primarily according to the national aims and policies of education. Along with the political, economic, and social developments, these policies and syllabi may be
adjusted from time to time in order to meet the emerging needs of the society, and ultimately to achieve greater success of public education. When curriculum policies and syllabi are to be revised, specialists are invited to join various curriculum development committees. A new Humanities and Social Studies Education Ad Hoc Committee was set up by MOE in 1985. The Committee was divided into two working teams (Humanities and Social Studies) in charge of the long-term curriculum development (Lu, 1993, p. 355).

During the past four decades, four major curriculum policies and syllabi have been revised by MOE (Tu, 1991). Generally, the framework of elementary social studies curriculum in Taiwan is based on the American expanding environments pattern. The curriculum begins with the child in the here-and-now and moves gradually outward in space and backward in time as it considers gradually larger human communities. Influenced by Confucianism, there remains a global scope in social studies education. Before the nine-year compulsory education system was launched in the school year 1968, the elementary social studies textbooks had been compiled by the National Institute of Compilation and Translation.

On the basis of the 1975 Curriculum Policy and Syllabi, the Experimental Social Studies Curriculum (the Chou-shan Model) under the National Institute of Compilation and Translation's charge was developed. Also, in 1972 the MOE
gave the Taiwan Provincial Institute for Elementary Schools Teachers’ Inservice Education primary responsibility in researching and developing all elementary school curricula. The Institute started the project on social studies in 1979. The Research and Development Committee paid great attention to every aspect of curriculum and teaching, including the production of all textbooks, workbooks, teacher manuals, reference books, and instructional aids. Another important characteristic of the project is that researchers and curriculum specialists work side by side with selected outstanding school teachers in order to obtain maximum practitioners’ input during research and development process. As a result, the New Experimental Elementary Social Studies Curriculum (the Pan-chiao Model) has been disseminated since 1989 (Wang, 1991).

Compared to the previous curriculum, this curriculum emphasizes helping students develop confidence in their ability to learn independently. Also, teachers are encouraged to use open-ended questions and activities that stimulate students’ thinking. Furthermore, students are not only taught how to obtain facts, but also to use them in making decisions about issues that are global in nature (Chin, 1991). Basically, the New Experimental Elementary Social Studies Curriculum pays more attention to global education, emphasizing cultural diversity and global interdependence. For example, one of the units in the fifth
grade textbook emphasizes the appreciation of cultural diversity in Chinese history. In the sixth grade textbook, there is a unit on titled "Global Village". This unit focuses on the reflection of local as well as global environmental issues.

In addition, there is pressing need to create a proper education for children who are living or have lived abroad. For example, the Penang Taiwan School in Malaysia is a product of the enormous increase in overseas investment in recent years. This school is the first overseas Chinese school whose curriculum and system is exactly the same as Taiwan's, allowing students returning to Taiwan to pick up their studies directly where they left off. As a result of the enormous increase in overseas investment and the value Chinese people place on education, it is not surprising that Chinese schools are becoming popular everywhere as overseas Chinese spread out to all corners of the globe (Tang, 1992).

On the basis of these tasks, education in Taiwan should focus its efforts on preparing children for a global age. Many educators and researchers (e.g., Chien, 1992; Huang, 1993; Ou, 1991; Ts’ai, 1987; Wu, 1993) have stressed the necessity of promoting children’s global perspectives. As a result, a new Curriculum Policy and Syllabi was established in 1993. Scholars and educators are dedicating to an curriculum innovation. One of the new approaches is to
globalize elementary and secondary curriculum (Chiao-yu, 1994).

The Necessity of Promoting Elementary School Teachers’ Global Perspectives in Taiwan

In the past four decades, there have been two levels of teacher education systems in Taiwan: one for elementary and one for secondary school teachers. In both systems, students are not only exempted from tuition charges but also provided with living allowances. In return, they are obligated to serve on their assigned teaching responsibilities (with regular pay). In this way the government can ensure the teacher supply with an adequate number of qualified teachers in every part of the country. In both programs students are required to take a number of education courses and must successfully complete a teaching practicum before graduation (Liang, 1991).

Teachers colleges are responsible for training elementary school teachers. There are nine Teachers Colleges in different parts of Taiwan. Students are recruited from among senior high school graduates, enjoying the privilege of government scholarship, with an obligation of service. Under current law, the number of years for required service is equal to the years they received the scholarship from the government.
Students in Teachers Colleges are prepared for teaching every subject in elementary schools. Thus, the coursework in the Teachers Colleges is divided into three categories (Chen, 1987):

1. General Courses

A total of 74 credits, which is half of the total 148 credits required for graduation. The target of general knowledge is to give a solid foundation for study in educational and specialized courses.

2. Educational Courses

A total of 44 credits is geared to impart and cultivate the essential knowledge, skills, and spirit needed for elementary school teaching.

3. Specialized Courses

A total of 30 credits is aimed to provide special knowledge of a certain subject taught in elementary schools, and reinforce the individual interests and specialities of teachers college students.

In order to promote professionalism, teachers colleges endeavor to help students achieve the following goals (National Chiayi Teachers College, 1993, p. 5):

1. to treasure cultural heritage, and to commit to serving the society and the nation,

2. to care for physical growth and mental development, and to cultivate virtue,

3. to have a broad and profound knowledge base,

4. to develop the ability in teaching subject matters and to keep up the spirit of professionalism,

5. to develop the capacity of and positive attitude toward doing research and pursuing originality.

Some reform plans for teacher education influenced by the international trends and domestic social and economic
changes are under way in Taiwan. For example, The Ministry of Education will allow general colleges and universities to offer professional and specialized courses on education next year (which are currently offered by teachers colleges and normal universities only) (Li-yuan, 1994). Also, The Ministry of Education will have these institutions render admissions to two kinds of students: government-grant and self-supported students. Furthermore, the integration of the two levels of teacher training is under consideration.

In addition to the system change of teacher training, one pressing need is to redesign the curriculum of teacher education. Classroom teachers cannot prepare children for the 21st century without an appreciation and knowledge of the world. Therefore, it is reasonable to say that promoting teachers' global perspectives should be the priority for teacher education in Taiwan.
CHAPTER III

REVIEW OF TEACHER THINKING/THORIZING AND SOCIAL STUDIES CURRICULUM/INSTRUCTION RESEARCH

Introduction

This chapter examines the literature of teacher thinking/theorizing and social studies curriculum/instruction research. The review is not intended to be comprehensive of all relevant literature in each area. Rather, the literature presented is constructed to provide a theoretical framework for this study.

In the first section, an overview of teacher thinking/theorizing research is explored. During the past decade, much of the research effort which focused on the search for teachers’ classroom behaviors has been directed to an area of study broadly known as teacher thinking/theorizing (Haiks & Olson, 1984; Clark & Peterson, 1986; Ross, Cornett, & McCutcheon, 1992). Much research has portrayed teachers as active, engaging and rational professionals who make both conscious and intuitive decisions in school contexts. Teacher thinking/theorizing is composed of three elements: teacher planning, teachers’ interactive thoughts and

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decisions, and teachers' theories and beliefs (Clark & Peterson, 1986). Generally, teachers' personal theories and beliefs serve as the basis for classroom practice and curriculum decision making. In addition, teachers seem to build up a mental picture of the typical problems, difficulties, and progress of the class, which help in directing the course of a lesson (McCutcheon, 1980). Rather than seeking to deal with uncertainty by controlling action and outcomes, teacher planning is more like preparation, acknowledging his/her limited ability to predict and the constructive nature of life. In this sense, teacher's planning enlarges the future. Furthermore, based on the spontaneity and improvisation in the teaching process, teachers' interactive thinking can be represented in a variety of ways (Yinger, 1986).

Research on social studies curriculum/instruction is examined in the second section. Teachers' beliefs/perspectives on teaching social studies, and a teacher's role in social studies curriculum/instruction are the focus of this section. Although some research has reported that teachers' beliefs/perspectives concerning social studies do influence what they learn, what they plan to teach, and the curriculum that they actually provide in the classroom, much less is known about teachers' underlying beliefs about social studies. In addition, although most teachers have freedom to define social studies as they see fit, actually, teachers
seldom exercise that freedom and may even be unaware of it (Thornton, 1991). Furthermore, when teaching social studies, teachers tend to characterize their planning as concerning instruction, not curriculum. To many teachers, “curriculum” appears to be synonymous with a body of knowledge in the textbook. Rather than viewing teachers as providing textbook-based, teacher-dominated instruction in their classrooms, researchers encourage teachers to use their curriculum potential in social studies.

Social studies research efforts about teacher thinking in Taiwan are still in their infancy. Thus, a brief review is provided in the final section.

An Overview of Research on Teacher Thinking/Theorizing

For almost a century, scholars in the field of teaching have tried to answer the question of what “teaching” looks like, and how “effective teaching” can be defined. Process-product research, which concentrated on teacher behaviors, and interpretive research, which emphasized insider perspectives, are two dominant paradigms in research on teaching.

Research on teacher thinking/theorizing has suggested another perspective focusing on the things teachers believe and ways they teach. The goal of this research is “to understand teaching and curriculum making as universes of
activity influenced by personal experiences and interactions among individuals and contexts" (Ross, Cornett, & McCutcheon, 1992, p. 17).

Much research under the rubric of teacher thinking/theorizing shows that teachers are more active than passive, more ready to learn than resistant, more wise and knowledgeable than deficient, and more diverse and unique than they are homogeneous (Clark, 1991). Research on teacher thinking/theorizing is based on the following assumptions: (1) Practice is greatly influenced by teacher thinking. Actions and thought have a dialectical relationship. Practice informs thinking, and thinking informs practice. (2) Teaching is guided by thoughts, decisions and judgments. (3) Teaching is a higher-level decision making process. (Clark & Yinger, 1979; Elbaz, 1990; Peterson, 1988; Shavelson, Webb, & Burstein, 1986; Shulman, 1987).

**Teachers' Theories and Beliefs**

Research on teacher thinking/theorizing has documented that teachers develop and hold implicit theories. These theories relate to their students, the subject matter that they teach, and their roles and responsibilities and how they should act (Bussis, Chittenden, & Amarel, 1976; Olson, 1981; Elbaz, 1981).
Teachers' Theories Defined

Researchers assert that teachers' theories are not law-like scientific theories because teaching is always undertaken through concrete particular actions that operate within the context of a complex set of other indeterminate factors, which can, and often do, affect the consequences of the action. For example, Clark (1988) states that teachers' practical theories tend to be eclectic aggregations of cause-effect propositions from many sources and rules-of-thumb generalizations drawn from personal experience, beliefs, values, biases, and prejudices.

A comprehensive definition of teachers' theories is provided by McCutcheon (1992). She defines a teacher's theory as "sets of beliefs, images, and constructs about what constitutes an educated person, the nature of knowledge, the society and the psychology of student learning, motivation, and discipline" (p. 191).

Teachers' Theories and Teaching Practice

In terms of rationally selecting and enacting every teaching practice, teachers do not operate on the basis of a single theory, but rather on the basis of many, some of which are tacit, others, known. Some aspects of a teacher's theory are tacit because they are not consciously held, reflected upon, or deliberated. Teachers may not be aware of their theories but still act on them. These theories are developed
out of experiences previous to teaching and experiences they have while teaching. Teachers' theories differ in their experiences out of school as well as in the context of teaching. What works in one situation may not work in another.

Kolb (1981) has provided a cognitive theory model, like Dewey's theory of experience, to explain how teachers develop their theories of practice. He explains that "immediate concrete experience is the basis for observation and reflection. An individual uses these observations to build an idea, generalization or "theory" from which new implications serve as guides in acting to create new experience" (p. 235).

**Common Threads of Teachers' Theories of Practice**

Researchers (e.g., Ashton & Webb, 1986; Clark, 1988; Feiman-Nemser & Floden, 1986; S. M. Wilson, 1990a) tend to agree the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom. They also use several terms to discuss teachers' interrelated clusters of beliefs about their practice. For example, Clandinin (1986) and Elbaz (1983) think of these interrelated beliefs as "images". Also, Schon (1983) examines theories that professionals develop from their practice.
In addition, according to the research, teachers approach their work with different beliefs about particular matters. For example, Nespor (1987) describes existential presumption, alternativity, affective and evaluative aspects, episodic storage, non-consensuality, and unboundedness as a set of dimensions of teacher beliefs. While the first four features serve to distinguish beliefs from knowledge, the other two features are useful for characterizing the ways beliefs are organized as systems. Nespor stresses that knowledge systems are open to evaluation and critical examination; beliefs are not. Belief systems are by their very nature disputable, more inflexible, and less dynamic. For all the idiosyncrasies, he concludes that beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems and are stronger predictors of behavior.

Furthermore, Pajares (1992) has offered fundamental assumptions from a synthesis of research findings on beliefs. These assumptions help to understand teachers' educational beliefs (pp. 324-326):

(1) Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience.

(2) Individuals develop a belief system that houses all beliefs acquired through the process of cultural transmission.

(3) The belief system has an adaptive function in helping individuals define and understand the world and themselves.
(4) Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted.

(5) Thought processes may well be precursors to and creators of belief, but the filtering effect of belief structures ultimately screens, redefines, distorts, or reshapes subsequent thinking and information processing.

(6) Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring.

(7) Beliefs are prioritized according to their connections or relationship to other beliefs or other cognitive and affective structures. Apparent inconsistencies may be explained by exploring the functional connections and centrality of the beliefs.

(8) Beliefs substructures, such as educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system. Psychologists usually refer to these substructures as attitudes and values.

(9) By their very nature and origin, some beliefs are more incontrovertible than others.

(10) The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change.

(11) Belief change during adulthood is a relatively rare phenomenon, the most common cause being a conversion from one authority to another or a gestalt shift. Individuals tend to hold on to beliefs based on incorrect or incomplete knowledge, even after scientifically correct explanations are presented to them.

(12) Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks; hence, they play a critical role in defining behavior and organizing knowledge and information.

(13) Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality.
(14) Individuals' beliefs strongly affect their behavior.

(15) Beliefs must be inferred, and this inference must take into account the congruence among individuals' belief statements, the intentionality to behave in a predisposed manner, and the behavior related to the belief in question.

(16) Beliefs about teaching are well established by the time a student gets to college.

Although teachers' beliefs are particularistic, and individualistic, some common threads of their theories of action are: (1) planning lessons in an active mode for students to construct knowledge, (2) unconditional positive regard for their students, and (3) interplay between the theories of action and teaching practice (McCutcheon, 1992).

**Teacher Planning**

To understand teacher planning is to understand much of teaching. Planning has been defined in two ways:
(1) Planning is a basic psychological process in which a person visualizes the future, inventories means and ends, and constructs a framework to guide his/her future action. (2) Planning is the things that teachers do when they say that they are planning (Clark & Yinger, 1987; p. 86).

Researchers have examined a number of issues related to planning and have posed four major questions: (1) Why do teachers plan? (2) How do teachers plan? (3) What factors affect teacher planning? and (4) How does planning affect classroom interactions?
The Purpose of Planning

Teachers plan for different sets of internally motivated reasons: (1) to meet immediate psychological needs (e.g., to reduce anxiety and uncertainty, to find a sense of direction, confidence, and security), (2) to prepare themselves, mentally and physically or instrumentally, for instruction (to learn the content, to collect and organize materials, to organize time and activity flow); and (3) to guide the interactive processes of instruction (to organize students, to get an activity started, to provide a framework for instruction and evaluation) (Clark & Yinger, 1979).

Planning is also motivated by external sources. According to McCutcheon (1980), a major reason for teachers' written plans was to meet their schools' administrative requirements. Several teachers in the same study reported providing guidance for substitute teachers as another reason.

Types and Functions of Teacher Planning

Planning can occur at different levels that are nested within one another--yearly, weekly, and daily, for instance. Teachers may possess different styles of planning, and the act of planning may serve different functions for teachers on different occasions.

Generally, plans made at the beginning of the year are particularly important. The operational system of schedules,
routines, rules, and procedures by the end of the first month of school serves as a framework within which particular units and activities are planned throughout the year (Clark & Yinger, 1987).

What Models Describe Teacher Planning?

Rather than objectives or evaluation, planning seems to focus primarily on content and activities. Teachers identify several alternative approaches and then select among them the one best suited to the learning objectives and learners. Given the limited time available for planning, teachers generally begin with ideas that have worked in the past and spend what time they have elaborating and embellishing those ideas (Clark & Yinger, 1979; McCutcheon, 1980).

However, mental planning is not commonly recognized by theoreticians or teacher educators as an important or legitimate part of planning. As McCutcheon (1980) points out, "mental planning is probably the part of teaching that has the potential for being the most professional activity of teaching, for it gives teachers the opportunity to relate theoretical knowledge to particular cases" (p. 8-9). Kagan and Tippins (1992) also stress that planning for most lessons appears to occur mentally, without committing anything to paper.
Teachers' Knowledge and Planning

In dealing with a complex, uncertain environment, teachers are planners in their own classrooms (Connelly & Clandinin, 1988). They are independent and often act autonomously. Also, teachers think differently, hold different beliefs, and possess idiosyncratic conceptions of what it is to engage in teaching.

While planning, teachers integrate their theoretical knowledge and their practical knowledge to achieve effective instruction and learning. Teachers' practical knowledge is practical, experiential, and shaped by a teacher's purposes and values (Elbaz, 1983; Clandinin, 1986). Elbaz (1983) identified three levels of generality in the organization of teachers' practical knowledge. The first level consists of rules of practice, which are statements of what actions to take in particular situations when purposes are clear. The second level consists of practical principles, which are broader statements for use in reflecting upon situations and selecting from among practices those which apply to specific circumstances. The third level consists of images, which are general orienting frameworks. "The teacher's feelings, values, needs, and beliefs combine as she forms images of how teaching should be, and marshals experience, theoretical knowledge, and school folklore to give substance to these images" (p. 134).
On the basis of Elbaz's structure, Connelly and Clandinin (1988) provide a new insight into teachers' practical knowledge. It includes personal philosophy, metaphor, narrative unity, and rhythm. Personal philosophy relates to how teachers think about themselves in teaching situations beyond an expression of values and beliefs to include reconstruction of meaning and experience. It relates to their beliefs and values about students, teaching and learning, and curriculum. Metaphor, such as teachers-as-coach, student-as-learner, is connected to language forms and embodies expressions of teachers' views on teaching and living. Narrative unity comes from some continuums in the teaching experience and renders life experiences meaningful through this unity. Rhythm is part of the narrative unity and relates to the cycles of schooling.

Teacher Planning and Classroom Interaction

The broad outline of teacher planning is based on what is possible or likely to occur while teaching. Also, it is used to manage transitions from one activity to another. Thus, teacher planning influences opportunity to learn, content coverage, grouping for instruction, and the general focus of classroom process. But once interactive teaching begins, as Clark and Yinger (1987) stresses, "a teacher's plan moves to the background and interactive decision-making becomes more important" (p. 95).
In sum, teachers seem to build up a mental picture of the typical problems, difficulties, and progress of the class, which help in directing the course of a lesson. Planning is viewed more by teachers as a preparation. The preparation is for enlarging their future teaching.

**Teachers' Interactive Thoughts and Decisions**

Teacher-as-decision-maker has been the dominant metaphor applied to research on interactive teaching. Jackson (1990) describes teacher decision making as preactive, interactive, and postactive, that is occurring before, during, and after teaching.

**Models of Teachers' Interactive Thinking**

Research on interactive decision making tends to focus on the topics around which decisions are made (learners, classroom management, instruction), the frequency of decisions, and the effectiveness of different patterns of decision making. The two best known models are those described by Peterson and Clark (1978) and by Shavelson and Stern (1981). Each of these models highlights the flow of teacher thought starting at a specific point. Some studies show that decision making models do not accurately describe thinking processes of teachers in the more deliberate and reflective activities like planning (e.g., Yinger, 1986).
Yinger has formulated a conception of teachers' knowledge use in interactive teaching. This conception is framed around the idea of improvisation. Some propositions regarding improvisation include (Yinger, 1990; p. 85-86):

1. Improvisation is a form of action especially suited to situations that discourage or prevent deliberative processes such as planning, analysis, and reflection.

2. Improvisation is a compositional process using as building blocks a set of situationally (contextually) grounded patterns for thought and action.

3. These patterns are holistic configurations of "embodied thought," called upon to be composed and enacted [lived] within the special constraints of the context.

4. The working method of improvisation is primarily "retrospective," using patterns from past action to other future action.

5. Skillful improvisation is based on the incorporation of patterns and pathways in a way that is continually responsive to changing exigencies and purposes.

6. Improvisational patterns are structured by action and include constellations of knowledge, beliefs, and goals.

7. Improvisational skill is synthetic and compositional, not analytic.

8. Improvisation is primarily directed toward the establishment and maintenance of the relationship between actor and other participants.

In an elaborate study of improvisation in teaching practice, Yinger (1987) points out that teachers' knowledge, which encompasses past experiences and personal intentions and understandings, is holistic and patterned and might be inseparable from action in a situation. Thus teachers cannot necessarily talk analytically about what they do in specific
situations, because what they know is whole actions connected to situational frames. Borko and Livingston (1989) also stress that a teacher, as an improvisational actor, enters the classroom, the stage, with a definition of the general situation and a set of guidelines for performing his or her role, rather than working from a detailed written script. Detailed are filled in during the class session as the teacher responds to what the students know and can do.

As stated above, rather than the conventional decision making model, teachers' interactive thinking can be represented in a variety of ways.

**Factors influencing Teachers’ Interactive Decision-Making**

In considering how teachers' knowledge may influence teachers' classroom practice and students' learning, some researchers have examined the aspect of teachers' knowledge. For example, S. M. Wilson, Shulman and Richert (1987) have found that, in planning school work, teachers drew upon different kinds of knowledge about students, subject matter, school context, and educational aims to generate a new category of knowledge, which they term "pedagogical content knowledge." This refers to knowledge relating to the teaching of a particular subject matter, the aspects of the subject matter that students find easy or difficult, and the preconceptions that students may bring to the learning situation. S. M. Wilson, Shulman, and Richert regard this as
a special understanding of the subject matter for the purposes of teaching and describe the process by which it is generated as "pedagogical reasoning."

Most of the research (e.g. Grossman, 1990; S. M. Wilson & Wineburg, 1988) on teachers' subject matter knowledge was conducted exclusively with secondary school teachers. Clearly, subject matter knowledge is equally important for elementary school teachers. As elementary teachers teach a wider range of subjects, their subject matter knowledge must cover a wider range of topics and subjects than that of secondary teachers, who generally specialize in one subject area.

In addition, managerial and instructional concerns constantly intermesh and the former often appear to dominate teachers' thinking (Carter & Doyle, 1987). Teachers' decisions about the content and nature of classroom work are frequently based upon the logic of classroom management rather than the logic of the content, work being sequenced, for instance, in order to maintain children's interest rather than to enhance concept development.

Managerial concerns are particularly prominent when teachers present activities that the children find complex or unfamiliar. Such activities are accompanied by a greater threat of disorder and disruption. Teachers typically strive to maintain well-managed, orderly, productive classes; these
features may be at the expense of the most useful learning experiences for children.

The Stages of Teachers' Decision Making

In terms of teachers' three stages of decision making, as Westerman (1991) points out, the components of each are related. Basically, during the preactive, planning stage, the expert teachers' goals were based on their understanding of the learning task. During teaching--the interactive stage--the expert teachers' goals were shaped and tailored to what was happening in the classroom. When off-task behavior, such as talking or inattentiveness, occurred during expert teachers' lessons, they brought the offending child back to the lesson by calling on the child or using some other strategy from their repertoire of management skills. During the postactive stage, the expert teachers evaluated their lessons according to how well they had achieved their goals with regard to the needs of their students. In contrast, novices used specific lesson objectives to form structured lesson plans that they did not adapt to meet student needs during teaching.

In sum, we may conclude that

Teaching is an opportunistic process. That is to say, neither the teacher nor his students can predict with any certainty exactly what will happen next. Plans are forever going awry and unexpected opportunities for the attainment of educational goals are constantly emerging. (Jackson, 1990; p. 166)
Also, teachers possess pedagogic tactfulness (van Manen, 1991), a way of being with students that recognizes the pedagogical actions that are appropriate in a given moment with a particular child.

Teacher Thinking on Social Studies Curriculum/Instruction

Teachers are the "key" in day-to-day social studies curriculum/instruction experienced by students. As gatekeepers, teachers make their daily decisions concerning both the subject matter and the experiences to which students are exposed (Thornton, 1991).

According to Ben-Peretz (1990), while implementing curriculum, teachers have the following concerns: (1) the subject matter content of curriculum materials, (2) the adaptability of materials to divergent student audiences, (3) the dilemma between broad coverage of themes versus in-depth learning of chosen topics, (4) lack of the curricular knowledge which is required for the use and creation of curriculum materials, and (5) autonomy in decision making related to curriculum.

Some instructional similarities between elementary and secondary social studies are in the dominant activities: homework assigned from a textbook, review of assignment in class, extensive teacher talk (lecturing, clarifying, explaining), recitation, and seatwork, interspersed with
occasional use of audiovisual aids and field trips (Cuban, 1991; Goodlad, 1984; Jackson, 1990).

Teachers' Beliefs/Perspectives of Social Studies

How teachers define social studies determines what decisions they make in their curriculum and instruction practices. A number of research studies show that teacher beliefs/perspectives are a promising conceptual tool for understanding how teachers approach social studies.

Teacher Beliefs about Subject Matter

Teachers are unique and idiosyncratic. Bennett and Spalding (1992) have presented portraits of seven social studies teachers who reflect one of the following perspective: scholar psychologist, friendly scholar, inculcator, facilitator of thinking and lifelong learning, friendly pedagogue, empowerer, and nurturer.

Several researchers have reported that teachers' beliefs about social studies influenced what they learn to teach and what they plan to teach as well as the curriculum they actually provide in the classroom. In terms of learning to teach, researchers point out that student teachers' beliefs about social studies curriculum were both idiosyncratic and largely unrelated to the expert view they had been exposed to in teacher education. For example, Goodman and Adler
have found that student teachers viewed social studies as a nonsubject, as human relations, as citizenship indoctrination, as school knowledge, as the integrative core of the elementary curriculum, and as education for social action. They suggest that methods courses should address this discrepancy.

Teachers' beliefs also influence what they plan to teach (the intended curriculum) and the curriculum that they actually provide in the classroom (the operational curriculum) (Thornton, 1991). For example, Evans (1988), in a study of three high school American history teacher interns, found that each teacher held a distinct conception of the meaning of history and the purpose of studying it.

Some research (e.g., Thornton, 1988) reported that teachers' goals for teaching social studies are related to their life experiences, particularly their previous teachers and their home environments. In addition, Johnston (1990a) found preservice teachers' beliefs about social studies were influenced both by the beliefs they brought to a method course and what they learned in the course.

Teacher Beliefs about Students' Learning

Researchers have explored teachers' beliefs about students' learning and their social studies curriculum/instruction practices to some extent. For example, Thornton and Wenger (1990) conducted a study to investigate three
fourth-grade teachers' thinking about their students' learning. The teachers described how students would ideally learn in social studies, particularly the kind of thinking tasks they would need to perform for their learning to be meaningful.

However, several factors, such as shortage of instructional time and the need to cover subject matter that students had to know in the next grade, were reported by the three fourth-grade teachers as constraints to employing the ideal learning strategies. Further research is needed for in depth knowledge about teachers' underlying beliefs about their curriculum/instruction practices.

A Teacher's Role in Social Studies Curriculum/Instruction

Researchers have found that social studies teachers distinguish between curriculum and instruction, and they identify themselves with the latter and outside authorities with the former (Cornett, 1987, 1990; Marsh, 1984). Rather than view themselves as key players in the determination of curriculum (Cornett, 1987, 1990; Marsh, 1984; White, 1985), many teachers believe that curriculum decisions are made by outside authorities and school-district curriculum committees composed of teachers and supervisors. Thornton (1991) argues that teachers plan an intended curriculum--decisions about
sequencing and learning activities and provide an operational curriculum—actually teaching in the classrooms.

Teacher Planning and the Textbook

Several researchers have documented that the decisions teachers make about curriculum/instruction in social studies are heavily influenced by contextual factors. These factors, such as the school ethos, are identified by researchers (e.g., Bruckerhoff, 1985; McNeil, 1986; White, 1985).

Teachers often regard the social studies curriculum as synonymous with the content of the textbook. Teachers view teaching the textbook as both practical and appropriate socialization for social studies instruction. For example, in her study, McCutcheon (1981) points out the strong influences of practicality and socialization on the planning of 12 elementary-level teachers. The textbook, in whose authority the teachers trusted, provided the content for most of their lessons. The selection of content from the textbook was guided by criteria such as the content’s fit with available instructional time. Central concerns for effective learning such as continuity of subject matter were not considered by these teachers during their planning (p. 54).

Other researchers, for example, Levstik (1989, in Thornton, 1991) describes one fourth-grade teacher, new to the school, whose aspirations to reform the social studies curriculum met with stiff resistance from other teachers at
the same level. These other teachers saw no good reason to change the "text-and-workbook based" social studies curriculum.

Beyond practicality and socialization, there are two major explanations for how and why most teachers select content from social studies textbooks (Thornton, 1991). One explanation is the teachers' belief in the authority of the textbook. For example, teachers seemed to regard coverage of the content of the textbook as a primary obligation (Cornett, 1987, 1990; Thornton, 1992). The other explanation is that teachers rely on the textbook because their subject matter knowledge is inadequate. For example, Hyland (1985) points out that four eighth-grade teachers knew little about the historical events of the Constitutional period or about conflicting historical interpretations of those events. Consequently, their planning was highly derivative of the content of the textbook.

Pedagogical Content Knowledge

Research on social studies teachers' pedagogical content knowledge (e.g., Gudmundsdottir, 1990, 1991; Gudmundsdottir & Shulman, 1989) has focused on the secondary level. These studies report that the dramatic differences between novice and expert teachers in teaching social studies are that the expert has pedagogical content knowledge that enables him/her to see the larger picture in several ways and he/she has the
flexibility to select a teaching method that does justice to
the topic.

Although S. M. Wilson’s study (1990b) is a fruitful
beginning conducted at the elementary level, much less is
known about elementary school teachers’ pedagogical content
knowledge. But it is reasonable to believe that experienced
elementary school teachers develop their “curriculum stories”
(Guðmundsdottir, 1990, 1991) focusing on a central idea that
is strong enough to shape the events that contribute to the
development of the plot. These curriculum stories help
teachers manage complex ideas and make them accessible for
students.

Interactive Decision Making

In terms of decision making in the social studies
classroom, teachers are concerned about subject matter and
management simultaneously. In their study, Parker and Gehrke
(1986) have pointed out that elementary-level teachers’
proactive planning attempted to fit lessons into established
classroom routines. During instruction, the teachers tried
to adhere to their proactive plans unless they perceived that
the lesson was going poorly. Because of risks such as time
and content loss and student misbehavior, teachers preferred
to avoid changing proactive plans.

In contrast, Merryfield (1993) conducted a case study
with 12 exemplary teachers—6 from a large urban district and
from a small, affluent suburban district. Each group of 6 comprised 2 elementary school teachers, 2 middle school teachers, and 2 secondary school teachers. In her study, she found that teachers taught about the Gulf War in different ways. Merryfield stresses that teachers' interactive decision makings are "incredibly complex, continually evolving, and shaped by myriad factors" (p. 40). The factors influencing teachers' decision making referred to their beliefs, personal experiences, and the context, especially regarding student characteristics.

In another article (1994), Merryfield further discusses that these teachers' instructional decisions are influenced by students' characteristics. She found that: (1) Teachers are sensitive to racial, ethnic, religious, gender, or other differences. (2) Teachers link content to what students already know or have experienced. (3) Teachers are concerned about what students have not experienced or do not understand. (4) Teachers expand activities on topics about which students demonstrate curiosity, concern, or interest. (5) Teachers respond to student disinterest on topics under study either by motivational exercises or by shortening time spent on those topics. (6) Because of student or parent views, teachers alter content or activities or censor their language. (7) Students serve as resources in providing content or perspectives that would not be presented otherwise. (8) Students' abilities, behavior, and attitudes
affect overall learning, the teachers' choices of strategies, and time on task in the classroom.

**Teacher as Curriculum Potential**

Although social studies instruction has been dominated by textbook-based, large group, teacher-controlled recitation and lecture (Golding, 1984; Hertzberg, 1981), some researchers have started to question the traditional view. For example, in a study of instruction in mathematics (20 teachers) and social studies (19 teachers) in fifth-grade classrooms in a variety of socioeconomic settings, Stodolsky (1988) has found that a great deal of social studies instruction diverged from the stereotypical textbook-based recitation and lecture. She also observed that subject matter drawn from social sciences like anthropology and psychology tended to involve less teacher-dominated instruction than subject matter from "sequential subjects" such as history and geography (p. 115-117).

In addition, Bennett and Spalding (1992) point out that teachers portrayed in their study used a variety of instructional materials and techniques. They observed teachers using the textbook primarily as a resource. Teachers also employed a variety of questioning and discussion styles, as well as various projects designed by them to encourage independent inquiry, values clarification, and higher-level thinking among their students (p. 287-288).
Furthermore, Brophy and VanSledright (1993) have documented seven exemplary elementary teachers' beliefs about social studies curriculum and instruction. These teachers favored using a variety of content sources in addition to or instead of a textbook, engaging students in a variety of forms of teacher-student and student-student discourse in addition or instead of traditional recitation, and engaging students in a variety of learning activities in addition to or instead of traditional worksheets. Also, the seven teachers called for teaching the families, neighborhoods, and communities content more effectively through direct experiential learning and through comparisons with parallels in the past and in contemporary cultures.

In sum, we may conclude that social studies curriculum is actually a series of "potentials" open to many possible interpretations and uses for teachers (Ben-Peretz, 1990).

Teacher Thinking and Social Studies Research in Taiwan

As stated above, the teacher thinking literature has increased significantly in the United States, and the findings have informed both the field of curriculum studies and social studies education. However, in Taiwan social studies research efforts about teacher thinking are in their infancy.
Most social studies research in Taiwan has been dominated by empirical-analytic (rationalistic) research, however, some interpretive (naturalistic) research has been done in recent years. For example, Ko (1991) has conducted a study to investigate the implementation of the 1989 first grade curricula, including Chinese, social studies, math, and science. The findings have shown that students’ learning in social studies was mostly through lecture and asking questions.

As in the U.S., most teachers in Taiwan define the social studies curriculum as synonymous with the content of the textbook. Teachers seldom question the authority of the textbook, written by experts and scholars. Also, many teachers, particularly in the elementary level, reported that they have a hard time teaching social studies because their subject matter knowledge is inadequate (Li, 1991; p. 331). Additionally, influenced by the local and national joint entrance examinations, teachers’ curriculum/instruction can be portrayed as a model of the examination-orientation (Li, 1991; p. 332-333). Furthermore, other teaching constraints, such as lack of facilities, and the overload of teaching responsibilities, also influence teachers’ curriculum/instruction practices (Ou, 1991, p. 354).
CHAPTER IV

RESEARCH METHODOLOGY

Introduction

Research on the relationship between teachers' international/cross-cultural experiences and their social studies teaching in Taiwan is still at an exploratory stage, reflecting the problems and promise of a new field. As we move toward the 21st century, teachers should serve as living examples of the globally concerned citizens they are attempting to produce. Teachers obtain global perspectives and develop self and relationships through their international/cross-cultural experiences. This global perspective and personal and interpersonal development can be passed on to their students (A. H. Wilson, 1993b).

Recognizing the need for research, this study focuses on how a Taiwanese elementary school teacher's international/cross-cultural experiences influence her teaching of social studies.

An important part of this study is the application of qualitative inquiry to the research. This chapter focuses on methodology in an attempt to clarify the process of inquiry from the choice of problem and research paradigm to the
report writing. The first section of this chapter presents a rationale for the choice of qualitative inquiry as the guiding paradigm for this study. The research design is given in the second section followed by information on selection of the case study site and teacher. The role of the researcher is detailed next. Other sections are the methods of data collection, the procedures for analysis, the establishment of trustworthiness, ethical concerns, and presentation of the case study.

A Rationale

The choice of a research problem can be based on a variety of factors. Major questions in one's field, the pragmatism of available resources, and one's own values and experiences often influence the decision. In this case, it was the experience of teaching in Taiwan that made me recognize the pressing need for preparing elementary school teachers with a global perspective. Since many elementary school teachers have gone abroad in recent years, understanding the relationship between their international/cross-cultural experiences and their teaching of social studies is a promising route to global education in Taiwan.

Do elementary school teachers relate their international/cross-cultural experiences to their teaching? To what degree do they infuse their international/cross-
cultural experiences into their teaching of social studies? What are the constraints of teaching social studies from a global perspective? These questions were kept in mind throughout my doctoral program.

As a researcher, I am interested in why teachers really do what they do, but teachers may not understand their own motivation very well. Researchers and teachers must be mutually involved in a process of constructing meaning in order to understand well why teachers act and think as they do.

No research paradigm has a monopoly on quality. None can deliver promising outcomes with certainty. None has the grounds for saying "this is it" about their designs, procedures, and anticipated outcomes. A research paradigm shift has resulted in a challenge to the tenets of positivist research. Thomas Kuhn's *The Structure of Scientific Revolutions* (1970) was the vehicle which introduced the general academic world to the nature of science, its inner workings and its limitations. Kuhn identified a paradigm as a constructed world of perception and conception. Paradigms are assumptions about reality that provide the foundation for our reasoning, feelings, values, and actions. Many social scientists have utilized Kuhn's concepts of paradigm and scientific revolutions as a "legitimizing function" that provided "a language, a method, and a focus for reappraising the history and present conditions of the social discipline."
(Popkewitz, 1981; p. 158). Moving from a substantive way of thinking to a relational way of perceiving the world is at the heart of the new paradigm.

Within educational research, influenced by this new paradigm, researchers have reexamined our views on what qualifies as valuable knowledge and our perspective on the nature of reality. For example, Erickson (1986) states that "All knowledge is particular" (p. 119). Also, Eisner (1991) points out, "Human knowledge is a constructed form of experience and therefore a reflection of mind as well as nature" (p. 7). In addition, Lather (1988) draws attention to the fact that during the last five years there has been an explosion of ideas and practices in an effort to understand social reality. Furthermore, Goodman (1992) claims that the positivist perspective of social reality has lost credibility in education. As a result, there are different ways of knowing—e.g., phenomenology, hermeneutics, interpretive, naturalistic, feminist, critical, constructionist—in educational research. Researchers not only are faced with questions about how to generate projects worthy of social inquiry, how to enter particular educational settings, and how to find informants in these settings, but also must question the rationality used in developing presuppositions about social reality, the ethics of their work, power relationships between themselves and those whom they observe, and the reporting of their experiences.
Some educators (e.g. Gage, 1989) view this shift as the "paradigm wars" which occurred in education during the 1980s and 1990s. Others (e.g. Patton, 1990) believe that the skilled researcher can successfully combine approaches. Generally speaking, rather than argue about which paradigm or method is better, researchers (e.g. Eisner, 1991; Glesne & Peshkin, 1992) see virtue in a variety of approaches. They stress that different approaches allow us to know and understand different things about the world.

The different predispositions of quantitative and qualitative modes of inquiry are listed in Table 2:
## Table 2
Contrasting Quantitative and Qualitative Predispositions

<table>
<thead>
<tr>
<th>Quantitative Mode</th>
<th>Qualitative Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumptions</strong></td>
<td></td>
</tr>
<tr>
<td>Social facts have an objective reality</td>
<td>Reality is socially constructed</td>
</tr>
<tr>
<td>Primacy of method</td>
<td>Primacy of subject matter</td>
</tr>
<tr>
<td>Variables can be identified and relationships measured</td>
<td>Variables are complex, interwoven, and difficult to measure</td>
</tr>
<tr>
<td>Etic (outsider’s point of view)</td>
<td>Emic (insider’s point of view)</td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td><strong>Generalizability</strong></td>
<td>Contextualization</td>
</tr>
<tr>
<td><strong>Prediction</strong></td>
<td>Interpretation</td>
</tr>
<tr>
<td><strong>Causal explanations</strong></td>
<td>Understanding actors’ perspectives</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td></td>
</tr>
<tr>
<td>Begins with hypotheses and theories</td>
<td>Ends with hypotheses and grounded theory</td>
</tr>
<tr>
<td>Manipulation and control</td>
<td>Emergence and portrayal</td>
</tr>
<tr>
<td>Uses formal instruments</td>
<td>Researcher as instrument</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Naturalistic</td>
</tr>
<tr>
<td>Deductive</td>
<td>Inductive</td>
</tr>
<tr>
<td>Component analysis</td>
<td>Searches for patterns</td>
</tr>
<tr>
<td>Seeks consensus, the norm</td>
<td>Seeks pluralism, complexity</td>
</tr>
<tr>
<td>Reduces data to numerical indices</td>
<td>Makes minor use of numerical</td>
</tr>
<tr>
<td>indices</td>
<td></td>
</tr>
<tr>
<td>Abstract language in write-up</td>
<td>Descriptive write-up</td>
</tr>
<tr>
<td><strong>Researcher Role</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Detachment and impartiality</strong></td>
<td>Personal involvement and partiality</td>
</tr>
<tr>
<td><strong>Objective portrayal</strong></td>
<td>Empathic understanding</td>
</tr>
</tbody>
</table>


In consideration of the focus of this study, qualitative inquiry is appropriate and well serve as the research framework. The openness of qualitative inquiry allows for in-depth, long-term interaction and reflections in
understanding what is occurring from the participant’s own point of view. As Clandinin (1985) points out, the "teacher perspective" approach is not what teachers are thinking from a "theoretical researcher's perspective."

Also, the naturalistic approach is appropriate because this study addresses the question of meaning making. It allows me to deal with the complexities of how the participants share meaning and makes sense of their daily lives (Bogdan & Biklen, 1992; van Manen, 1990). As Lincoln and Guba (1985) stress, what will be learned in a naturalistic inquiry is always dependent on the interaction between investigator and context.

In addition, meaning making is influenced by the participant’s history, culture, and perspective (Gadamer, 1989). The inquiry cannot begin with a theory, then prove it (Strauss & Corbin, 1990). Thus, the search for meaning is part of the data, which in turn, needs to be fleshed out through the use of "thick description" (Geertz, 1973).

Furthermore, in seeking to understand the values, beliefs, and underlying assumptions of teachers' development of practical theories, it is essential to study the phenomenon in relation to the natural events and setting of the classroom rather than in isolation from the social interactional context (Eisner, 1991; Elbaz, 1983; Shulman, 1992; Yinger, 1990).
In order to understand the influence of the participants' international/cross-cultural experiences on their teaching of social studies, I needed to take part in the sense making of their social studies teaching. The interpretation did not attempt to establish objective truth or scientific laws. I simply attempted to learn from teachers.

The Research Design

Case studies have a rich potential for understanding, explaining, and improving teaching. Rather than being reduced to an unwanted determinism, case studies can contribute to the improvement of teaching by opening up behavior for critical study. Olson (1989) elaborates that

The case study of one's own practice is subject to one's own critical analysis as well as that of the researcher. Researchers are contemporaries and share an understanding of the events at hand which are given significance in terms of the setting. The relevant features of this setting and its boundaries are open for discussion. Neither teacher nor researcher alone can isolate episodes for case study because each is conditioned and shaped by some significant problem of his/her own which depends on what educational issues are taken to be important. (p. 168)

In addition, cases can help the reader to see the ways in which teachers incorporate and instantiate their understanding of subject matter as a way of knowing and of socially engaging in the everyday workings of their classrooms (Shulman, 1992; p. 25).
Case Study

Case study is used to approach an educational problem of practice from a holistic perspective. In addition, this design is used to gain an in-depth understanding of the situation and its meaning for those involved. Furthermore, the interest is in process rather than outcomes, in context rather than in specific variables, in discovery rather than confirmation (Merriam, 1988, p. 7).

Additionally, a case is something deemed worthy of close watch. It allows the researcher to understand the uniqueness or idiosyncrasy of a case in its complexity without necessarily seeking what is common or generalizable (Stake, 1988; p. 256).

Furthermore, as Patton (1990) points out, cases illustrate "the value of detailed, descriptive data in deepening our understanding of individual variation" (p. 17). The construction of meaning can take the reader into the lives of the subject under study so that the reader experiences vicariously the complexity of the contexts of the study (Lincoln & Guba, 1985).

In sum, researchers view case study as one way of reporting on educational inquiry. Also, they contend that a well-written case study of educational research should present the reader with a clear picture of the subject under study by blending description with interpretive commentary.
(Erickson, 1986; Merryfield, 1992; S. M. Wilson & Gudmundsdottir, 1987).

**The Choice of a Single Case Study**

The issue of the scope of the case study is related the representativeness of cases investigated. Hamel with Dufour, and Fortin (1993) has stressed that the objectives of a sociological investigation can help determine what number of cases are required it would appear that such an investigation could be constructed from a single case. As Bourdieu (1992, in Hamel et al, 1993, p. 35) claims. "there was no need for Galileo to constantly repeat the slope experiment to construct the falling body model. A well-constructed single case is no longer singular."

Also, in a case study of a teacher, Elbaz (1981) has stated that "vivid and full description of a single case is not only educationally valuable in itself but also particularly called for in the present state of our understanding of teachers' knowledge" (p. 51). Elbaz also claims that case study is well suited to attaining an understanding of the teacher's knowledge from her own point of view.

Furthermore, some researchers (e.g., Swartz, 1989) point out that the study of one teacher is a good way for doctoral students to focus on thick description during their first major research effort with teachers. Swartz also believes
that the prolonged observation of a single teacher can establish trust.

In order to understand how teachers' international/cross-cultural experiences influence their teaching of social studies, the researcher must look for teachers who are willing to participate in a long-term, in-depth naturalistic inquiry. Also, the teachers must have shared their international/cross-cultural experiences with students in the classrooms for a long time. Furthermore, the teachers must be able to articulate their points of view. In an attempt to meet these criteria, I narrowed my selection to one teacher. This decision was based on the concern for conducting qualitative inquiries with teachers which is at the exploratory stage in Taiwan. I didn't know how many teachers would be willing to participate in a naturalistic inquiry.

Selection of the Case Study Site and Teacher

Locating a teacher willing to participate in this study was clearly a crucial step in its accomplishment. Although I attempted to approach that step as systematically as possible, as I look back on how Teacher Ho became my participant in this venture, I can not help but wonder at my good fortune.
In Search of a Teacher

"Purposeful sampling" (Bogdon & Biklin, 1992; Patton, 1990) was used to select the case study site and teacher. A site and teacher were needed that would allow investigation and understanding of the research question. The major consideration was access in terms of time and information. In order to assure prolonged and persistent observation, I sought to study a teacher over a period of months. Also, access to information about the site was needed to form a holistic understanding of the teacher and her context for teaching social studies. Since the object of the study was to understand the influence of an elementary school teacher's international/cross-cultural experiences on her teaching of social studies, I needed to select a teacher who valued and shared her experiences with students as a part of her day-to-day teaching.

In order to select my respondent, I went back to Taiwan in early September, 1992. Over the course of two weeks I interviewed elementary school teachers who had international/cross-cultural experiences. I also met with my former students to discover whether they taught social studies from a global perspective. It appeared that teachers with international/cross-cultural experiences seldom shared these experiences with their students in social studies. Some teachers did share them occasionally but not in social studies. Social studies in their schools was the
departmental teachers' responsibility. In addition, I found that teachers seemed to feel uncomfortable when I asked to visit their classrooms.

There were two public elementary school teachers who didn't resist my visiting their classrooms. One was a sixth-grade social studies departmental teacher; the other was a sixth-grade self-contained teacher. (In an attempt to meet individual needs, there are self-contained and departmental teachers in the current Taiwanese elementary school system. The departmental teacher is responsible for one particular subject, such as social studies or natural science in one semester.) But I was not optimistic about their willingness to cooperate with me. The departmental teacher told me that she was considering retirement. The self-contained teacher shared her international/cross-cultural experiences mostly while teaching Mandarin, not while teaching social studies. She felt more confident teaching Mandarin than teaching social studies. Another possible cooperating teacher was recommended by my former students. They told me that the teacher had visited many countries and she shared her overseas experiences frequently with her students. I didn't meet the teacher because she and her family were on another trip.

I kept contact with the two possible cooperating teachers. Unfortunately, the sixth-grade departmental teacher informed me of her retirement decision during the
1993 Spring Quarter. Since I hadn't finished my course work at that time, I asked my colleagues and my former students to continue seeking a possible cooperating teacher. We often discussed the details by writing to each other. It seemed there were few elementary teachers who would fit into my study.

After the dissertation proposal was approved by my committee, I went back to Taiwan in early September 1993. I visited the sixth-grade self-contained teacher in her school. I will call this teacher “Teacher Wang.” She said that cooperating with me would be a great pressure on her. I explained that I was not going to judge her teaching. In contrast, I would like to learn something from her. I kept interviewing Teacher Wang and asked to visit her social studies class. I also visited another possible cooperating teacher whom I had not met the previous year. During the initial interview, the teacher told me that she valued her international/cross-cultural experiences and had shared them with students in recent years. In addition, she was willing to let me observe in her classroom. As a social studies departmental teacher, this teacher took charge of eight classes in one semester. I will call this teacher “Teacher Ho.”

I interviewed other possible cooperating teachers who were recommended by one of my colleagues. One of the teachers lived in a city located in north-Taiwan. I will
call this teacher "Teacher Chu." I interviewed Teacher Chu and asked her to let me observe in her classroom. In addition to administrative responsibilities, Teacher Chu taught one fourth-grade social studies class as well as other subjects. Teacher Chu had confidence in teaching social studies but she didn't have many overseas experiences.

I worked with all three teachers at the beginning of my study. I narrowed my choices to Teacher Ho and Teacher Chu because Teacher Wang was still uncomfortable with my observing her social studies teaching. Teacher Ho and Teacher Chu lived in two different cities, located in mid-Taiwan and north-Taiwan respectively. After working with each of them a couple of times, I decided Teacher Ho was the ideal participant for my study. There were three major reasons: (1) Teacher Ho had been sharing her international/cross-cultural experiences with students for years, (2) she was able to articulate her point of view, and (3) she was willing to participate in this study.

The School

Teacher Ho's school is an outstanding elementary school in a mid-Taiwan city. I will call the school "The Peace School" and refer to the principal as "Principal Fang". The school was founded in 1917. During the 1993 summer semester, there were sixty classes with a total of 2456 students (1339 boys and 1117 girls) in grades kindergarten through six. The
school also provides alternative programs for "visual arts talented" students.

Most of the students come from business and professional (lawyer, doctor, and teacher) families. To some extent, the school curriculum is influenced by parent expectations. For example, there are “good” classes in Grades one through six. (According to Teacher Ho, “good classes” means that parents pay particularly attention to their children’s learning.) Parents have preferred teachers in mind. They ask these teachers to teach their children. In an attempt to meet the goals of students’ success, the school has maintained a good reputation for educational achievement. In addition to the principal, there were four administrators, 90 teachers (including departmental teachers) and other staff. Nearly half of the teachers have had international/cross-cultural experiences.

The Peace School is situated near the business area of the city. Students usually arrive at school around 7:30 in the morning and leave around 4:30 in the afternoon. Except for Wednesday afternoons (no classes, teacher-workshop time) and Saturday mornings (extracurricular activities), the days are divided into seven to eight forty-minute periods for studies in grades three through six. Students attend the flag ceremony and have advisory time (learning Civics and Ethics) before 8:30 a.m. (In Taiwan, Civics and Ethics is an individual subject focusing on moral education.)
Gaining Access

Informed consent usually takes place during the planning of a study. Its intent is to ensure that participants have the right to determine for themselves, based on adequate information, whether they wish to participate in the proposed research. It is crucial that the participant be fully aware of the purpose of the study, potential risks, and time required by the investigation (Bogdan & Biklen, 1992; Lincoln & Guba, 1985). This concern is particularly important in a naturalistic investigation where the reporting is by case study because the participant's practice is intensively examined and portrayed through thick description (Lincoln & Guba, 1985). However, one of the features of many qualitative inquiries is that the questions, observations, and theories emerge as the study progresses. Continual negotiation is necessary during the study. As Pitman and Maxwell (1992) claim, an improvisational approach to observation and informant interviewing and a tolerance for ambiguity are necessary qualifications for the qualitative researcher negotiating a role in a research setting.

When obtaining Teacher Ho's initial agreement to participate in the study, I visited Principal Fang to ask for his support. Principal Fang read the Chinese copies of the purpose of my study, the guided questions, the research procedures, and the assurances about the confidentiality of
the school. I also read and explained the English copies to him. Principal Fang gave his promise to provide open access to the school and access to Teacher Ho. Then, I interviewed him regarding the history, the current policy, and the future plans of The Peace School. Principal Fang was generous in providing me with significant information regarding his school. I sent copies of Principal Fang's support letter to him next day.

Teacher Ho was then presented with the same general information. I also stressed that she was free to withdraw her consent at any time. After understanding the purpose of the study, the potential risks, the time required by the investigation and the certainty of confidentiality, Teacher Ho indicated that she would participate the study. I gave Teacher Ho her Chinese and English consent forms. She signed them and stated that this study meant a lot to her. Teacher Ho had never thought that she could contribute to educational research.

Teacher Ho's consent form and Principal Fang's support letter were then sent to the human subjects research committee at the university for review. The committee was petitioned for the approval of the study which was eventually granted.

Teacher Ho and I agreed that her students and the school system would always remain the priority throughout the study. Little formal interaction occurred between Teacher Ho and me
during the classroom periods. Treating me as one of their school teachers, students seemed to participate as actively as usual after the first week. Teacher Ho felt a little surprised that students weren’t better behaved when a guest like me sat in their classrooms. A couple of students were interested in my tape recorder during the study. I told them that I would like to know how they learn social studies. It seemed that they took for granted my appearance in their classroom. They even asked me why I wasn’t there during the school exam.

Teacher Ho was interviewed both formally and informally. The informal interview usually happened after the class periods. Teacher Ho seemed to expect my comments about her teaching. During the twelve-week observation period, we held detailed discussions of her teaching for at least one hour each week. The discussions were conducted at Teacher Ho’s convenience to minimize interference with her attention to normal duties. The discussions took place in the school library.

In The Peace School, the classes in the same grade are each given a number. Every class has a self-contained teacher. The departmental teachers teach different classes in one semester. Students in individual classes learn different subjects in the same periods. On average, the fifth graders have seven to eight periods on Monday, Tuesday, and Thursday. They have only four periods on Wednesday and
Saturday. Because the departmental teachers need to teach many classes, the curriculum section helps to set up the periods in different classes for them. Except for some subjects taught by departmental teachers, the self-contained teachers have autonomy to teach math and Mandarin in other periods.

Following a suggestion by Teacher Ho, I routinely observed the seventh class during the 40-minute social studies period which took place two mornings and one afternoon a week. Because half of the students in the seventh class had been to other countries, Teacher Ho recommended this class for me to observe. She stressed that students in the seventh class were very active. They asked many questions while learning social studies. This observation schedule was interrupted once by the first school exam. In an attempt to understand Teacher Ho's situational teaching in other classes, I asked to observe these classes between week six and week ten. I observed the seven other classes during the forty-minute social studies period which took place four mornings and four afternoons each week.

Except for the informal interviews, all observations and discussions were audio-taped. Teacher Ho consented to the audiotaping and was comfortable with the tapings during the discussions and classroom observations. Actually, both of us were concerned with the quality of these tapings. Sometimes Teacher Ho even reminded me to check my tape recorder.
In order to understand students’ learning in depth, I also asked to interview them alone during the final week. This request was supported by Teacher Ho. I provided a questionnaire for students’ reflection on their learning about the world. Questions included which countries they knew, how they got the information, what countries they expected to visit, why they would like to visit there, and what was the most impressive thing in learning about other countries and cultures in the social studies class.

The data collection activities in this study are summarized in Table 3:
<table>
<thead>
<tr>
<th>Activities</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School visit days</td>
<td>61</td>
</tr>
<tr>
<td>Hours at school site</td>
<td>106</td>
</tr>
<tr>
<td>3 x 5 index card</td>
<td>567</td>
</tr>
<tr>
<td>Pages of tape transcript</td>
<td>250</td>
</tr>
<tr>
<td>Pages of log and journal</td>
<td>305</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observations</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the seventh class</td>
<td>35</td>
</tr>
<tr>
<td>In the first class</td>
<td>10</td>
</tr>
<tr>
<td>In the second class</td>
<td>11</td>
</tr>
<tr>
<td>In the third class</td>
<td>12</td>
</tr>
<tr>
<td>In the fourth class</td>
<td>10</td>
</tr>
<tr>
<td>In the fifth class</td>
<td>12</td>
</tr>
<tr>
<td>In the sixth class</td>
<td>11</td>
</tr>
<tr>
<td>In the eighth class</td>
<td>10</td>
</tr>
<tr>
<td>In Teacher Chu’s class</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours with Teacher Ho</td>
<td>20</td>
</tr>
<tr>
<td>Hours with students</td>
<td>6</td>
</tr>
<tr>
<td>Hours with Teacher Wang</td>
<td>6</td>
</tr>
<tr>
<td>Hours with Teacher Chu</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documents analysis</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages of textbook</td>
<td>96</td>
</tr>
<tr>
<td>Pages of student workbook</td>
<td>36</td>
</tr>
<tr>
<td>Pages of teacher’s manual</td>
<td>292</td>
</tr>
<tr>
<td>Students’ reflection sheets</td>
<td>395</td>
</tr>
<tr>
<td>Other documents</td>
<td>152</td>
</tr>
</tbody>
</table>
Role of the Researcher

According to LeCompte and Preissle (1993), "all the relationships acquired by and ascribed to the fieldworker in the course of interaction with study participants constitute roles" (p. 100). In addition to one role as a researcher, the other role, learner, was crucial.

Because there were 50 students in one class, my position was usually in the rear of the classroom. After the third day in the seventh class, Teacher Ho and her 52 students seldom referred to me. This allowed me full opportunity to observe, to take notes, and to reflect on what questions to ask Teacher Ho and other people in the school. I was also free to visit various parts of The Peace School at will.

In addition, I usually talked with students before or after class. They shared with me their interest in learning about other cultures. Also, most students stated that they worked hard because of their parents' high expectations. These interactions helped me to understand the students' concerns and reactions in the classrooms. Patton (1980) has underscored the balance needed between insider and outsider perspectives in qualitative study: "...The challenge is to combine participation and observation so as to become capable of understanding the program as an insider while describing the program for outsiders" (p. 128).
The second role, that of learner, refers to my relationship with Teacher Ho. According to Glesne and Peshkin (1992), it is important to have this sense of self from the beginning of the research project. The learner's perspective led me to reflect on all aspects of the research procedures and findings. It also set the stage for a particular type of interaction with Teacher Ho. Although I was a researcher and teacher educator, I was also a curious student who came to learn from and with Teacher Ho. Teacher Ho and I had a good start at developing a warm, caring, and collegial relationship because we came from the same Teachers College.

At the beginning of our study, Teacher Ho insisted that she needed to treat me as a teacher educator. Also, Teacher Ho mentioned that she was not good enough for me to do research with. I told her that while she was an expert elementary teacher, I was only a novice in this teaching position. In addition, I stressed that we could develop a pedagogical relationship: learning from each other. We gradually made such a relationship by "the mutuality of disclosure" (Noffke, 1990) by shared experiences not only in teaching and foreign traveling, but also in learning and growing up in the same generation. (Very surprisingly, we found that both of us had graduated from the same girls' junior high school, although in different classes.)
Furthermore, Teacher Ho had views on my study. She was interested in my research methods and procedures. For Teacher Ho, these methods, including the interviews, the observations, the field notes, the data analysis could be applied to her daily life for keeping important journals and categorizing personal information. She also can do her action research through these methods. The interactions between the two of us provided the context in which knowledge was constructed (Carr & Kemmis, 1986; Guba & Lincoln, 1989; Lather, 1986).

The Methods of Data Collection

This study was designed to collect data related to Teacher Ho's international/cross-cultural experiences and her teaching of social studies. The data collection focused on meanings from her own perspective. The data were collected from observations, interviews, and the analysis of curricular documents as well as student reflection sheets regarding the learning of social studies.

Interviews are viewed as social events in which the interviewer is a participant observer (Hammersley & Atkinson, 1983, p. 126). During the interview, data were elicited as required by the changing demands of the research. As Seidman (1991) points out, when interviewers ask what something is like for participants, they are giving them the chance to
reconstruct their experience according to their own sense of what is important, unguided by the interviewer (p. 63). At different stages throughout the study, unstructured interviews (Lincoln & Guba, 1985) were conducted to ascertain information, to continue to contact the participant, and to obtain clarity. The informal and formal interviews were very flexible in the process of study. As stated above, Teacher Ho and I usually discussed students' reactions after each period although just during a ten-minute recess. We also held detailed discussions regarding her teaching each week. These interview were then transcribed and were confirmed by the follow-up interviews. For example, she provided an opportunity for an aboriginal student to share her own culture in the third class. I asked her whether she employed a similar teaching approach in other classes. We discussed the relationship between her international/cross-cultural experiences and teaching cultural diversity during Friday's meeting that week. Then, I transcribed the interview and brought it to Teacher Ho the next Monday. After Teacher Ho read the transcription, these interview data were then reread and analyzed for patterns and themes. Thus, the constructed meanings are interrelational; they belonged neither to me nor to Teacher Ho, but existed between both of us, in the interrelation, in the inter-action (Hunsaker & Johnston, 1992; Zajano & Edelsberg, 1993).
The second source of data was observations. According to Evertson and Green (1986), observation is a multifaceted phenomenon, a means of representing reality, and a contextualized process. In this study, my goal was to examine how Teacher Ho shared her international/cross-cultural experiences in the social studies classrooms. The process of my observation was reflected in Eisner's (1991) description: "knowing when it is appropriate to shift gears and when to acknowledge the surprises of observation" (p. 177). As stated above, I observed the seventh class throughout the study. The other seven classes were observed between week six and week ten. In addition to the field notes, I also recorded the classroom observations on audiotape. The tapes were transcribed after each observation. The field notes and the transcripts were then put together. After reading each set of observational data, some critical issues and questions emerged. When asking Teacher Ho to confirm my findings, I also requested her clarification of these critical questions. I added her responses into my data. For example, in the second class Teacher Ho told students about one of her friend's international family. This friend lives in Hong Kong. Because of inter-marriage, the friend's family came from different nationality backgrounds, including Malaysia, Singapore, the ROC, India, Hong Kong, Canada. But Teacher Ho didn't share this story in the fifth class. I brought this
question to her the next day. Teacher Ho explained that students in the fifth class were interested in Canadian Chinatown. Because of spending more time on her Canadian Chinatown experience, she didn’t have time to share her friend’s story in the fifth class. I added Teacher Ho’s responses into my original data. The observational data were then reread several times for patterns and themes.

The third data analysis was documents. Documents included curriculum documents, such as the fifth-grade textbook, the workbook, and the teacher’s manual. These documents provided a framework for what the teachers are expected to teach in Taiwan. Based on the framework, I could examine Teacher Ho’s intended curriculum and operational curriculum—why and how she infused her international/cross-cultural experiences into teaching fifth-grade social studies.

I analyzed the fifth-grade social studies textbook, the workbook, and the teacher’s manual (which Teacher Ho provided to me) within the context of classroom observations. I also collected other teaching materials, such as the review sheets for school exams, during observations. Furthermore, I analyzed student reflection sheets for learning about the world in the social studies class during the final week. I found that students’ response were very diverse. Generally, they enjoyed learning about other countries and other
cultures. But students held different preferences in terms of Teacher Ho's international/cross-cultural experiences.

I kept a log book (begun on September 7, 1993 when I arrived in Taipei) in which I listed daily activities, research problems and decisions. The following is an excerpt.

9/11/93

(1) Interviewed Teacher Wang. While telling of her experiences in mainland China, Teacher Wang showed me her paper-cut collection. The collection she bought in mainland China is a wonderful resource for her to teach Chinese traditional artifacts. Then, Teacher Wang told me she shared her French experience with her students. I asked to observe her teaching. Teacher Wang still hesitated. She felt comfortable talking with me. But observations would be a great pressure on her. (2) I went to The Peace School. I met Teacher Ho in the teachers' office. She is a fifth-grade social studies departmental teacher. Teacher Ho told me that she has been to many places in the past seven years. She enjoys sharing her international/cross-cultural experiences with students. For example, because of the content relating to the rest of the world, Teacher Ho shared many overseas experiences with students last year. I asked her what she was going to share this year. According to Teacher Ho, the content of the fifth-grade social studies emphasizes Chinese geography social studies emphasizes on Chinese geography and Chinese history. She doesn't know what experiences she will share in the social studies classrooms. I was excited that Teacher Ho didn't refuse my request to observe her classrooms. (3) Interviewed an exemplary social studies teacher, recommended by one of my former students, in another elementary school. Social studies is the development priority in this school. There is a special classroom for teaching social studies. The classroom provides TV, video tapes, films, models, slides... But the exemplary teacher has only been to Japan and Singapore. He seldom shares these experiences in the social studies classrooms.
According to the record, I interviewed Teacher Wang and asked to visit her classroom. I also met Teacher Ho for the first time in The Peace School. Additionally, I visited an exemplary social studies teacher through my former student's recommendation. I was very busy in the first research week selecting my respondent.

I also kept a personal journal documenting my ideas, attitudes, values and behavior. The following is an excerpt.

10/4/93
This was week five. I need to ask to observe other classes. In addition to the seventh class, Teacher Ho has told me that she shares similar international/cross-cultural experiences in other classes. But I think there must be some differences. I must ask her again.

While following Teacher Ho's suggestion to observe the seventh class, in the fifth week I recognized the emerging need to observe other classes. As agreed to by Teacher Ho, I observed other classes from week six to week ten.

The raw data, taken from the observations, interviews, and documentary analyses, served as the written account of what the researcher heard, saw, experienced, and thought during the course of collecting and reflecting on the data in a qualitative study (Bogdan & Biklen, 1992, p. 107). These notes also assisted me in formulating questions about the observations or for the interviews. For example, I observed that students with overseas experiences were not able to share their experiences completely and correctly in classrooms. I asked Teacher Ho why students didn't share
their experiences very well. She commented that most parents seldom pay particular attention to guiding their children while traveling abroad. All the data in the log, personal journal, and from the interviews and observations were recorded in Chinese and they comprised my major findings.

The Procedures for Analysis

At the outset of this study, I developed my inquiry questions and the parameters of the case. But I didn't know what would be discovered, what to concentrate on, or what the final analysis would show. One point was clear: The final written product would be shaped by the data that were collected and the analysis that accompanied the entire process of research.

In conducting the study, I hoped to develop a theory that would explain the data, rather than find data to match a theory. The inductive approach is appropriate for starting with an examination of a phenomenon and then, from successive examinations of similar and dissimilar phenomena, developing a theory to explain what was studied. The inductive process of a naturalistic inquiry (Lincoln & Guba, 1985) was used in this study.
Natural setting

It is necessary to identify the natural environment of the problem under study in a naturalistic inquiry. Context is critical for understanding and studying the research problem. The study took place during social studies classes taught by a Taiwanese departmental teacher in a public elementary school. This school is situated in a city of mid-Taiwan. In a nonmanipulative setting, I tried to understand Teacher Ho's teaching world and how the context influenced the meanings we constructed.

Human Instrument

Self as instrument is crucial in a naturalistic inquiry. As Guba and Lincoln (1989) claim, humans collect information best and most easily through the direct employment of their senses: talking to people, observing their activities, reading their documents, and the like.

The study involved a human person collecting the data. I didn't use an external or predetermined form for coding behaviors or interviewing Teacher Ho. In contrast, I learned from her answers, redirected my questions and improved and expanded my questions to understand how Teacher Ho infused her international/cross-cultural experiences into her social studies teaching.
**Tacit Knowledge**

Tacit knowledge, such as intuition, experience, or emotion, can elucidate the multiple realities surrounding the research problem. It is valued for its role in broadening the understanding of issues and concerns.

The study began with a look at how a teacher's international/cross-cultural experiences influenced her teaching of elementary social studies. I developed my insights by using my own background and knowledge—teaching in Taiwan and learning about global education in the United States.

**Qualitative Methods**

To rely heavily on qualitative methods is imperative in dealing with multiple realities. Also, qualitative methods are more congruent with an emergent research design and natural settings.

As described above, the methods used for the study were interviews, observations, and documents analysis. These qualitative methods allowed me flexibility and responsiveness to explore Teacher Ho’s teaching of social studies. I also valued the choice of natural settings as the most personally rewarding decision. My experiences in classrooms have given me a depth of understanding that no other method of data collection could replicate.
Purposive Sampling

Purposive sampling can be pursued in ways that will maximize the naturalistic researcher’s ability to devise grounded theory that takes adequate account of local conditions, local mutual shapings, and local values. Teacher Ho, a Taiwanese elementary school teacher, had been sharing her international/cross-cultural experiences with students for years and she was able to articulate her point of view. Furthermore, Teacher Ho was willing to share with me the meaning of infusing her international/cross-cultural experiences into her teaching of social studies. Working with Teacher Ho, I was able to understand how she taught social studies from a global perspective.

Inductive Data Analysis

Inductive data analysis is open to recognizing the multiple realities of data collection. It can recognize the influence and values of the researcher-respondent interaction. Inductive data analysis also lends itself to thick description.

Categorizing of data was used to “uncover embedded information and make it explicit” (Lincoln & Guba, 1985; p. 203) in the study. Inductive data analysis also allowed me to develop insights by using my own background and knowledge. I tried to create and maintain a balance between Teacher Ho’s views of phenomena (the emic stance) and what I observed and
the insights I had developed from my own experiences and education (the etic stance).

As Geertz (1973) claims, it is necessary to enhance one's understanding of the human condition because people develop complex ways of interacting within their cultures. The inductive data analysis helped me to understand the relationship between Teacher Ho's international/cross-cultural experiences and her global perspective teaching through thick description.

**Emergent Design**

Naturalistic inquiry allows the research design to emerge rather than being constructed *a priori* because the multiple realities cannot be predicted in advance. Also, the interaction between the researcher and the participant influences the outcome.

At Teacher Ho's suggestion, I observed the seventh class during the first five weeks of the study. In order to understand Teacher Ho's situational teaching, the inter-class observations were added for weeks six to ten. This approach helped me to understand Teacher Ho's teaching of social studies holistically.

**Negotiated Outcomes**

In conducting a naturalistic inquiry, the researcher needs to negotiate meanings and interpretations with the
respondents because they can best understand and interpret the influence of local value patterns. In the study, member checks were used by providing the transcripts to Teacher Ho for confirmation.

Over the course of the study, I developed two significant models regarding Teacher Ho's global perspective teaching. The first model focused on her development of teaching social studies from a global perspective. The second model delineated how Teacher Ho infused her international/cross-cultural experiences into the social studies curriculum. After mutual discussion, these models were modified by Teacher Ho. On the basis of the two models, I can describe Teacher Ho's teaching in depth.

Case Study Reporting

The researcher in naturalistic inquiry often turns to the case study as an appropriate reporting mode for explaining multiple realities, researcher activities and decisions, contextual factors, values, concerns, and issues. The study focused on the influence of a Taiwanese elementary school teacher's international/cross-cultural experiences on her teaching of social studies and is reported as an in-depth case study. Serving as a living example, this study helps readers to understand how teachers teach social studies from a global perspective in Taiwan.
Data analysis was an ongoing process throughout the study. Selecting, focusing, simplifying, abstracting, and transforming the raw data from the field notes and transcripts spread across the data collection and analysis process. To maintain the validity of the data, I decided to do the data analysis in Chinese to minimize the errors of translation and interpretation.

I intended to use the English translation as little as possible because it was very difficult to translate Teacher Ho’s responses to English without altering her ideas and feelings. Thus, English translations were used only in the final data display and interpretation of results. This prohibited the use of computer software in data analysis and limited the number of people who could perform peer debriefing in my study. It also increased the time necessary for tape transcription. I spent long hours of careful work going over notes and listening to the tapes. I wrote down every sentence exactly as spoken in discussions with Teacher Ho. On average, it took from six to eight hours for completing a one-hour interview’s transcription. All the data were written down only on the right half of each page; the left half was used for coding and any reflections or comments about the data. An excerpt is in Figure 1.
Teacher Ho asks students: “What was the first year of the T’ang Dynasty?” “618,” students look at the chronological table and respond. Teacher Ho goes on to ask students: “What is this year in the Christian calendar?” “1993,” students respond. “How many years away from now?” Teacher Ho asks students and turns to the blackboard. Then, she and students calculate the years together: “1993 - 618 = 1375.” Teacher Ho goes on to tell that T’ai Tsung is the most powerful emperor at that time. The Turks and other tribes in China’s northwestern border regions called him “khan of the world”. “Where is the capital of the T’ang Dynasty?” Teacher Ho asks students. “Ch’ang-an,” students respond. Teacher Ho tells students that Ch’ang-an was a rich and populous city. “a little like our Taipei,” she explains. Teacher Ho tells students people go to Taipei to find good jobs. “People will succeed if they work hard,” she stresses. “Because Ch’ang-an was a good place, so many foreign people, such as Turks and Uighurs came to do business.” Teacher Ho turns back to introduce the city of Ch’ang-an.
My data were kept in three 11 x 8 7/8" notebooks. Each notebook had each line on the page numbered consecutively, starting at the top with line 1. The Cut-Up-and-Put-in-Folders Approach and The File Card System (Bogdan & Biklen, 1992) were two approaches used interchangeably in the process of data collection and analysis.

Coding the data was an important component of the data analysis and reduction process. As Strauss (1987) has claimed, the excellence of the research rests in large part in the excellence of the coding. In The Cut-Up-and-Put-in-Folders Approach, I made two copies of my data, putting on the recorded date and page numbers. Then, I cut for each theme and filed the data in different folders. With all the units of data in the respective folders, I regrouped them according to themes ordered by Chinese character. Then, I reread the data in each folder and adjusted them as needed. For example, I put all Teacher Ho's international/cross-cultural experiences in one folder at the beginning. Then, while finding that the unit was too broad, I started to divide into different folders according to the visited places. Finally, I regrouped them with knowledge and perception dimensions.

I then developed my initial English coding categories. I also employed the constant comparative method of analysis (Glaser & Strauss, 1967) to develop a new coding of categories. At times, subcategories were developed (Strauss
& Corbin, 1990) because the category contained so much data that it was not very significant. For example, I divided the category of Teacher Ho's personal history into before and after her marriage. Then, I made a list and assigned each category an abbreviation (for example, goals of teaching global perspectives as GOTGP). The list facilitated memorizing my coding system. Furthermore, using The File Card System, I recorded on the 3 x 5" cards on what page in the data and on what lines on that page units of data relevant to the English categories could be found. The following is an excerpt.

[Date] 9/21 Infusion [interview] Library


How do you share your overseas experiences?

-I usually infuse my experiences in my interactive teaching. For example, I talked with students about our development of the Mass Rapid Transit System in Taipei in one of my sixth-grade social studies classes. While talking, my Canadian experiences jumped into my mind. I shared the BC Transit System in Vancouver with my students immediately.

Figure 2: An Excerpt of the 3 x 5" Cards
Then, I made a note next to the card entry that told me something about the unit. Thirdly, I marked it with such notes as "terrific quote", when the unit was particularly valuable. Finally, these color-cards were put in alphabetical order according to English categories.

Basically, the curricular documents (the textbook, workbook, and teacher's manual) were analyzed for categories that framed the fifth-grade social studies curriculum. The interviewing data were analyzed to identify preliminary themes, emerging categories (such as family influence), and patterns of (1) Teacher Ho's beliefs/values/assumptions of teaching, (2) the relationship between Teacher Ho's international/cross-cultural experiences and her social studies curriculum and (3) Teacher Ho's social studies curriculum planning and decision making. Furthermore, the observational data were analyzed for evidence of Teacher Ho's teaching of social studies from a global perspective as it related to the spontaneous reactions in the classrooms.

In the process of data collection and analysis, I kept in contact with my committee members. For example, I sent my monthly research update including decisions, concerns, and issues by electronic mail. The committee members then asked me to write detailed reports regarding the participant, the methods of data collection and analysis, and the preliminary findings. For example, three tentative constraints of
Teacher Ho’s global perspective teaching on my November report were (1) the lack of knowledge of global issues, (2) time constraints, and (3) the current educational system and parents’ expectations in Taiwan.

In practice, my inquiry was bounded by multiple realities—the context of Teacher Ho’s teaching of social studies. Reading and rereading my data, organizing them into coherent narratives, and systematically searching for themes described the essence of the phenomenon. In the course of the interpretive process, I usually forced myself to recall something specific in the interview and observation. Some particular fragments of experience would flash unexpectedly across my memory. When that happened, I would pause to ask myself why those fragments of experiences had become lodged in my memory. I was seldom able to answer that question satisfactorily but I often found that if I turned such recollections over and over in my mind, I would begin to discern aspects of them that I had seemingly overlooked. What at first struck me as insignificant would gradually grow in importance. For example, I didn’t recognize that most of Teacher Ho’s international/cross-cultural experiences shared in the classrooms were inspired by students’ questions. I kept asking for her teaching plan. This significant factor emerged from my inter-class observations. Through immersion in and contemplation of the data, meanings and intersubjective understanding were determined. As Geertz
(1973) states, such analysis provides a context for providing thick description of the normalness without reducing particularity.

Analysis and interpretation were interconnected in the process of data collection and analysis. Careful attention had to be given to interpretation of the data considering meanings were being derived from Teacher Ho, the research participant, in this study. The meanings were derived about her teaching of social studies from a global perspective. These meanings were being made to understand Teacher Ho’s beliefs, thoughts, and values about her international/cross-cultural experiences and her teaching. I read the curriculum documents, listened to what Teacher Ho said, and observed what she did in her classrooms. The evidence was accumulated sufficiently throughout the process of data analyses. For example, the appreciation of cultural diversity is the major theme in the second unit of the social studies textbook. Teacher Ho told me during an interview that she has had opportunities to learn about Chinese minority cultures within Taiwan and mainland China. I found that she spent a lot of time in the classrooms teaching about aboriginal culture in Taiwan and other Chinese minority people in mainland China.

In conducting cross-cultural research, language competency is critical (LeCompte & Preissle, 1993; Merryfield, 1990). I would argue that researchers’ sensitivity to language is also crucial within the same
culture. In my study, I found that Teacher Ho used different metaphors to portray her own teaching. For example, "Sui-Hsing" (do on the spur of the moment), "Chi-Hsi" (do something one has not prepared for, because a sudden opportunity has arisen), and "Pu-An-P'ai-Li-Ch'u-P'ai" (do something not following the rules) all suggest an image of "teaching as spontaneousness and improvisation."

Also, the researchers need to pay particular attention to teachers' language for describing their own teaching. Sometimes, teachers used a common term to mean different things. For example, Teacher Ho's "Chi-Huei" (opportunity) meant different learning opportunities, including her planning, students' characteristics, and the inspiration by students' interests and reactions in the classroom.

The Establishment of Trustworthiness

How dependable was the process of inquiry? Are the findings supported by the data collection and analysis? Several criteria that naturalistic inquiry uses to demonstrate the trustworthiness of findings (Lincoln & Guba, 1985) were used in the study:

Prolonged Engagement

In a naturalistic inquiry the researcher must spend sufficient time at a site to overcome initial misperceptions,
build trust, learn about the context and recognize distortions. By spending over three months observing Teacher Ho’s teaching of social studies and interacting with her, trust and rapport with my case study teacher were developed. Throughout the process of inquiry, I learned the importance of contextual factors and grounded my hypotheses in emergent data, as I became more aware of and more open to multiple influences that affected teacher Ho’s sharing of her international/cross-cultural experiences with students in social studies classes.

**Persistent Observations**

The naturalistic researcher needs to identify the most relevant factors and data in a situation and focus on them in depth. Persistent observation entails concentrated time and effort needed to identify parameters and misconceptions.

One such focus was the relationship between the content of the textbook and the infusion of Teacher Ho’s international/cross-cultural experiences. Teacher Ho introduced her mainland China experiences while teaching Chinese geography. In contrast, she shared more about other countries and other cultures while teaching Chinese history. I followed this question and understood that there were significant differences between Teacher Ho’s teaching of geography and her teaching of history. Because Teacher Ho preferred to observe local customs and local cultures during
her overseas travels, she feels that it is easier for her to infuse those experiences while teaching history, even teaching Chinese history.

**Triangulation**

The technique of triangulation is employed for improving the probability that findings and interpretations will be found credible. Basically, multiple sources, methods, and theories should be used in a naturalistic inquiry.

Triangulation of sources and methods helped me to document important issues that I would not have learned of otherwise. For example, Teacher Ho introduced her experiences at the British Museum in one of her teaching class. I was surprised because she hadn’t told me that she had been there. Teacher Ho did mention that her husband planned to bring their daughter and son to Europe when they learned more world geography and history in one of the interviews. But I didn’t follow up on this question and ask her: “Have you been to European countries?” Therefore, I was only able to learn of her European experiences after the class observations.

In the process of triangulation, interviews, observations, and curricular documents analysis were used to collect and confirm data. These data provided sufficient description, called thick description. Thick description
allows the reader to understand the role of culture in the subject under study.

Peer Debriefers

The researcher discusses the day-to-day research decisions, data collection, analysis and tentative findings with a peer in order to explore assumptions, biases, and interpretations. As Merryfield (1990) points out, a peer debriefer can be a powerful factor in the researcher's ability to move beyond preconceptions, and make decisions (p. 20).

My debriefer was one of my new colleagues at Teachers College in Taiwan. She had just received her Ph.D degree in education from The Ohio State University, but we were in different departments and programs. The peer debriefer knew enough about curriculum, qualitative research, and my study to be able to take an active part in discussions. She helped me to develop my English categories. In order to maintain the validity of my data, it was not appropriate to directly translate the Chinese categories to English categories. Thus, my peer debriefer and I discussed the Chinese categories and searched for the compatible English categories.

First, we read the data and talked about the original meaning a lot. Then, we tried to select categories that we have read about in English educational literature. Third, we
put Chinese and English categories together individually. Finally, we decided the categories which both of us would use. For example, Teacher Ho mentioned that she has her "Kuan-Hsing" (habituation) to teach different subjects. I and my peer debriefer discussed this a long time. We wanted to keep Teacher Ho's language. But it might not be easy for English reader to understand. Finally, we decided to put it in the category of "pedagogy content knowledge".

In addition, it was not unusual for her to ask questions that clarified my thinking. For example, upon finding that Teacher Ho's family influenced her teaching, my debriefer suggested that I needed to obtain more evidence to support my assumption.

**Member Check**

Asking the respondent to react to or clarify the tentative research findings, construction of reality or emerging issues is imperative in a naturalistic inquiry. In this study, member checks were carried out immediately by checking the understanding of what Teacher Ho said through interviews or observations. In addition, when data collection no longer identified new claims, concerns, and issues, I drew two tentative models of Teacher Ho's teaching. These models were confirmed and modified by Teacher Ho.

Also, I discussed my research activities and tentative findings with some of my colleagues. Their perspectives
helped me to contemplate the contextual factors, such as the current educational systems and parents' expectations within our culture.

Furthermore, based on Teacher Ho's concern: "How are you going to portray me in your study?" we completed the guidelines of my findings during the last interview. First, I explained how many chapters would be in my dissertation. Then, we focused on the findings. In addition to her personal history, beliefs about teaching and practical theories of infusing international/cross-cultural experiences into social studies classes, we also discussed the constraints of teaching social studies from a global perspective. Finally, I asked for her suggestions regarding teacher education for a global perspective in Taiwan. The interview was transcribed and used as a guideline for writing my dissertation. This guideline, negotiated by both us, helped me to write our story, not just my story.

As stated above, the purpose of this case study is to understand the particular in depth, not to know what is generally true of the many (Merriam, 1988). It has been argued that applying generalizations to individuals is hardly useful. The primary responsibility of building theory through interpretation is to "generalize within them" (Geertz, 1973; p. 26).

As Donmoyer (1990) claims, the traditional concept of generalizability is too restrictive for applied fields or
cases and all research need not have the same ends (p. 182). In addition to fostering personal knowledge through understanding vicarious experiences, Donmoyer argues that we can benefit from case study by (1) experiencing unusual situations and meeting unique people, (2) seeing the world differently through the researcher’s eyes, and (3) being less defensive and resistant to learning something.

This study was designed to provide the reader with sufficient data and interpretations to understand the inquiry and to make it transferable. As Eisner (1991) claims, case study permits readers to determine whether the research findings fit the situation in which they work.

Ethical Concerns

Ethics in qualitative inquiry is an important consideration when a study concentrates on developing an understanding of human events and actions. According to Glesne and Peshkin (1992), the ethical issues of research depend on the researcher’s continual communication and interaction with the research participant (p. 125). Also, Merryfield (1990) points out, ethics means “respect, courtesy, and concern for people as much or more than concern for findings” (p. 19).

There were two major ethical concerns in my study. The first was the obligation to my case study teacher and the
researched school. Commitments were kept in my mind throughout the study:

1. The confidentiality of the respondent and site were protected.

2. The data were recorded, analyzed, and presented as accurately as possible.

The second concern was the nature of my influence in the study. Some quotes from the interviews were used to let Teacher Ho speak for herself:

_Do you do anything purposefully in your teaching during my observations?
I don’t think a lot. You know, I share my international/cross-cultural experiences in eight classes, not just in the seventh class, not just for your observation. As a teacher, I treat my students equally. I think it is not fair if you just say something in one particular class. (INTR, 11/23:112)_

There exists a little pressure from your presence in my classroom. But when I begin to teach, I forget everything, I just concentrate on my teaching... My colleagues ask me why I work with you? They would feel uncomfortable participating in this kind of study. I tell them: "It’s O.K. with me; it’s not a teaching demonstration. I just tell something that I know to my students." (INTR, 10/29:78)

_Do you think our conversations have had any effect on you?
You know I don’t hate to talk with you. Actually, I enjoy our conversation. I just think I’m not the “best” teacher that you would like to work with. But I think if other teachers work with you, you will find the differences between us. Teachers teach in different ways, you know? (INTR, 10/29:80)

(Throughout the reporting of the study, the following symbols will be utilized when data is presented: IN = Interview, FN = field notes, TR = Transcript. The date of the data follows
the appropriate symbol, along with the page number of the interview field notes.)

According to Teacher Ho, she shared her international/cross-cultural experiences with students in social studies classes all the time. Teacher Ho felt a little pressure when she treated me as a teacher educator because her colleagues reminded her of my position. Most of the time she had confidence in her teaching. In Teacher Ho's eyes, she just brought her international/cross-cultural experiences into the social studies classrooms--something she knew, she valued, and she taught. As a learner, I value what I learned from Teacher Ho's teaching. In addition, as an inquirer, I am glad that both of us reflected on our own teaching through the study. Teacher Ho believes that it is rewarding to bring international/cross-cultural experiences to her students. As a teacher educator in Taiwan, I know there is something waiting for my future endeavors--sharing with my students how to teach social studies from a global perspective. I also recognize the pressing need of learning more from teachers.

Presentation of the Case Study

As stated above, Teacher Ho and I worked out the guidelines for my findings during the last interview. I present some quotes from the last interview here to provide
clues for the reader to read our constructed story in the following chapters:

Where do we begin? ... Why don’t we start from the beginning? You didn’t know what I would teach my students in the social studies classrooms. Actually, I had no idea to tell you what I already did in my classrooms at that time. (INTR, 12/3:142)

You are a researcher. You belong to that kind of people who do research. I do not; I am not a research person; I only know how to teach my students, and I think I do a good job. (INTR, 12/3:143)

As Strieber (1987) points out, "We need to give ourselves to our experience, without knowing what it is, trusting that our understanding will grow as we proceed" (p. 285). In joining openly with Teacher Ho, I made a commitment to facing the unknowns inherent in participation and relationship. Both of us were glad that we completed an exploratory journey of learning. Furthermore, in Teacher Ho’s view, while working on my dissertation, it is also my commitment to write out our constructed story. I know that I cannot avoid taking full responsibility for our case story at this time. But can Teacher Ho only do her teaching job? Is it true that she cannot write her own story? I wonder about the answers to these questions and will provide a more detailed discussion in Chapter VII.

While reporting my case study in the following chapters, I will try to write in an interesting, evocative and inviting style to enhance the possibility of transferability by
keeping readers' interest in the topic and permitting you to virtually see what happened in Teacher Ho's classrooms.

Teacher Ho obviously was not "every teacher," but she held the common goal of social studies teachers--preparing their students for a global age. What was the meaning of Teacher Ho's social studies teaching? This case, as revealed in my next chapters, invites readers to question:

. How are my values and understandings the same as, or different from, those presented in the case study?

. Are my understandings any better?

I hope you find this case has implications for your future decisions.
CHAPTER V

THE CASE STUDY TEACHER AND HER BELIEFS ABOUT GLOBAL EDUCATION

Introduction

This chapter describes Teacher Ho's beliefs about global education and serves as the framework by which the next chapter, "Teacher Ho in Her Social Studies Classrooms", is presented. The following presentation of Teacher Ho's beliefs about global education results from the analysis and interpretation of data.

On the basis of observational fieldnotes and interview transcripts, I found that Teacher Ho had confidence in her teaching. In addition to the cross-cultural experiences gained within Taiwan, Teacher Ho enhanced her global perspectives through overseas travels. Because she valued these experiences, Teacher Ho shared them with students, particularly in her teaching of social studies. As a result, Teacher Ho developed her practical theories of teaching social studies from a global perspective.

The first section of this chapter portrays Teacher Ho's personal history, including her childhood, education, marriage, and family life. Her international/cross-cultural experiential learning follows in the second section.
third section focuses on Teacher Ho's personal philosophy of education. The final section presents Teacher Ho's self-development in teaching social studies from a global perspective.

Personal History

In this section, Teacher Ho's childhood, education, work, as well as her marriage and family life are portrayed.

Childhood

As a child, Teacher Ho lived in a rural area near a city of mid-southern Taiwan. She described her childhood lifestyle as low-middle class due to having ten children in her family. Teacher Ho's parents were quiet people who worked hard, and believed that education was the most important means to achieving upward mobility. Despite their poverty, all Teacher Ho's brothers and sisters became professionals; some had graduated from colleges of business and others were in teachers colleges. Teacher Ho thought they were all motivated by a desire to pursue a successful career through education.

As a traditional Chinese woman, Teacher Ho's mother always put her children first, handled extraordinary amounts of work. She knew how to support her husband when it was needed. In order to improve the family financial situation,
Teacher Ho’s mother did embroidery to earn extra income for many years. As a result, she has poor eyesight now that she is getting older. Teacher Ho admired her mother’s courage, will, and patience.

Teacher Ho was the youngest in her family. She had a very close relationship with her sisters. Influenced by her sisters, who were teachers, Teacher Ho decided to pursue a teaching career as her personal goal. As a Teachers College student, she didn’t need to pay any money (because of government support). Teacher Ho was pleased that she could lighten her parents’ financial burden.

Education

Teacher Ho graduated from a public elementary school in her hometown. Then she entered into a girls’ junior high school after the intensive competition of the local joint entrance examination. This junior high school was ranked number one in the city. Teacher Ho loved school, made excellent grades, and was the top student in her class. Because the school was situated in the city, Teacher Ho went there by train. She was never late for school and knew how to finish her work on time. Teacher Ho has had confidence in herself since then.

Because of her good performance, Teacher Ho had the opportunity to enter an outstanding research university. But she chose to be an elementary school teacher. In Teachers
College, Teacher Ho was at the head of her class. Her favorite subject was mathematics. Because she had a talent for drawing, her speciality in Teachers College was art education. On the basis of her artistic talent, Teacher Ho applied her drawing skills to her teaching. (I will elaborate on this application in the next chapter.) Her mentor, a well-known scholar in special education, mentioned that Teacher Ho was one of her best students: "She was the honor student that year. As head of her class, she took full responsibility for class affairs. She respected her teachers. We kept contact with each other after her graduation."

When asked about her past experiences in terms of learning social studies, Teacher Ho stated that she read math books all the time in the elementary school in order to take the local joint entrance exam. (Teacher Ho took the local joint entrance exam in order to enter into junior high school. The nine-year compulsory education law was not implemented at that time.) Teacher Ho stated,

Because I never learned geography in my elementary school years, I lacked map-reading skills in junior high school. I got high grades in geography by memorizing. This is the major reason why I pay more attention to students' map learning while teaching geography. Also, I share my overseas travel experiences with students to help them understand the importance of geographical knowledge in real life. (IN, 9/16)
She wants her students to learn geography beyond remembering the countries' names. Teacher Ho emphasizes the application of geographical knowledge to our real life.

Work

Teacher Ho was extremely enthusiastic about the prospect of beginning a teaching career. She had a good student teaching experience in 1974. (Because of government support, elementary teachers in Taiwan are obligated to serve on their assigned teaching responsibilities with regular pay for the first five years. In order to get the teaching certificate, they need to perform very well under the supervision of their Teachers College's professor and their internship schools' principal in the first year. According to their GPA, student teachers choose desired places and schools to fulfill their teaching responsibilities.) On the basis of her good performance in Teachers College, Teacher Ho was able to teach in a large public elementary school located in a city in northern Taiwan.

As a self-contained teacher, Teacher Ho was responsible for teaching the fifth-graders. The students were very smart. Because of her excellent training in teaching different subjects in Teachers College, Teacher Ho had confidence in dealing with them. Students enjoyed learning, particularly in math because Teacher Ho employed real-life
simulations to teach them. She taught at the same school during the following two years.

Teacher Ho stressed that she developed her own practical theories from her teaching. Except for teaching Mandarin, she seldom employed what she learned in teaching methods courses, including those for math, social studies, and natural science. According to Teacher Ho’s experience, most teaching methods that she learned in Teachers College were not practical. As a result, she needed to develop her own instruction strategies.

Teacher Ho’s future husband was a businessman; she, too, had an interest in business and thus enrolled in business courses at a nearby university. Influenced by her future husband, Teacher Ho has been concerned with the daily market condition since then. Therefore, Teacher Ho is sensitive to the importance of understanding the global economy. Recognizing this pressing need, she believes that it is imperative to help students become economics literate in their elementary years.

Once married, Teacher Ho moved back to the city where her Teachers College was located. Because of her good performance in teaching, she was able to teach in The Peace School. (The Peace School is one of the outstanding schools in the city.) Before transferring to The Peace School, Teacher Ho taught in another public elementary school for two years (as a fourth-grade teacher) in the same city. When the
study was conducted, Teacher Ho was in her fourteenth year of teaching at The Peace School. The Peace School, located downtown, has a good reputation. Most students come from business or professional (lawyer, doctor, teacher) families. To some extent, the school's curricula are influenced by parents' high expectations.

In The Peace School, Teacher Ho served first as a primary-grade self-contained teacher for ten years. Then, four years ago, when the mentor for a visual arts talented class left for promotion suddenly (having passed the supervision exam), the principal asked Teacher Ho to teach this class. Following that year, Teacher Ho asked to serve as a departmental teacher. (She had been experiencing health problems from the stress of her many responsibilities. As a departmental teacher, she would have more flexibility in her schedule and therefore less stress.) As a social studies departmental teacher, Teacher Ho taught the third graders the year before last, the sixth graders last year, and the fifth graders this year.

Marriage and Family Life

Teacher Ho's husband is a successful businessman. He is engaged in the construction business and international financial management. In recent years, many foreign workers, particularly from Southeast Asian countries, are hired by Taiwanese construction companies. (As an increasing number of
men pursue advanced studies, the ROC is confronted with the problem of a labor shortage. In an attempt to meet this pressing need, The Employment Service Act formulated in 1992 provides a legal basis for employing foreign workers in nine broad occupational categories, including construction.) Teacher Ho’s husband has hired some foreign workers in his construction company. In dealing with international financial management, he pays particular attention to the up-to-date information of the Taipei Foreign Currency Call Loan Market.

Teacher Ho and her family live in an affluent rural area. (In order to enjoy more space, the wealthy families move to rural areas.) Most business families live in this villa district. Teacher Ho usually drives her Ford car to The Peace School. It takes a half hour to drive there. (As a departmental teacher, Teacher Ho doesn’t need to arrive at school early. Thus, she can avoid the rush hour.)

Teacher Ho has two children both of whom graduated from The Peace School. Based on her concern for their learning English, Teacher Ho and her husband decided to enroll their daughter and son in a private junior high school which has a good reputation for English curriculum and instruction. (This is a Catholic school which provides a whole language program. This program is taught by native-English-speaking teachers.) During the study, their son was in the seventh grade, their daughter in the ninth grade.
Teacher Ho’s husband loves outdoor activities, such as camping and fishing. Also, he often travels abroad for business. (In addition to setting up branch companies in other places, he plans to invest in new businesses in some countries.) During the weekends, he often brings the whole family fishing or camping. No matter how busy he is, Teacher Ho’s husband talks with their children on Saturday evenings. Teacher Ho stated, “My husband doesn’t ask our children to get high grades. By contrast, he usually reminds them: take care of yourselves and appreciate the world around you.” (IN, 11/5)

Since Teacher Ho’s husband is a successful businessman, he often shares new information, particularly about the global economy, with her. Also, he asks Teacher Ho to read some interesting articles in magazines, such as “Fortune” and “Money”. Furthermore, Teacher Ho’s husband recognizes that people are living in an increasingly interdependent world. In order to prepare their children for a global age, he tells Teacher Ho that they must broaden their horizons from an early age.

When their son was in the third grade, Teacher Ho and her husband thought that it might be the appropriate time to take their children abroad. (In consideration of adjustment difficulties, they hadn’t taken their children with them in the previous overseas travels.) The family (sometimes including Teacher Ho’s mother-in-law) usually travels during
the summer or winter vacation. Teacher Ho's father-in-law was a principal of a public elementary school. After he passed away, her mother-in-law began living with them.

When traveling, Teacher Ho and her husband ask their children to keep personal journals and collect something valuable for them. For example, their daughter brought back an enormous ostrich egg from South Africa. The children also were encouraged to discuss with their parents things that impressed them. For example, Teacher Ho's son reported that there were traffic differences between Canada and Taiwan. In Canada, the driver would let him go first. In contrast, Teacher Ho's son commented that people often disregard the traffic laws in Taiwan. Thus, he suggested that more traffic education is needed in Taiwan.

In order to enhance her son's independence, Teacher Ho provided an opportunity for him to go abroad alone. She explained:

My son participated in a youth study tour to California and Colorado ... It was a great experience for him. You know, he brought his own sleeping bag. As an eleven-year-old boy, my son took care of himself for the whole fifteen days. I didn't worry about him because he is brave and smart. There were two unforgettable experiences during our overseas travels. One time was in Canada. My son attended summer school and missed the station to get off. He called back and asked us to pick him up. The other was in Japan. Because of the crowds of people, he could not find us in a park. We looked for him in every part of the park. When we were upset and moved to the exit, my son was there. He thought that the exit was the best place to wait for us. (INTR, 9/18:4-5)
On the basis of her children's personal growth, Teacher Ho stressed that "the family overseas travel will be continued because my children learn many things from their firsthand international experiences." (INTR, 9/18:5) She particularly mentioned that her children also share their experiences and artifacts with classmates in school.

International/Cross-Cultural Experiential Learning

This section describes Teacher Ho's overseas travels, her cross-cultural experiences within Taiwan, and the enhancement of her global perspectives.

Overseas Travel

Teacher Ho's overseas experiences began with visits to Thailand, Malaysia, Singapore and Hong Kong with her parents and other close relatives in 1987. Because her son was too young to visit other countries at that time, Teacher Ho didn't bring her children with her. Teacher Ho and her husband went to The Netherlands, England, Italy, Belgium, France, Switzerland, Austria, West Germany and Vatican City the next year. Following these two excursions, Teacher Ho took her children with her on many foreign journeys.
The following is a list of Teacher Ho’s overseas travels.

Table 4  Teacher Ho’s Overseas Travels

<table>
<thead>
<tr>
<th>Date Traveled</th>
<th>Time Stayed</th>
<th>Place Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1987</td>
<td>12 Days</td>
<td>Thailand, Malaysia, Singapore, Hong Kong</td>
</tr>
<tr>
<td>August 1988</td>
<td>17 Days</td>
<td>The Netherlands, England, Italy, Belgium, France, Switzerland, Austria, Vatican City, W. Germany</td>
</tr>
<tr>
<td>July 1989</td>
<td>10 Days</td>
<td>South Korea, Japan</td>
</tr>
<tr>
<td>January 1990</td>
<td>7 Days</td>
<td>South Korea</td>
</tr>
<tr>
<td>August 1990</td>
<td>14 Days</td>
<td>Hawaii, Hong Kong</td>
</tr>
<tr>
<td>February 1991</td>
<td>12 Days</td>
<td>Mainland China, Hong Kong</td>
</tr>
<tr>
<td>July 1991</td>
<td>12 Days</td>
<td>Indonesia, Malaysia, Singapore</td>
</tr>
<tr>
<td>February 1992</td>
<td>10 Days</td>
<td>South Africa</td>
</tr>
<tr>
<td>July 1992</td>
<td>30 Days</td>
<td>Canada, The United States</td>
</tr>
<tr>
<td>December 1992</td>
<td>5 Days</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>February 1993</td>
<td>10 Days</td>
<td>Indonesia, Bali Island</td>
</tr>
<tr>
<td>July 1993</td>
<td>7 Days</td>
<td>Hong Kong</td>
</tr>
</tbody>
</table>

Teacher Ho has continued her overseas travels over the course of the past seven years. In addition to her travels in Asia, Teacher Ho has visited countries in North America, Europe and Africa. She has visited a total of eighteen countries.

Although in most of these locations she was a tourist, Teacher Ho did live for a full month in Canada. The Canadian trip had two purposes. First, Teacher Ho’s husband planned to invest in a Canadian business. Secondly, Teacher Ho and
her husband were considering sending their children to study abroad after high school. They sent their children to attend a local summer school in Canada. Most of the time they lived in Vancouver, Canada. Then, they drove to visit Quebec, Toledo, Niagara Falls, Seattle, New York, and Washington D.C. Teacher Ho and her family were impressed by the huge space stretching to the endless horizon in Canada and the United States. They found that the city streets are organized on a grid system. Numbered streets, running north/south are divided by a main street; numbered avenues, running east/west are divided by another main street. "It is easy for tourists to find their way," Teacher Ho commented. She went on to state: "But New York is kind of like Taipei--crowded people and cars in the street." Teacher Ho’s children were surprised by the light in closed stores. "My children questioned why they didn’t need to save energy as we do in Taiwan." Teacher Ho stated. From their shopping experiences, they observed that people need to pay high taxes in Canada and the United States. Teacher Ho and her family learned the life history of salmon in Seattle. They also visited the Lake Washington Ship Canal Locks there. Because Teacher Ho had a longer time to live in Canada, she learned a lot there. She and her family went to the Canadian National Park. They learned that the Canadian people are concerned about protecting natural resources. In addition to the environmental information, Teacher Ho stated that she can
share many things about Canada with students, including weather, food, housing, shopping, banking, communication ... She stressed that she never forgets to teach about Canada in social studies.

Another location Teacher Ho is quite familiar with is Hong Kong. One of her sisters-in-law lives there and Teacher Ho and her family often visit her. Teacher Ho stated,

While visiting Hong Kong, I feel like I am at home. We can communicate in Mandarin there. Actually, many people in Hong Kong and Taiwan do business with each other. They set up branch companies or stores in both places. We watch many movies produced in Hong Kong. My son is a fan of Ch’eng Lung [a popular movie star in Hong Kong]. (IN, 10/1)

Teacher Ho and her family have had both positive and negative travel experiences. In South Africa, Teacher Ho’s children enjoyed swimming in the ocean but when they returned to the beach they discovered their clothes had been stolen. This gave them a negative impression of South Africa. In Japan, on the other hand, they were favorably impressed with the cleanliness of the public facilities. They went to South Korea twice because her children enjoyed skiing there. “They still ask to visit there for skiing,” Teacher Ho mentioned. “In Hawaii, they enjoy swimming; my children also ask to visit there again,” Teacher Ho stated. Although she and her husband have been to European countries, they plan to take their children there in the near future. “After my daughter graduates from junior high school, we are going to visit European countries. They can learn European geography and
history by their real-life experiences, not just from the textbooks," Teacher Ho stressed.

Cross-Cultural Experience within Taiwan

In addition to her overseas travels, Teacher Ho is also interested in aboriginal cultures in Taiwan. (Heated controversy flared in Taiwan during the constitutional amendment process in the Second National Assembly session of 1992 over the official name to be used when referring to the island’s aboriginal peoples. For years, the various aboriginal tribes were collectively called shan-pao, meaning "mountain compatriots." The term is also incorporated into the Republic of China’s Constitution, which many aborigines want to see changed via amendment. Claiming that the term conveys a certain degree of discrimination, they instead assert that the term yuan-chu-min, "aborigines" is more suitable.) When she was a student teacher, Teacher Ho went to Orchid Island, a small green island adorning the Pacific Ocean south-east of Taiwan. She stated,

As one of nine major aboriginal tribes, the Yami people who inhabit the island have lived off catching flying fish and cultivating taro for generations. Fishing is central to the Yami economy, and much of the fish caught are dried for later use. I also entered into their tagakal, elevated rest houses which are used for working when it is too hot to work in the house. Additionally, I observed Yami people building their boats. Also, I learned how to wear their traditional clothes. (INTR, 10/23:64)
Additionally, Teacher Ho mentioned that she visited the Formosan Aboriginal Cultural Village with her family. The Village areas are devoted to displaying and explaining typical traditional dwellings, utensils, clothing, activities, and customs. She commented that the Village is an excellent place to obtain comprehensive first-hand information about Taiwan’s nine major aboriginal tribes, including the Atayal, Sassiyat, Bunun, Tsou, Paiwan, Rukai, Puyuma, Ami, and Yami. (Each tribe has its own set of aboriginal languages and cultures. Early plains-dwelling aborigines, or the Pingpu peoples are now extinct due to assimilation with Han Chinese. The mountain tribes have been better able to maintain their cultural identities by resisting intermarriage with the Han.)

Furthermore, Teacher Ho participated in a Tsou people’s harvest festival celebration. She stated,

The young Tsou people usually return to their villages at that time no matter where they are. It is the most important thing to the Tsou people. They wear traditional clothes, sing and dance. The songs are prayers and the dances are the corresponding movements. We drank the rice wine made by the Tsou people. It was very interesting. But I felt a little sad because the celebration was not as traditional as before. Influenced by the modern culture, the young Tsou people don’t treat their own culture seriously. (INTR, 10/23:64)

Most Tsou people live in the mountain area near the city where Teacher Ho lives. There are some Tsou students in Teacher Ho’s school. This is why Teacher Ho went to observe their traditional harvest festival. “In order to better
understand my Tsou students, I need to learn more about their cultures," Teacher Ho stressed.

In addition, Teacher Ho recognizes the importance of providing aboriginal students opportunities for valuing and sharing their own cultures in her social studies classrooms. This point will be elaborated on in the next chapter.

The Enhancement of a Global Perspective

As stated above, Teacher Ho recognizes her own and her family's personal growth as a result of their overseas experiences. Teacher Ho perceives the continuing need for taking her children abroad. In order to understand her aboriginal students, Teacher Ho also has visited and observed different aboriginal cultures in Taiwan. Through these international/cross-cultural experiences, Teacher Ho has gained knowledge and has enhanced global perspectives.

This section focuses on Teacher Ho's substantive knowledge and perceptual understanding resulting from her overseas travels. The substantive knowledge includes the knowledge of other cultures, a general awareness of world issues, global dynamics, and human choices. The perceptual understanding consists of personal open-mindedness, non-chauvinism, inclination to empathize, resistance to stereotyping, and anticipation of complexity.
Substantive Knowledge

Teacher Ho’s overseas experiences have contributed to her substantive knowledge in five areas. First, she learned about diverse cultures through visiting different places. For example, she has learned about different religions from her overseas travels. Teacher Ho visited the National Mosque in Malaysia, went to a Buddhist temple in Thailand, and observed Balinese worshiping their gods during the New Year. She described her experience in Bali saying,

When we arrived in Bali, the local people were celebrating their New Year. The Balinese are a deeply religious people. Their religion grew from a long succession of Hindu and Buddhist influences upon deeply rooted cults of animism and ancestor worship. The Balinese presented offerings, including color mosaics of flowers, fruits and rice cookies to honor their gods in the temples. (OBFN, 11/4:22)

In addition, Teacher Ho has visited different Chinese societies in Hong Kong and mainland China. Although there are some cultural differences, she can use Mandarin to communicate with the local people in these places. Furthermore, Teacher Ho has noticed that the windmills which appear so often in Dutch landscape paintings have now almost disappeared in The Netherlands. She commented that the windmills are preserved there just as romantic mementos.

Secondly, Teacher Ho has gained technological knowledge in developed countries. For example, she visited the “watch kingdom” of Switzerland. Teacher Ho found that the traditional watchmaking industry there has been compelled by
the tremendous growth of digital electronics to switch over to new methods and accept a temporary fall in output. In addition, Teacher Ho was impressed by the Lake Washington Ship Canal Locks in Seattle. "The locks are operated 24 hours daily and their capacity is exceeded on the American continent only by the Panama Canal locks," Teacher Ho stated.

Thirdly, Teacher Ho has reflected on important global issues and problems. For example, she went to Hiroshima to visit the vestiges of World War II. While learning the story of Sadako and the Thousand Paper Cranes, Teacher Ho told herself that she must tell her students of the misery of war. In addition, Teacher Ho developed a concern for environmental issues. She was impressed by Hawaii’s policy of coastal zone management:

There was a premise that coastal resource development must be "environmentally, socially acceptable, and economically beneficial to the people of Hawaii" (as expressed in the policy). Although so close to the beach, we were not allowed to swim in some places. Protecting the marine resources was the priority in Hawaii. Actually, when we swam, we swam with different kinds of fishes. It’s really an incredible experience. (OBFN, 11/15:30)

Fourthly, Teacher Ho has become aware of the dynamics of global immigration. She commented,

When we went to South Africa, several young Taiwanese couples were on the same plane. They planned to settle down there. It was so amazing. Our people emigrated to South Africa and other countries, such as the United States and Canada. Also, the inhabitants of Hong Kong move into the United States, Canada, and England. By contrast, the people in the Southeastern Asian countries, such as Thailand, the Philippines, and
Malaysia, leave their countries for Taiwan. (INTR, 9/18:12)

Finally, Teacher Ho has been exposed to various historical and religious information. For example, she visited the British Museum. Teacher Ho commented that no cultural museum in the world is so international in its activities as this museum. She saw the mummy in the Egyptian Room and Chinese scripts in the Oriental Room. In addition, Teacher Ho visited Versailles in France. She enjoyed learning the history of Louis XIV there. Following many visitors, Teacher Ho and her husband passed through the palace and grounds. Furthermore, in Rome, she visited Vatican City and was moved by the pageantry of the papal seat. She saw Pope John’s name inscribed in gold in-lay.

Perceptual Understanding

Overseas experiences has also enhanced Teacher Ho’s perceptual dimension of a global perspective. She has become more open-minded. For example, Teacher Ho mentioned that the Malaysian people treat tourists and the local people differently. “While buying sweet corn to eat in Malaysia, the vender told me frankly: I have to sell to you at the tourist price.” Teacher Ho was surprised by this experience. But she expressed that she could understand why the local people treated her differently.

Also, Teacher Ho stressed that in order to promote the progress of Taiwanese society, people in Taiwan need to learn
from other countries. For example, she mentioned that she was impressed by Japan and Singapore's cleanliness and tidiness. She stated, "These two countries were so clean and orderly. We usually criticize the image of our cities--putting cars, motorbikes and stuff on two sides of the pavement. They can be role models for us." (INTR, 9/18:3)

Additionally, Teacher Ho enhanced her empathy while visiting South Africa. She stated,

South Africa would not be a comfortable country for me to live in. Actually, if you have money you can pay low wages to hire several Black housekeepers. I just felt it wasn't fair to treat people differently. I told my husband I did not particularly like Black people. But when I saw them in the City Hall, I respected them just as much as the other people there. (INTR, 9/21:10)

After being in both developed and developing countries, Teacher Ho believes that it is very important to teach students to appreciate what they have. She stated emphatically,

I tell my students that they are very lucky. They can eat delicious food, wear beautiful clothes, and even travel abroad. But there are many poor children in other countries. So when we had "Hunger for 30 Hours"--a movement for supporting African children, I asked students to save their pocket money for assistance. (INTR, 10/12:41)

Furthermore, Teacher Ho appreciates the innovative government policy of mainland China which allows teachers to visit. She stressed the interconnectedness of Taiwan and mainland China. Teacher Ho stated,

It was like a dream come true. We were not allowed to visit mainland China for almost 40 years. My husband
was so pleased to see his sister living in Canton. We met in Hong Kong many years ago. It was at another sister-in-law’s house. But we can contact each other now. (IN, 10/1)

Teacher Ho also stated that this trip really helped her collect primary resources for teaching. She explained, “I can tell my students what the Great Wall or the Summer Palace...look like right now. Seeing is believing.” (IN, 10/1)

Furthermore, while visiting her sister-in-law, Teacher Ho learned that people’s living standard in mainland China still is not high. Although it has improved in recent years, Teacher Ho commented, “More changes are needed in mainland China. You know, sometimes it’s really frustrating. For example, the plane is usually delayed six to seven hours. Except for the hotel, you cannot find many modern facilities there.” (INTR, 12/2:121-122)

In sum, Teacher Ho has enhanced her global perspectives through her overseas experiences. Therefore, she has increased her confidence in teaching social studies from a global perspective. She claimed,

Real-life experiences are very powerful for my teaching. I can continue talking about a country or a place where I have been. I don’t need to think how to teach this country or this place. By contrast, when I teach a country or a place that I have not been to, I feel uncomfortable teaching it. I can just say something obtained from an encyclopedia, or travel magazines. The feeling is totally different. In fact, I usually skip some portions that I don’t know and tell students what I really know. (INTR, 10/23:73-74)
Personal Philosophy about Education

A teacher's personal philosophies are related to his/her teaching situation. To understand personal philosophies, questions have been raised concerning the values and beliefs of a teacher in his/her own personal situation. As Connelly and Clandinin (1988) point out, "personal philosophy goes beneath surface manifestations of values and beliefs to their experiential narrative origins" (p. 66).

In this study, the philosophies provided clues to Teacher Ho's actions based on her beliefs and values in her own experiences and situations. Teacher Ho's personal philosophies evolved in terms of her students, her teaching and learning, as well as curriculum.

Philosophy about Students

The beliefs and values Teacher Ho derived from her teaching experiences are addressed here in terms of her beliefs and values about students. Basically, Teacher Ho's beliefs and values about students seemed focused on the following primary areas:

Students Should Be Treated Equally

Teacher Ho believes that all students can learn academically and that they can learn beyond levels that they
have been previously challenged to master. She mentioned, "We do have "good" classes in school. What is a "good" class? Actually, a "good" class means a class for which parents spend more time on their children’s learning." (INTR, 10/1:33)

Teacher Ho believes that students can perform well if their parents are concerned with their learning. Teacher Ho stressed that parents' support is crucial and this is the major reason why The Peace School retains its good reputation.

Also, she believes that boys and girls should not be treated differently. She stated,

Generally, boys seldom keep quiet in their seats. Girls are lovely and well-behaved. But I treat them equally. Some teachers favor smart students more than the others. I don’t. For example, students feel that it’s an honor to help their teacher in elementary school. I usually give students equal opportunity to do something with me. Sometimes, a couple of students cannot complete their assignments in class. I ask them to my office and tell them how to do a good job. When students leave my office with a smile on their face, it’s my favorite time. (INTR, 10/1:32-33)

I found that Teacher Ho gave the same opportunity for boys and girls to respond to questions in her classrooms.

**Students Should Have a Happy Childhood**

Teacher Ho commented on the current educational system in Taiwan. She stated,

Children in Taiwan are lucky. They get whatever they want. The definition of "lucky" is that children enjoy all the material things they need, can go overseas to
travel, enjoy a more democratic form of communication with their parents, and so on. But on the other hand, they bear their parents’ unrestrained expectations. (INTR, 11/5:83)

She went on to state that parents in Taiwan set up a long-term goal for their children. In addition to spending a whole day in school, their children need to learn other things including computer skills, music, visual arts, calligraphy and English ...after school.

Concerning the pressure of parents’ expectations, Teacher Ho stated that students’ learning is influenced by exams. Also, they hoped to have some free time. But their parents set up the whole schedule for them. Teacher Ho commented,

We cannot blame parents’ expectations. But I don’t think it is necessary to put children under so much pressure during childhood. In my own experience, I didn’t ask my own children to study very hard in their elementary school years. They could do what they wanted to do after school. As a teacher, I know it is very important to let children enjoy learning, not be afraid of learning. (INTR, 10/23:63)

She also recognized the pressing need of changing the current educational system, particularly the joint entrance exam, in Taiwan.

Students Need To Be Guided

As an elementary school teacher, Teacher Ho believes that it’s very important to guide her students. She stated,

At the elementary school level, students, even in the upper grades, are too little to know many things. We need to tell them everything from showing the school’s
location to seeking help when needed. We also need to use patience to explain learning activities over and over again. They are curious and active. It’s hard for them to concentrate on one thing. (INTR, 10/12:39)

During my observations, I found that Teacher Ho tried to present things patiently. For example, sometimes she asked students to write in their workbooks or assignments in class. While she explained how to do a particular assignment, a couple of students could not keep up with their peers. Teacher Ho waited for them and made sure of their understanding. She believes that it is very important to help every student succeed in school.

**Philosophy about Teaching and Learning**

Teacher Ho’s philosophies about teaching and learning stress the value of student-centered learning. Also, she treats her students as her own children. Furthermore, based on her concern for a teacher’s influence on students’ success, Teacher Ho is cautious about what she says and what she does in her teaching. Concerning students’ self-image and self-esteem, she usually tries patiently to advise them. Teacher Ho also endeavors to provide a democratic climate in her classrooms.

**Student-Centered Teaching**

Teacher Ho believes strongly in student-centered teaching. In an attempt to meet students’ need, she is
willing to change her teaching plan. Also, Teacher Ho encourages students to ask questions in class. She values students’ questions. She stated,

Although there are almost 50 students in one class, I encourage them to ask questions. I am not afraid of their challenges. Sometimes there seems to be a little noise in my classroom because students are discussing with each other. But it’s O.K. with me. I tolerate this noise to some degree when it’s necessary. I don’t ask students to keep quiet and listen to what I say. It is the worst approach. In this case, both teacher and students would be frustrated by each other. Maintaining dialogue is the most important thing in my teaching. (INTR, 12/2:122)

Teacher Ho stressed that she feels uncomfortable if students just sit quietly. To her, it means students weren’t engaged in their learning. In order to stimulate students to participate in class discussions, Teacher Ho said,

I treat myself as one of them. I imitate their voices to ask questions. I intend to create an exciting climate in the classroom. Then, students are willing to respond. Actually, in this case, they look forward to my teaching. (INTR, 12/23:57)

I found that the fifth graders really enjoy learning social studies in Teacher Ho’s classes. Many students told me that they are interested in learning about other countries and cultures during the interviews.

Students as One’s Own Children

In her teaching, Teacher Ho particularly views students as her own children. She believes that “an effective teacher is a responsible teacher.” (IN, 10/1)
As a mother, Teacher Ho hopes that her children receive good care in their school. Based on empathic understanding, she views herself as a teacher in charge of students with full responsibility. She stated, “We can extend our love to others. As a mother and a teacher, I love my own children as well as my students. What works for my own children, I also apply to my students.” (INTR, 11/5:99)

In fact, I observed that Teacher Ho was concerned about students in many aspects. She does not just encourage their academic learning but also cares about their health. “Don’t put your eyes too close to your book!” is the most frequent reminder in Teacher Ho’s classrooms. When students are sick, Teacher Ho takes care of them. The class was interrupted by a student’s sickness during one of my observation. Teacher Ho took care of the student with all her heart. When starting to teach again, Teacher Ho needed to ask students: “Where were we?” After students’ reminded her, she was able to go on teaching.

Teachers Play an Influential Role in Students’ Success

Teacher Ho believes that it’s very important for a teacher to pay particular attention to his/her words and deeds. In order to enhance students’ self-image and self-esteem, Teacher Ho is careful when she corrects or reprimands her students. She stated,

We need to be cautious about what we say and what we do in the classroom. Sometimes we are unaware of students’ frustration by what we say and what it does to
their reactions. At a critical stage of students’ socialization, students’ self-image and self-esteem may be influenced by us. Thus, I continue requiring myself to say the right words and do the right things for my students. (INTR, 10/29:71)

Teacher Ho illustrated an example for me while interviewing her. She mentioned that she had just received a Teacher’s Card. (We celebrate the birthday of Confucius as Chinese Teachers’ Day.) Teacher Ho told me that the card was sent by one of her previous students. He didn’t perform well in social studies three years ago. After her patient guidance, he graduated and entered into junior high school. “I am really pleased that he didn’t give up his study,” Teacher Ho stated emotionally.

**Philosophy about Curriculum**

A teacher’s philosophy regarding curriculum is formed by his/her values and beliefs about what should be taught. Teacher Ho’s philosophy is characterized by a belief in a curriculum which flows from the teacher’s past and the students’ new experiences and is not limited to textbook material. In order to teach students global perspectives, Teacher Ho believes that it is rewarding to infuse her international/cross-cultural experiences into the social studies curriculum.
Curriculum is Teacher’s Past and Students’ New Experiences

As an experienced teacher in elementary school, Teacher Ho has taught different grades. She has also served as a self-contained and a departmental teacher. In terms of curriculum, Teacher Ho stressed that she has the autonomy to interpret the social studies curriculum. She stated, “Although we have a unified textbook, I have my own curriculum. I decide how to teach my own students. There are no special regulations in our school. No one tells us we should teach in a particular way.” (INTR, 10/1:31)

On the basis of using the unified textbook in Taiwan, Teacher Ho explained that she cannot avoid teaching the textbook. But she stressed that she has the autonomy to use the textbook and to decide how she will teach it. Also, having gained real-life experiences through her overseas travels, Teacher Ho stated emphatically that she has more confidence in teaching the textbook in depth.

To Teacher Ho, curriculum is actually the process of blending the teacher’s and the students’ experiences.

She explained,

Some teachers prefer to teach a particular grade and a particular subject matter. I don’t mind teaching whatever grade or whatever subject matter. As an elementary school teacher, I was trained to teach everything. Thus, I should have competency to teach it all. Based on the content of textbooks, I put my past experiences and students’ new experiences together. This is my curriculum. (INTR, 10/12:38)
In terms of the relationship between her training in the Teachers College and her teaching in the schools, Teacher Ho stated, "I took teaching methods courses there. In reality, they just gave you the "basics." Actually, I developed my own practical theory from teaching different grades and different subject matters." (INTR, 9/18:19)

She also explained, "I have my own believes to teach different subjects. I don't think different subjects can be taught in the same way." (INTR, 11/23:111)

Teacher Ho has developed her own pedagogical content knowledge while teaching subject matters. I will elaborate on this in the next chapter.

Curriculum is Not Just the Textbook

Based on using the national social studies curriculum in Taiwan, Teacher Ho believes that teaching the textbook is her obligation. But she claimed that teachers cannot just teach the textbook. To Teacher Ho, the textbook is just a guideline. She values sharing her international/cross-cultural experiences with students in order to promote their global perspectives. She stated,

Some colleagues know that I teach eight classes. It's a heavy burden. They suggest that I should just teach the textbook. But I don’t feel comfortable doing it that way. In addition to my international/cross-cultural experiences, I also tell students my past learning experiences in schools and encourage them to set up their own goals. You know, I can share so many things with students. From my own point of view, textbooks just portray some facts. They don't describe a country or a culture in depth. I should try to give
students the whole picture. Based on my international/cross-cultural experiences, I can provide them with a more holistic view. (INTR,10/23:62)

Generally, Teacher Ho believes that the curriculum is not just the textbook. During the observations, I found that she intended to teach something beyond the textbook. Teacher Ho also infused her international/cross-cultural experiences into the social studies classes. For example, she shared her experiences in mainland China while teaching Chinese geography.

Although she needs to teach eight classes (24 periods) per week, the textbook is just a part of Teacher Ho’s social studies curriculum. Teacher Ho shares her international/cross-cultural experiences in every social studies class.

The Self-Development of Teaching
Social Studies from a Global Perspective

This section presents Teacher Ho’s self-development model of sharing her international/cross-cultural experiences with students and her practical theories of teaching social studies from a global perspective.

A Self-Development Model

No one ever told Teacher Ho that international/cross-cultural experiences could be used in her teaching. She
stated, "I have attended workshops on social studies curriculum and instruction. No one has mentioned that international/cross-cultural experiences deserve to be taught in social studies." (INTR, 10/1:33)

In learning more about Teacher Ho’s approach, I found that the formation of her belief in teaching social studies from a global perspective was an ongoing process. I drew a tentative model regarding Teacher Ho’s self-development of teaching social studies from a global perspective. While reading the model, Teacher Ho contemplated and discussed with me. Then, she revised this model (see Figure 3).

Basically, as stated above, Teacher Ho doesn’t rely on the textbook while teaching. After having international/cross-cultural experiences, she shared these experiences with students occasionally. Students’ positive reactions encouraged her. Teacher Ho shared more in her teaching. In addition to the recognition of her children’s progress, Teacher Ho enhanced her own global perspectives while traveling abroad. Thus, the more she traveled abroad, the more she shared her overseas experiences with students. When she became a social studies departmental teacher, Teacher Ho’s international/cross-cultural experiences became a part of her curriculum. Because the content of social studies focuses on cultures, systems, and global issues, Teacher Ho finds that it is easy to infuse her international/cross-cultural experiences into the curriculum. During the
process, she developed her practical theories of teaching social studies from a global perspective.

**Figure 3: Self-Development Model of Teaching**

Social Studies from a Global Perspective
Having International/Cross-Cultural Experience

According to Teacher Ho, she never intended to travel for teaching. Teacher Ho stated, "In the beginning, travel abroad was just for fun. I didn't think international/cross-cultural experiences could be used in my teaching." (IN, 9/18)

While traveling, Teacher Ho obtained some information concerning the countries she visited. She usually brought back this information as a souvenir of her travels. In addition, Teacher Ho found that her children learned something from their overseas travels. Her children also brought back items for their travel collection, such as different countries' currencies. Furthermore, her husband gained more information, for example, about the international stock market, from his business travels. As a result, she began to relate these things to her teaching. She stated,

I didn't record my travels in detail during my first excursions. But I kept some information. Also, my children increased their travel collection. Furthermore, my husband brought back more information from his business travels. It seemed that there was an international fair at my home. I began sharing my international/cross-cultural experiences in the meantime. (IN, 9/18)

Teacher Ho began to tell students what countries and places she visited. She also shared with them specific experiences which occurred during her family travels.
Sharing Experiences Tentatively

In order to stimulate their learning, Teacher Ho began sharing her international/cross-cultural experiences, such as the customs and cultures of other countries, with her primary-grade students. But the students were too young to understand. Teacher Ho stated, “The primary-graders didn’t like my foreign stories. They preferred listening to fairy tales.” (INTR, 10/1:30)

Four years ago, Teacher Ho taught a visual arts talented class of 30 students. She tried to share her international/cross-cultural experiences while teaching. These third-grade students showed high interest in Teacher Ho’s “foreign stories.” “They asked me to tell more each time I taught,” she stressed.

Fostering Willingness to Gain More Experiences

Influenced by students’ interests, Teacher Ho paid more attention to her subsequent overseas travels. She began to write a memo for each place. These memos helped her to record the most impressive thing that she would like to tell students.

When I asked to see her memos, Teacher Ho told me that she didn’t organize them in a systematic way. “My memos were just an outline for myself,” Teacher Ho stressed. Also, she didn’t keep her early memos after she shared them with her
students. This was why she didn’t feel comfortable sharing her memos with me.

The more Teacher Ho shared her international/cross-cultural experiences in her teaching, the more she felt regret about her early overseas travels. For example, she stated,

I went to many European countries in 17 days many years ago. This trip was too short to know these countries in depth. I would like to visit these countries again. Actually, my husband and I plan to bring our children to Europe when they learn more world geography and world history. (IN, 9/18)

Also, Teacher Ho has fostered her willingness to gain more information regarding particular places or cultures. For example, she can discuss Canada in depth because of having lived there for one month. But Teacher Ho still feels that she doesn’t know much about the educational system there. As an elementary school teacher, Teacher Ho particularly likes to know how teachers in other countries teach their students. Therefore, she plans to go there again. Teacher Ho stressed that: “This time I will visit their different level schools to see how students are taught in Canada.” (INTR, 12/2:137)

Teacher Ho told me that it is a promising way to learn teaching methods and strategies in other countries. As a teacher, she stresses that she needs to improve her day-to-day teaching.
Infusing Experiences into the Social Studies Curriculum

Serving as a social studies departmental teacher, Teacher Ho deals with the topics of people, natural environment and culture. She has found that her real-life overseas experiences can help her to teach students in depth. As a result, Teacher Ho has infused her international/cross-cultural experiences into the social studies curriculum.

She taught third-grade social studies the year before last. Dealing with one unit of water and soil conservation, Teacher Ho remembered that she gave a lot of attention to environmental issues. She stated,

I told students that the soil erosion of Mount Ali [Taiwan] resulted in tea being planted there. We should not drink mountain tea. In addition, we discussed the aims of Earth Day. I also told students the special meaning of the color green. (INTR, 10/23:68)

Teacher Ho taught sixth-grade students the following year. The sixth-grade social studies focuses on other countries and cultures. Teacher Ho was excited to share her international/cross-cultural experiences. "While seeing the textbook, my overseas experiences were out there." She explained her motivation. "I told students my real experiences in these countries and places. Thus, students' understanding can go beyond the textbook," Teacher Ho stated emphatically.

In addition, Teacher Ho brought her daughter's enormous ostrich egg and the picture of a volcanic eruption in Hawaii to her classrooms. She explained that "My sixth-grade
students loved them. They discussed them with each other. I believe that the noisiest class was my social studies class." (INTR, 10/1:15)

This year Teacher Ho served as the fifth-grade social studies teacher. Many students asked her to tell the "foreign stories" on the first day of classes. They told Teacher Ho that they knew she shared her international/cross-cultural experiences with their elder brothers or sisters last year. Upon meeting Teacher Ho, a couple of these students’ parents also expressed their expectations—"Please tell my children about your incredible experiences!" (IN, 9/18) On the basis of these positive responses, Teacher Ho was glad that she did the right thing in her teaching. (Because of the joint entrance exam, parents in Taiwan usually focus on the learning of textbook. Teacher Ho is sensitive to balance her curriculum. She doesn’t want parents to question why she didn’t focus on the content of the textbook.)

Establishing a Belief in Global Education

Having taught social studies in recent years, Teacher Ho believes that it is a meaningful thing to teach students about the world. She stated,

The elementary school students are interested in other countries and cultures. They enjoy learning these things. When I have opportunities to get primary information for my students, I should share it with them. I enjoy my overseas travels. I bring my joy to my students. Both of us learn with joy. Aren’t my
overseas travels wonderful? I will continue my learning journeys because my students and I can benefit from them. (INTR, 10/29:80)

Also, Teacher Ho stressed,

There are so many wonderful things in different countries, including their cultures, their systems, their science and technology... We should learn more from different countries. Also, students are living in an increasingly interdependent world. It is imperative to provide opportunities for them to know the world as early as possible. (INTR, 10/12:50)

Teacher Ho stressed that as the world continues to grow smaller and more interdependent, there is a pressing need to prepare students for the 21st century.

**Practical Theories of Teaching Global Perspectives**

This section describes Teacher Ho's practical theories of teaching global perspectives. She developed these theories in the process of teaching.

**The Intermediate Grade is the Appropriate Stage for Learning about the World**

According to the current elementary social studies curriculum, students have the opportunity to learn about other countries and cultures in the sixth year. On the basis of Teacher Ho's experiences, the primary-grade students were too young to be aware of other countries and their cultures.

In contrast, the intermediate graders showed high interest in these things. This was also supported by her
son's experience. When their son was in the third-grade, Teacher Ho and her husband decided to take their children abroad. She found that her son enjoyed and learned many things from his first overseas trip. Teacher Ho illustrated,

It's hard for us to see snow in Taiwan. When my son saw the snow in South Korea, he was excited. Also, he learned how to ski. As a novice, my son really did a good job. In the beginning, I worried that he would be too afraid to try. So I made a deal with him. If he did a good job, I would give him a Won [Korean monetary unit]. Because of his good performance, I kept my promise to give him the reward. But my son asked for a U.S. dollar, not a Won. He knew about 690 Won for one US dollar at that time. (IN, 9/18)

While continuing to take her children abroad, Teacher Ho also recognized their progress. Teacher Ho's children observed different things in different countries and places. The overseas experiences were not just broadening their horizons, but also enhancing their real-life skills. As a result, Teacher Ho believes that children in Taiwan should learn about the world at an early age.

*International/Cross-Cultural Experiences can be Infused into Every Subject*

Teacher Ho stated that the content of social studies, (such as people, culture, environment, global systems) is easy to relate to her international/cross-cultural experiences. For example, on the basis of her personal interest, Teacher Ho enjoyed learning different customs and local cultures during her overseas travels. She found that
it is so easy to teach these customs and cultures while teaching history, even Chinese history. I will elaborate on this in the next chapter.

In addition to social studies, Teacher Ho believes that international/cross-cultural experiences can be infused into other subjects. She stated emphatically,

In fact, I can infuse my international/cross-cultural experiences into other subjects. When I was a self-contained teacher, I was not just sharing my experiences during social studies. Because of the relevance, I told my students about mainland China in the Mandarin class. (IN, 10/1)

Because the content of Mandarin relates to the traditional Chinese culture, Teacher Ho shared with students what she learned in mainland China from visiting historic sites.

Teacher Ho was also comfortable infusing her overseas experiences into math classes while serving as a self-contained teacher. Teacher Ho stated, "I gave students my overseas shopping experiences in mathematics. I explained how people in different countries gave me change in different ways." (INTR, 12/2:134)

For example, Teacher Ho found that people in Canada tend to use addition while giving her change. By contrast, the Japanese people prefer to use subtraction.

The Most Recent Experience Shared with Students Immediately

Teacher Ho shares all her international/cross-cultural experiences with students. But she has a strong motivation
to share the newest experiences upon just returning from a particular place. She explained,

When returning from Canada, I talked about my Canadian experiences in every social studies classrooms. In 1993, when second semester began, I had just returned from the Balinese New Year celebration. It was just after our New Year. We discussed the similarities and differences between Balinese New Year and our own New Year. (INTR, 10/1:23)

Teacher Ho stressed that she is always motivated by the excitement of her most recent discoveries. For example, upon returning from South Africa, Teacher Ho immediately shared her experiences including observing the gold mining process. She also showed students what animals were in the wild animal park by bringing photos to her social studies classrooms.

Teaching Resources Relate to the Length of Stay in Places Visited

In terms of teaching resources, Teacher Ho stated that the longer she visited, the more resources she shared. She explained that because of living for one month in Canada, she can talk about Canada a lot. Actually, Teacher Ho never forgets to share her Canadian experiences during her yearly teaching.

In contrast, Teacher Ho found that she needs to visit some countries again to obtain more information. She explained,

This year, the content of social studies focused on Chinese geography and Chinese history. I shared with students my experiences in mainland China. But you know, I just went there one time. It's not enough
to get plenty of teaching resources. I told my husband I need to visit there again. (INTR, 10/21:65)

Parents' Guidance is Crucial in Overseas Travels

According to the statistics of the Bureau of Tourism, the number of tourists going abroad has increased impressively in the 15 years since the ROC government relaxed restrictions on going abroad in 1979. The number of ROC nationals traveling abroad passed 1 million for the first time in 1987. In 1992, the number surpassed 4 million. This means one out of five Taiwanese went abroad that year (T'eng, 1994).

As a result, taking children on a holiday abroad has become a popular summer and winter vacation activity for many parents in Taiwan. According to the ROC Tourism Bureau, 16,006 persons aged 12 or under traveled abroad in 1987. The 1988 figure was 20% higher, at 19,181. But in 1989 this figure jumped to 50,910, a staggering 260% increase in one year (Sung, 1990).

Teacher Ho mentioned that she often met other families in the same tour group with her. According to her observations, parents just brought their children to other countries or other places. Most of these parents didn’t guide their children to observe, to learn, or to enhance their independence.

Teacher Ho stated that she often asks students to share their foreign experiences with their fellow students. Most
students can name the countries they visited. But they cannot indicate the location correctly. Sometimes students even mistake information about one country for information about another.

Based on these experiences, Teacher Ho claimed that parents need to pay particular attention to their children while traveling abroad. Teacher Ho stated emphatically, "We need to ask children to observe. Observation is our instinct. But we have to teach children to observe. If we don't teach, they just cannot learn something from their experiences." (INTR, 11/5:95)

Therefore, she asked her students to observe other countries' traffic systems and environmental protection policies if they went abroad during this coming winter vacation. Students will share their experiences in the next semester.
CHAPTER VI

TEACHER HO IN HER SOCIAL STUDIES CLASSROOMS

Introduction

This chapter focuses on Teacher Ho’s teaching in an attempt to provide an illustration of teaching social studies from a global perspective in Taiwan. The first section presents Teacher Ho’s textbook-based curriculum and how she infused her international/cross-cultural experiences into the social studies classes. The second section describes Teacher Ho’s goals of teaching social studies from a global perspective. The constraints of teaching global perspectives are detailed in the third section. Teacher Ho’s commitment to global education concludes the chapter.

The Curriculum

Teacher Ho’s social studies curriculum is based on the textbook. Because a unified textbook (issued by the National Institute of Compilation and Translation) is used in Taiwan, she believes that it is the teacher’s obligation to teach it. As stated in Chapter V, Teacher Ho’s international/cross-cultural experiences also are an important part of her
curriculum. This section describes what Teacher Ho actually taught in her social studies classrooms.

**Curriculum Based on the Textbook**

The textbook serves as the basis of Teacher Ho's social studies curriculum. The fifth-grade social studies textbook has two volumes. Students learn Volume I in the first semester. The themes in this volume include Chinese geography and Chinese history. The first unit presents China's natural environment (including territory, location, terrain, and climate) and Chinese people's lifestyles. The second unit introduces the ethnic composition of the Chinese people. It is divided into the periods of the Ch'in Dynasty, the Han Dynasty, China's Dark Ages (Wei-Chin), the T'ang Dynasty, the Ch'ing Dynasty, and the diverse cultures in Chinese society. (The Wade-Giles System is used for the romanization of Chinese names in the study.) The third unit focuses on the history of modern China. Teacher Ho taught the first two units during my three-month classroom observations.

In order to understand how Teacher Ho infuses her international/cross-cultural experiences into social studies, we need to know what is actually taught in her classrooms. In addition to the analysis of curriculum documents, the data collected in classroom observations and follow-up interviews
(after each period's teaching) have been used to construct the five episodes of Teacher Ho's teaching. These are organized according to significant themes. Each episode includes teaching segments that took place in different classes. When the episode is constructed by combining segments from different teaching periods, the text is separated by a dotted line.

**Episode I - A Trip to Mainland China**

The school bell is ringing. Teacher Ho knows it is time for second period. She leaves the office for the seventh class. When she arrives, students continue talking. Teacher Ho extends her hands to the top of her head and asks students to follow her actions. They move their hands and head from the left side to the right side. Students are gradually becoming quiet while following their teacher. Once students are able to concentrate, Teacher Ho knows it is time to begin this period's learning.

While students read a new lesson together, Teacher Ho is drawing a map of China on the blackboard. Teacher Ho thinks that students need the opportunity to know what they are going to learn at the beginning of a period. It is impossible to ask them to review before the class because students are busy learning other skills, such as computer programming and English, after school. They will get some sense while reading aloud the content of the textbook.
Using different colored chalks, Teacher Ho marks the wind directions in the summer and in the winter on the map. Today she wants students to learn about the climate of China. Students have learned that their country is shaped like a begonia leaf. They also know from the previous lessons that the western and northern parts of China feature high mountains and plateaus, and the east and south, plains and hills. Two major eastward-flowing rivers, the Yangtze and the Yellow River, along with many other rivers and lakes, provide the mainland, in particular the eastern portion, with much arable land. Today, students are going to learn patterns of climate in China. Teacher Ho keeps thinking how to describe the cold winter weather for students because it is not so cold in Taiwan.

Teacher Ho tells the students that hot summers and cold winters typify the climate of most parts of China. The mean annual temperature varies from 20-25 centigrade-degree in southern China to 5-0 centigrade-degree in northeast China. "How cold is it there?" "Do students catch cold on snowy days?" Out of curiosity, students ask these questions. Teacher Ho knows that this is her "opportunity" to share with students her experiences in mainland China.

Teacher Ho states that she and her family went to mainland China for winter vacation in 1991. It took almost six hours from Taipei to Harbin, the capital of the Heilungkiang Province. Teacher Ho asks students to look at
the picture of winter in Northern China (see Figure 4) on page twenty-nine and goes on to say: "The temperature in Harbin fell as low as -30 centigrade-degree or lower." She mentions that the local people use the frozen river for skating. People in Harbin also swim in the Sungari River. (The local people have dug a large swimming pool in the river. Some people enjoy swimming in the winter seasons.) She also visited a place decorated with many ice lamps.

Students What are ice lamps?
Teacher Ho The local people make holes in the ice wall and put lamps in the middle of the holes.
Student I saw that in Japan.
Teacher Ho You saw in Japan is another kind of ice decoration, pen-tiao, not ice lamps.

She then asks students whether the ice lamps will melt. After a short discussion, students reach a consensus that the ice lamps will not melt because the weather is too cold. Teacher Ho is glad that they did a good job.
Figure 4: Winter in Northern China

Although wearing two pair of socks and a snow coat in Harbin, Teacher Ho stresses that she could not stand the cold. Therefore, she bought a pair of hseuh-hsieh (snow shoes).

Student: What do the hseuh-hsieh look like?
Student: How do you wear them?
Teacher Ho: The hseuh-hsieh is actually a pair of cotton shoes. They are two centimeters thick. I spent one hundred New Taiwan dollars for the hseuh-hsieh. They were about twenty mainland China dollars at that time.

Teacher Ho stresses that they would be only sixty New Taiwan dollars (One US dollar is equal to twenty-seven New Taiwan
dollars.) now because the exchange rate has been adjusted.

"Could you bring them to class for us?" "I have never worn a
pair of hsueh-hsieh." "They must be very warm." Since
students are curious about the hsueh-hsieh, Teacher Ho
promises to bring them next time.

It is a sunny day. Teacher Ho jumps into her car and
drives toward The Peace School. She knows that she is a
little late. But Teacher Ho is upset because she cannot find
her hsueh-hsieh. She has spent almost one hour searching for
the hsueh-hsieh at home. They must be in the warehouse.
While walking toward the seventh class, Teacher Ho writes
herself a memo: ask Mr. Huang to help her find the hsueh-
hsieh. Mr. Huang, their private driver, is in charge of the
warehouse and she believes that Mr. Huang must have put the
shoes somewhere.

As class begins, some students say, "Today's lesson is
about Peking." "Could you tell us about Peking?" students
remember that Teacher Ho told them she went to Peking after
leaving Harbin. Students are excited by lesson six. This
lesson focuses on Eastern China. Peking is one of the major
cities that they will learn about in today's class.

In an attempt to meet students' interest, Teacher Ho
changes her plan a little. Before introducing agricultural
production, clothing, and transportation, she first turns to
the cities. Teacher Ho has been to two major cities, Peking
and Canton, in Eastern China. She starts to share her experiences in Peking.

Teacher Ho states that winters in Peking are also cold and dry with average temperatures as low as -4 centigrade degrees in February. She still wore her hsueh-hsieh.

Students Did you bring your hsueh-hsieh?

Teacher Ho I didn’t find them this morning. But I will continue to look for them.

Teacher Ho then describes that the Imperial Palace. She asks students to look at the picture of the Imperial Palace (see figure 5) on page thirty-five and goes on to say: “It is located in the heart of Peking and covers an area of 250 acres. It is a huge place.” Teacher Ho stresses that she and her family just visited the middle part of the Palace in one day. She draws a diagram on the blackboard and tells students that the four main pillars supporting the Hall of Prayer represent the four seasons, and the 12 interior posts the months of the year. In ancient days, the Chinese divided the day into 12 two-hour periods, represented there by the outer ring composed of 12 pillars.
Teacher Ho turns to the Great Wall. She asks students to look at the picture of the Great Wall (see Figure 6) in the textbook. Then, Teacher Ho states that to the Chinese it is one of the most important symbols of their nation's greatness and the longevity of its culture.

Student I went there, too.

Teacher Ho What did you do there?

Student I climbed the wall.

Teacher Ho shares the same experience. She stresses that the Chinese have a saying: "You're nobody till you've seen the Great Wall." Then, Teacher Ho introduces the building of the Wall. Because construction is one of her husband's businesses, Teacher Ho states that her husband showed her the
construction techniques of the Great Wall. She tells students that local materials had to be used to build the wall since transport of other materials over long distances was both impractical and expensive. In the west, the wall was made mainly of earth and unfired brick, but farther east, the techniques were more advanced, with greater use of brick and stone. The bell is ringing. Teacher Ho tells students that: “While sharing my overseas experiences, the time always goes faster than we know. Let’s continue tomorrow.”

Figure 6: The Great Wall
Teacher Ho is waiting for Mr. Huang. She hopes that she can bring the *hsueh-hsieh* for her students this afternoon. Mr. Huang comes into the living room. He reports that the shoes were thrown away because the warehouse was rebuilt last year. Teacher Ho knows that she cannot blame Mr. Huang. If she had known that students would be interested in those shoes, she would have asked Mr. Huang specifically to keep the *hsueh-hsieh*.

Upon walking into the seventh class, Teacher Ho makes an apology to her students—she cannot bring the *hsueh-hsieh* for them because the shoes were thrown away by their private driver. While watching students’ disappointed faces, Teacher Ho really has a hard time.

Then, she tries to interest her students.

Teacher Ho  I will tell you one thing that I ate in Peking.

Students  What is that?

Teacher Ho  It was chestnuts. I believe that you have also eaten them in Taiwan.

Students  Yes, but they are expensive.

Teacher Ho  Chestnuts are expensive in Taiwan because we don’t plant a lot. But they are very cheap in Peking. You can get a bunch of chestnuts for just five mainland China dollars.
Before presenting the city of Canton, Teacher Ho asks students to look at page thirty-five in the textbook. There is a picture of Canton City (see figure 7). Teacher Ho mentions that Canton was the last destination on her mainland China trip. "While arriving there, we saw rubber trees thriving in the humid climate," she states. Teacher Ho also states that she took off the heavy coat and the hsueh-hsieh. "I just wore light clothing," she states. "Canton is a bustling city," Teacher Ho tells her students. She also introduces the information that Canton is the capital of Kwangtung Province and the most important industrial and foreign trade center in south China. "A lot of factories producing newsprint, refined sugar, textiles, canned goods...are there. The owners of these factories include many Taiwanese businessmen," she states. Teacher Ho concludes the discussion of her trip saying, "We brought back a silk carpet as a good reminder of Canton."
Figure 7: The City of Canton

Episode II - Chinese People and Their Lifestyles

Upon entering the third class, Teacher Ho tells students that, “We will learn a new lesson. Then, you will draw a map in your workbooks.” “May I draw the map first?” many students ask. “O.K. But just for 15 minutes,” Teacher Ho replies.

After students complete their maps.

Teacher Ho Open up your textbook. You will see a lot of beautiful pictures of Chinese people from page forty-five to page forty-seven.

Students It’s true!
This is the lesson presenting the diverse Chinese people (see Figure 8) and their lifestyles (see Figure 9).

Figure 8: The Diverse Chinese People
Figure 9: Chinese People's Living Styles

Teacher Ho states that there are about 56 ethnic groups in China. The Han, constituting 93% of the population, are the dominant group. But 60% of China's land area has a population dominated by minority peoples—ethnic groups other than the Han. There are Chuang, Hui, Uighur, Li, Miao,
Manchu, Tibetan, Mongolian, Gerbao, Tai, Kazakh, Borean, Dong, and Taiwan’s aboriginal peoples in the textbook. Many of the minority nationalities live in the border regions, and thus have affinities with the peoples of their neighboring countries, including Korea, Mongolia, and Burma.

Teacher Ho also mentions that an excellent place to get a comprehensive first-hand introduction to Taiwan’s nine major aboriginal tribes is the Formosan Aboriginal Culture Village, located near Sun Moon Lake in Nantou County. The village areas are devoted to displaying and explaining typical traditional dwellings, utensils, clothing, activities, and customs of the nine major tribes. Performances of traditional aborigine music and dance are held each day. "We have been there. They sang a beautiful song for us," a couple of students share their experiences with classmates. Teacher Ho stresses that the village is a good place to learn about the aboriginal cultures. She encourages other students to visit there.

Teacher Ho goes on to explain the different lifestyles and religious practices. She describes,

The Han culture developed on the basis of using hydraulics, canal fed irrigation, and water-borne transportation which facilitated agriculture and commerce. The Tibetans and other peoples of western China, on the other hand, have traditionally had a mixed economy of agriculture and nomadism. The Uighurs of Sinkiang, or Chinese Turkestan, have historically engaged in either agriculture or nomadism, supplemented by commerce. The minority peoples of Kirin and Heilungkiang Provinces rely on either fishing and hunting or nomadism, while the Mongolians are largely nomadic. A large proportion of Han Chinese engage in
folk religious practices, often mixed with elements of Taoism and Buddhism. Moslems constitute a significant minority who are scattered across the whole country. Tibetans and Mongolians are mostly followers of the sect of Buddhism.

Teacher Ho goes on to tell students that she met the Li people singing in Hangchow. "They make their living by singing," Teacher Ho explains to her students. Then, she asks students to look at the picture of a mosque (see Figure 10) in the textbook.

Figure 10: A Mosque
Teacher Ho: I visited the National Mosque in Malaysia twice. It is very important to wear formal clothes, not casual clothes in the National Mosque.

Student: When I was in Thailand, I did the same thing.

Teacher Ho: Yes, it shows our respect for their religions. But people in Thailand believe in Buddhism, not Islam.

Teacher Ho explains the differences to her students. She also introduces the traditional interdependence between religion and the monarchy in Thailand. For example, King Bhumibol served as a Buddhist monk before becoming a constitutional monarch. Then, Teacher Ho states that the Balinese are also a deeply religious people. She tells students her experience of observing Balinese worship their god during the time of New Year.

Student: What does their god look like?

Student: Can you draw it for us?

Teacher Ho: No! I cannot because their god is in Balinese people’s mind.

Student: I have been there, too.

Teacher Ho: Tell us your experiences. O.K.?

Student: Sorry! I cannot remember the details of that experience. (The student stands up, thinks carefully, and reports.)
Teacher Ho  It is O.K. You may tell us while recalling something there.

She goes on to ask students: "What religion does your family practice?"

Students  Buddhism, Christianity, Catholicism...

Teacher Ho  So, people believe in different religions, right?

Students  Yes! (They respond and discuss with each other.)

Teacher Ho turns another topic. She states that all the peoples in mainland China are encouraged to use northern Han Chinese called P’ut’unghua (common speech).

Teacher Ho  P’ut’unghua is similar to our Mandarin, but minority people keep their own languages.

Student  Do the minority children go to school?

Student  How do they communicate in the schools?

Teacher Ho  The minority children in mainland China go to school like all of you. They speak their mother tongues at home and communicate with each other by using P’ut’unghua. Our aboriginal children also speak their mother tongues at home, but speak Mandarin in schools, right?

Students  Yes, our class leader is an aboriginal student. (They are reporting and pointing to that student.)
Teacher Ho  Let's ask Yuh-Fang to introduce her own
culture to us, O.K.?

Students  O.K. (They welcome Yuh-Fang's presentation.)

Yuh-Fang, the aboriginal girl stands up and moves to the
platform. She is shy and quiet.

Teacher Ho  Tell us your tribe and your culture. (She is
encouraging Yuh-Fang.)

Yuh-Fang  It is the Tsou tribe.

Teacher Ho  Do you wear your traditional clothes? When?

Yuh-Fang  During the harvest festival celebration, my
father usually brings my mother, my sister,
and I back to Grandfather's place in the
mountain area.

Teacher Ho  Can you teach us how to say "father" in your
mother tongue?

Yuh-Fang  My father can, but I cannot. He didn't

While Yuh-Fang returns to her seat, Teacher Ho mentions that
Yuh-Fang's sister was her student last year. She is glad
that Yuh-Fang is her student, too.

Teacher Ho also introduces some customs of different
minority people. For example, the Tibetans are not allowed
to eat fish. They believe that fish is their water god. "I
am going to live there because I don't like to eat fish," one
student sitting in front of me tells a classmate near him.

It seems that Teacher Ho didn't hear the boy's interesting
words reflecting his thought. She continues to share her experience regarding the Yami People: "The Yami, one of the aboriginal tribes, are known for their unique and beautifully decorated plank-built boats. An elaborate ceremony is held upon the first launching of a newly-completed boat." Teacher Ho asks her students: "Isn’t it a wonderful thing for Chinese people to share so many different cultures?" "Yes!" The students agree with their teacher’s point of view and discuss with each other. Teacher Ho tells students, "I know that you have a lot of things to share. But may I finish my viewpoints?" While students quiet down eventually,

Teacher Ho  What does the tolerance mean?
Students    We cannot discriminate against the minority people.
Teacher Ho  Yes! The components of Chinese culture represent the diverse cultures of the Han people and many minority people. There are similarities and differences in our culture. We should respect each other because all of us are Chinese.

Episode III - The Prelude to International Contacts

Upon entering into the fifth class, students ask Teacher Ho, "Did we do a good job on the exam?" "What grade did I get?" The first school exam was just held yesterday. Students are concerned about the results of the exam. "Don't
worry! All of you did a good job," Teacher Ho responds to students’ questions. She then turns to the topic: "We are going to learn Chinese history today."

Teacher Ho  Let’s look at page forty-nine. Who can tell me what the Christian calendar year is in your book?

Students  This is 82 in the Chinese calendar year.

Student  My father told me it is 1993 in the Christian calendar year. (One smart boy tells his classmates.)

Because most of the students aren’t familiar with the Christian calendar year, Teacher Ho explains that Dr. Sun Yat-sen, the father of our nation, established the Republic of China in 1912. "This is the first Chinese calendar year." Teacher Ho explains to her students.

Then, to make sure that students know the relationship between the Chinese calendar year and the Christian calendar year, Teacher Ho illustrates a lot of examples, such as: "What is your birth year? Give me the answer in the Christian calendar year." "Your grandfather was born in 1918. What is the year in the Chinese calendar year?"

Student  Why do we need to learn the Christian calendar year?

Student  Will it be tested on the exam?

Teacher Ho  No, it will not be tested on the next exam. But you need to know and you do deal with
this in your daily life while reading your Mandarin Daily News, watching world reports on the TV, checking the production date of diverse products, and even traveling abroad. When she states emphatically, the bell is ringing.

Teacher Ho reminds herself that she needs to arrange at least 10 minutes for two students' presentations in the fifth class this morning. During the previous class, the two boys kept sharing the story of the first Chinese emperor, Ch’in Shih Huang, with their classmates near them while Teacher Ho was teaching. Because the two students wanted to share, Teacher Ho asked them to present in today’s class.

Teacher Ho asks students to look at the pictures on pages of fifty-two and fifty-three. They are pictures of the Terra Cotta Warriors (see Figure 11). Teacher Ho states that in 1974, a group of peasants digging a well in Lintong County, about 30 km. east of Tsinan, accidentally made one of the century's greatest archeological discoveries. What they stumbled upon were thousands of life-size Terra Cotta Warriors who had been standing guard by the tomb of the emperor Ch’in Shih Huang for over 2,000 years.
Figure 11: The Terra Cotta Warriors

Teacher Ho mentions that it took twenty-six hours by train from Potow to Tsinan. Because there is no plane there, her husband visited the Terra Cotta Warriors by train. Although the natives use camels and yaks for riding or carrying goods in Western China, there are railroad and road networks.

It is the time for the students' presentation. They report that Ch'in Shih Huang, who unified China, was an ambitious and aggressive monarch. After overthrowing the Chou dynasty, he built a completely new social and political order. In place of feudalism, he organized the country into
thirty-six prefectures and a number of counties. Under this prefecture-county system of administration, all authority was vested in the central government. Governmental powers fell into administrative, supervisory, and military categories, each independent of the others. For the first time in Chinese history, the written language, currency, and weights and measures were all unified and standardized. In addition, Ch'in Shih Huang established an unprecedented totalitarian regime. Books were burned to keep the people ignorant, and critics of the government and their relatives were executed.

Teacher Ho asks students to evaluate Ch'in Shih Huang's political achievements in their workbooks in the next day's class. She reminds them that they need to illustrate enough points to support their position.

After collecting students' workbooks, Teacher Ho tells students that they are going to learn about the Han Dynasty and international contacts. She states that Han foreign policy began with the need for stable relations with the far-flung tribal confederation of the Hsiungnu--Turkish nomads. Besides fighting, Han rulers also learned how to use diplomacy.

Student What is diplomacy?
Teacher Ho In order to get a peaceful life, Han rulers tried to negotiate with Hsiungnu. Diplomacy
is also important in today's world. In addition to having some formal relationships with other countries, we are also dedicated to making a contribution to international society. For example, agricultural assistance teams are one of the ways that we provide foreign aid to other countries. No one likes to fight. I believe that all of you watched the TV report during the Gulf War. It was terrible, right?

Students: Yes! (They nod their heads and start to discuss with each other.)

Teacher Ho goes on to state that some Han people immigrated to the borderland to protect their country.

Teacher Ho: It is not like today's immigrants--people move to places or countries for different reasons, such as job transfer, business, investment.

Student: Can we include students studying abroad?

Teacher Ho: Students go abroad to study. Most of them come back after completing their study. There are differences between immigrants and international students.

Then Teacher Ho states that Pan Ch’ao, one Han general, headed the garrisons in the Western Dominion for 30 years
from 73 to 103. He sent envoys to Central Asian countries as far away as the Persian Gulf. This led to the opening of trade routes between the East and West. Persian merchants bought Chinese silk products and sold them to the Romans. A trade route from Ch’ang-an, the Chinese capital, led through the corridor west of the Yellow River, modern Sinkiang, Afghanistan, Iran, and Asia Minor to Europe. This trail is the famous Silk Route. "We are out of time again. It seems that we have to finish this lesson next week," Teacher Ho concludes while the bell is ringing.

**Episode IV - Learning Things from Other Countries**

While her children do their homework, Teacher Ho prepares for the next day’s teaching lesson. She is contemplating how to teach "the Dark Ages" in tomorrow’s classes. This was a time of anarchy which Chinese historians refer to as the Period of the Five Non-Chinese Tribes and Sixteen Kingdoms. There were 11 emperors during the 103-year rule of the Eastern Chin, which was overthrown in 420 by an ambitious military leader, Liu Yu. He founded the former Sung dynasty, which was followed by a succession of dynasties over the next century and a half, such as the Ch’i, Liang, and Ch’en dynasties. These, along with the Former Sung, are known in Chinese history as the Southern Dynasties.

The invasion of northern China ended with the founding of the Northern Wei dynasty by the Toba clan of the Sienpei
tribe in 439. The dynasty was strong for a time but later was torn by internal disturbances which caused it to be split into two countries: Eastern Wei and Western Wei. Overthrown by rebellions, Eastern Wei became Northern Ch‘i, and Western Wei became Northern Chou. In the final contest for supremacy in the north, the Northern Chou defeated the Northern Ch‘i. Eventually a Chinese leader, Yang Chien, reunited China in 581 by toppling the Northern Chou dynasty and the southern Liang and Ch‘en dynasty. The 324 years from the beginning of the Western Chin in 265 to the end of the northern and southern dynasties in 581 were China’s “Dark Ages.”

Teacher Ho remembered that she hated learning this period of Chinese history as a junior-high student. She also knew that her children struggled with the same problem while covering the “Dark Ages” in their history classes. Certainly, students at the elementary school level need not learn this period of Chinese history in depth. So Teacher Ho decides to focus on the continuing formation of a diverse and dynamic Chinese culture in teaching the lesson of “the Dark Ages.”

In the second class, Teacher Ho is telling a story of Hsiaowendi, an emperor of the North Wei, who changed almost every aspect of state and society in a drastic reform program. Hsiaowendi enforced signification and outlawed many of the old Sienpei ways and even the use of the Sienpei
language in court. He reorganized the civil service, rewrote the laws, and moved the capital to the ruined site of Loyang, far from the barbarian influences of the old one at Pingcheng.

Teacher Ho explains that Hsiaowendi was dedicated to a reform of "Han-Hua" (Hanization). She stresses that this reform happened in the fifth century. Influenced by the Han culture, the Sienpei people became more engaged in agriculture.

Teacher Ho Do we still live in an agricultural society right now?

Student Yes, my grandparents live in the countryside.

Student My grandparents also live in the countryside, but they are not farmers.

Teacher Ho There are three main economic sectors in today's economy: agriculture, the historical springboard of Taiwanese economy; industry, the motive force behind the Taiwan's economic expansion; and, the service sector, which is already posting the most explosive growth of all sectors in Taiwan's economy. So, our society is in a drastic transition.

She goes on to ask another question.

Teacher Ho What is westernization?

Students We learn something from western countries.
Teacher Ho  What are the western countries?
Students   The United States, Germany, Canada, The
Netherlands, Belgium...
Teacher Ho  Yes, but these countries are located in
different continents. For example, The
Netherlands, Belgium, and Germany are
located in Europe. The United States and
Canada are situated in North America. Right?

She asks students to check the world map as their homework.

Then, Teacher Ho propose another question.

Teacher Ho  Do you think we need to westernize or keep
our traditional Chinese culture?
Student    I think we need to keep the cream of our
Chinese culture and also learn good things
from other countries, particularly the
developed countries. (One boy stands up and
reports his point of view.)

Teacher Ho  What are the good things?
Student    We need to pay more attention to the
environmental problems and fulfill the law,
such as the traffic law. (One girl raises
her hand and responds.)

Teacher Ho  Do you think environmental problems should
be our country’s priority?

It seems that not every student values environmental
protection. Teacher Ho is a little surprised. Then, she starts to share something with the students.

Teacher Ho Two days ago, my son told me that I needed to use soybean powder for washing dishes.

Students Why?

Teacher Ho In his earth science class, my son learned that using dishwashing liquid will pollute our rivers. So, he asked me not to use dishwashing liquid anymore. I bought some soybean powder to test last night. It is really good. Perhaps you can recommend that your mothers use the powder, too.

Students Where can you buy the soybean powder?

Teacher Ho You can find it in any supermarket.

Then, Teacher Ho introduces that Hawaii has a comprehensive plan to protect its natural resources. While visiting there, she was impressed by its precious treasures: sunshine, water, fresh air. Teacher Ho states that Hawaii is a place unique and so appealing that millions of people from all parts of the globe are drawn to its shores each year.

Teacher Ho There were no amphibians, no reptiles.

Students Why?

Teacher Ho The Hawaiian Islands are huge mounds of cooled basaltic lava skirted by coral reefs, the skeletons of billions of polyps. The main components of Hawaiian lava are silica,
iron oxide, magnesia, and lime. You know the reptiles are afraid of lime. Right?

After explaining the reason, she goes on to introduce Hawaiian environmental policy.

Teacher Ho: The water in Hawaii is so clean. When you are swimming, different kinds of fish are around you. Visitors are not allowed to go fishing freely. If you break the law, you are fined 200 U.S. dollars.

Students: It is 13,500 New Taiwan dollars. The fine is really heavy. (Teacher Ho told students the exchange rate in the previous periods.)

Teacher Ho goes on to tell students: “There are traffic jams, too. But it is not as crowded as Taiwan. The cars in Hawaii still can move slowly. We just cannot move.”

Students are interested in Teacher Ho’s living experiences in Hawaii. Thus, she tells them: “We buy food in the nearby supermarket and use an electric stove to cook in the hotel.” Teacher Ho also draws an electric stove on the blackboard because students have seldom seen one. (Most people use gas to cook in Taiwan.)

Teacher Ho remembers one of her experiences in Seattle relating to the protection of natural resources. Therefore, she draws a diagram to describe the life cycle of the Pacific salmon. “The salmon’s reproductive cycle usually begins in late summer or early Fall, when adult fish migrate from
saltwater to freshwater streams, a journey that may take weeks. Upon reaching their spawning grounds, the salmon release and fertilize eggs, covering them in sand. These young salmon are then ready to begin a long, often hazardous migration downstream to reach saltwater. All of these fish will eventually return to the stream where they were born in order to spawn, and then die,” Teacher Ho explains. “The salmon hurt themselves a lot while migrating to their birth place. It is really sad that these significant fish must die.” She explains sadly. “After listening to the story of the salmon, I hope that all of you never catch baby fish. They do have their life cycles. We should protect them, right?” Teacher Ho states emphatically. “Yes!” students nod their heads.

Upon entering the second class, students ask Teacher Ho to tell about her Canadian experiences. They knew from the previous day’s class that she went to Seattle from Vancouver, Canada.

Because of some valuable experiences that she could not share in yesterday’s class, Teacher Ho promised to talk about those Canadian experiences at the beginning of this period. First, she asks students, “Did you check the location of Hawaii, Seattle, and Vancouver on the world map?” “Yes!” students respond. Teacher Ho is listening to students’
responses and is drawing a map on the blackboard. Then, students indicate the location of these three places.

Teacher Ho goes on to introduce an emblem on the Canadian flag. She also mentions that one Canadian dollar is equal to twenty New Taiwan dollars. "What is the time difference between Vancouver and Taipei?" one student asks. "Nine hours," Teacher Ho responds. "People in Canada have long days in summer," she states.

Teacher Ho asks how many students have been to Canada. Six students raise their hands.

Teacher Ho Chien-Chung, I know you have been to many countries. Could you share your Canadian experiences with us?

Student Yes, I have been to Canada. But I cannot remember a lot because I was very small at that time. (The boy comes from a medical family.)

Then, Teacher Ho states that she will talk more about Vancouver because she and her family lived there longer than other places. She states that Vancouver, a large city on the west coast of Canada, has beautiful scenery and a mild climate. Teacher Ho stresses that the transportation is very convenient there. "There is a BC Transit system. BC Transit is the Provincial Crown corporation responsible for urban transit systems throughout the Province of British Columbia," Teacher Ho explains. She goes on to state that she and her
family visited many places by taking the Sky Train, Blue Bus, and water transport. Teacher Ho shares with students this touching story: "They provide good services. There was an elderly woman who left her umbrella when she got off. The bus driver drove back and returned the umbrella to her. All the passengers on the bus, including us, admired the driver as the best driver." After listening to the story, students start to clap their hands for the driver.

"People in Canada also value conservation," Teacher Ho states emphatically. "Did you see a TV report regarding the protest about deforestation last night?" she asks students. "Yes!" students respond. The bell is ringing. Teacher Ho relates this to the Taiwanese concern for conservation as her conclusion: "According to the report, the Fu-Shan Natural Plant Park will be open to visitors in the near future. While visiting there, we have a responsibility to protect it."

Episode V - The Cosmopolitan Spirit of T'ang China

"I have marked down the key points from lesson three and lesson four for you to write. Also, you need to practice writing the names of the Five non-Chinese Tribes in lesson four," Teacher Ho explains to the students in the first class. "O.K.," students respond. It takes almost 15 minutes for students to write.
Then, Teacher Ho mentions that the T‘ang Dynasty is the focus of today’s class. She states: “The T’ang period is the golden age of China’s imperial history. The laws and institutions of the later dynasties took shape, the empire was geographically consolidated, and all along its periphery its military power and cultural influence were felt.”

Teacher Ho goes on to tell students that during the Tang-dynasty Ch’ang-an was one of the major cities of the world and it attracted traders from far away. This was the beginning of the great cosmopolitan period in Chinese history. Regular communication was opened by land across Turkestan to the states of Central Asia, to India, to Iran and to the Roman Empire. Shipping brought trade and travelers to Canton from Southeast Asia, from India and from the Persian Gulf. In the arts, music, ceramics and metalwork, new foreign forms, largely from Central Asia, revolutionized native Chinese taste. Vast numbers of foreigners settled in China (with their own quarters in the great cities), maintained their own mosques and temples, and appointed their own headmen. “It is hard to imagine what Ch’ang-an looked like at that time,” Teacher Ho gasps with admiration while introducing Ch’ang-an.

Teacher Ho explains that the influences went both ways, both through foreigners living in larger numbers within China and through Chinese pilgrim, merchant and military expeditions beyond China proper. Teacher Ho illustrates that
Japanese students and monks went to China for study during the T'ang Dynasty. "Influenced by Chinese characters, they created the Japanese written language," she states. "Japanese people value cooperation and sharing within their industrial structure. This is the major reason for their success in the global economy," Teacher Ho stresses. "They learned their lesson from World War II," she comments then tells students the story of Sadako and the Thousand Cranes in Hiroshima which she learned while visiting there.

Teacher Ho asks students to look at page sixty-two and page sixty-three. She mentions that these pictures showed the T'ang people's clothes, dance, music, and hairstyles influenced by other cultures. Teacher Ho reminds students to look at these pictures carefully. "You will find that the T'ang women adorned themselves with eye-shadow. They dressed in printed silk, played polo, and performed chamber music," Teacher Ho explains to students.

Then, Teacher Ho asks student to look at another picture on page sixty-five.

Students It is Chinatown in San Francisco. (see Figure 12)

Teacher Ho The Chinese translation of Chinatown is a town of the T'ang people, right?

She goes on to ask: "Are foreigners allowed to enter into Chinatown?" Teacher Ho proposes this question that students in the third class asked her.
Students: Why not?
Teacher Ho: Yes, they can. While visiting Chinatowns in different countries, I have seen many foreign people eating in Chinese restaurants. You would be surprised that they use chopsticks very well.
She also mentions that most overseas Chinese speak the Cantonese dialect. Then, Teacher Ho told students the benefits of fluency in many languages.

Teacher Ho  You can communicate with different people easily.

Students  Can you speak Cantonese dialect?

Teacher Ho  Just a little.

Students  Teach Us!

Teacher Ho  O.K.

She starts to say some words of the Cantonese dialect for her students.

"Chinatown is the symbol of overseas Chinese," Teacher Ho states emphatically. "You can find grocery stores with Chinese foods, Chinese restaurants, and theaters showing Chinese movies. Everything is right there," she goes on to explain. Teacher Ho shares with students her experiences in Canadian Chinatown: "It was summertime in Canada. I really enjoyed eating cherries there. They were so cheap. You know that cherries are very expensive in Taiwan. But I spent one hundred New Taiwan dollars for a bunch of cherries."

She also states that she tried everything except for litchi: "I saw that a lot of Chinese people in Canada bought frozen litchi. The overseas Chinese really miss the taste of litchi. I didn’t eat litchi there because we can eat fresh litchi in Taiwan. It is also cheap in our hometown."

Teacher Ho continues to explain that people in different
parts of the world need to do business with each other because different places produce different goods. Finally, Teacher Ho concludes: "While traveling abroad, you can easily meet Chinese people because they live in different parts of the world. In addition, we meet foreign people from different countries and different places within Taiwan. In this case, we live in a small world. We also learn from each other. Therefore, we really live in an interdependent world."

Using the above Episodes, I will elaborate on Teacher Ho's infusion approach while teaching social studies in the next section.

The Infusion Model

This section presents Teacher Ho's infusion model of sharing international/cross-cultural experiences with students in social studies classrooms. It is imperative to understand a teacher's teaching in terms of the preactive, interactive and postactive stages. Teacher Ho's infusion model delineates her applying of international/cross-cultural experiences during the three teaching stages. The data consist of observational fieldnotes and the formal and the informal interviews with Teacher Ho before and after her teaching.
While learning more about Teacher Ho's teaching, I tried to draw a tentative model of her infusion of international/cross-cultural experiences into the social studies classroom. Teacher Ho was surprised because she never thought about how she shared her international/cross-cultural experiences with students. Then, she reflected on her planning and teaching practices in the classrooms. We discussed three stages of the model carefully. She read, asked questions, pondered, then modified the model. It needs to note that Teacher Ho will restructure her teaching from a global perspective continually. Teacher Ho's infusion model presents in Figure 13.
Figure 13: Teacher Ho's Infusion Model of International/Cross-Cultural Experiences Shared in Classrooms
The Preactive Stage

As stated in Chapter V, Teacher Ho believes that teaching the textbook is her obligation. But she doesn’t follow the teacher’s manual in order to do so. Actually, Teacher Ho has her own social studies curriculum and infuses her international/cross-cultural experiences into it. To Teacher Ho, the teacher’s manual is one kind of resource for her teaching. She reads it to find supplementary information she can use in her teaching. As a social studies departmental teacher, Teacher Ho is responsible for eight classes in one semester. Each class has three forty-minute periods of social studies per week. Therefore, Teacher Ho needs to teach twenty-four periods a week.

There are twenty-one lessons in Volume I of the fifth-grade social studies text. Teacher Ho teaches one lesson per week except during the school exams. When the school exams are approaching, she doesn’t teach new lesson. At that time, Teacher Ho helps students review the previous lessons. This takes almost two periods for each section before each school exam. There are three school exams in a semester. According to Teacher Ho’s experience, elementary students seldom read textbooks after school. (They usually learn other skills, such as computer programming, music and calligraphy after school.) Because the school exam is based on the textbook content, Teacher Ho helps students to review before the exam.
In addition to lectures, questions, discussions, and student presentations, Teacher Ho asks students to write workbook and other assignments in class. Considering the time constraints, lectures and questions are her major methods of teaching in her classrooms. As stated in Episode III, students evaluated the Ch’ in Shih Huang in their workbook. Also, as stated in Episode V, Teacher Ho marked down key points of a lesson for students to write in class. The purpose was to provide students the opportunity to practice the difficult Chinese characters, such as the names of the Five non-Chinese Tribes in the period of the Chinese Dark Ages.

As stated in Episode IV, Teacher Ho prepares her lessons while her children do their daily homework. Actually, she doesn’t write down any detailed plans. Teacher Ho stated,

I usually read a new lesson, including the content, the pictures, and the maps in the textbook. I also check the teacher’s manual to find whether there is any new information I can use in my teaching. While reading and thinking, some ideas will emerge. I know which of my international/cross-cultural experiences can relate to this lesson. But it’s just the preparation for my teaching. I don’t know what questions students will ask in the classrooms. It is impossible (and unnecessary) to write down my detailed plan. In order to meet students’ interest and reactions, I let my interactive teaching flow freely. (INTR, 10/23:66)

This was the weekly plan that she prepared for all eight classes. Because Teacher Ho’s teaching is very flexible, she also needs to prepare daily plans for individual classes. Something which happens in one class might not happen exactly
the same way in other classes. For example, as stated in Episode I, the seventh class students asked to see the hsueh-hsieh. But it only happened in this class. In addition, because one aborigine student, Yuh-Fang, was in the third class, Teacher Ho was able to ask her to share her culture with the classmates. Because not every class has aboriginal students, it is impossible for Teacher Ho to apply this approach to the other seven classes. Teacher Ho mentioned that she needed opportunities to share her international/cross-cultural experiences. To Teacher Ho, opportunities occurred before, during, and after her teaching. She believes that it is necessary to stay sensitive while teaching. Because teaching is an opportunistic process, Teacher Ho tries to teach students what they should know at the right time.

While planning, Teacher Ho is influenced by many factors. These factors include her belief in teaching global perspectives, her international/cross-cultural experiences, her professional knowledge, available teaching supplies, her pedagogical content knowledge, her subject matter knowledge, her children’s learning experiences, and her husband’s influence.

Generally, Teacher Ho’s plan is influenced by these interrelated factors simultaneously. She intended to teach students global perspectives. For example, she helped them understand global concerns, such as environmental protection,
through sharing her experiences in Hawaii, Seattle, and Vancouver. In addition, she usually inspired by pictures in the textbook. For example, a picture of the Great Wall stimulated her to share her experiences there. While recalling the experience at the Great Wall, Teacher Ho valued her husband explaining the construction techniques of the Great Wall for her and their children. It was not easy for students to get this information. Therefore, Teacher Ho shared it with students.

Additionally, as stated in Episode III, Teacher Ho tried to teach students the comparative application of Chinese and Christian calendar year in the fifth class. She had found that her own children didn’t know how to transfer the Christian calendar year into the Chinese calendar year when they were receiving their new passports. Teacher Ho taught them at that time. She has taught her students since then. Teacher Ho attended a workshop regarding the New Experimental Elementary Social Studies Curriculum during my study. The curriculum specialist suggested teaching students the Chinese calendar year and the Christian calendar year at the same time as they were learning history. Encouraged by the curriculum specialist, Teacher Ho is pleased to teach the comparative application of Chinese and Christian calendar year in her social studies classrooms.

In considering how to teach the relationship of the Chinese and Christian calendar year, Teacher Ho believes that
it is easier for students to understand something related to their own life experiences. Thus, she uses students' and their families' birth years to explain the complicated problem. When students ask the purpose for learning this, Teacher Ho further extends to other life experiences, such as reading the daily news, watching world reports on the TV, checking the production dates of diverse products, and even traveling abroad.

In a similar example, as stated in Episode IV, Teacher Ho contemplated how to teach the "Dark Ages" of Chinese history. She reflected on her own learning experience—struggling with the names of different dynasties and different emperors. Her children also had a hard time learning this period of history. On the basis of these factors, Teacher Ho's teaching focused on the story of Hsaiowendi's reform—the continuous forming of a diverse and dynamic Chinese culture. She also related the theme of Hsaiowendi's Han-Hua (Hanization) to westernization. Thus, students had an opportunity to reflect on the reform of modern China. They reported that Chinese people need to keep the cream of Chinese cultures and also learn good things, such as improving the environmental problems and fulfilling the law, from other countries.

Furthermore, Teacher Ho employed different teaching strategies to help students' learning. For example, as stated in Episode I, she asked the seventh class students to
read the lesson together before teaching. Teacher Ho’s purpose was to provide students the opportunity to know what they were going to learn in class. “Students knew they should read in unison because they wanted me to see they were a united class.” Teacher Ho explained her other goal for asking students’ to read aloud. I found this approach was also applied to other classes during my classroom observations.

In addition, Teacher Ho usually drew a concise map on the blackboard while teaching geography. She also drew other things on the blackboard to enhance students’ learning. As mentioned in Episode IV, Teacher Ho drew an electric stove and the life cycle of the Pacific Salmon on the blackboard to help students to understand them. She stated, “Drawing a diagram for something that I want to explain is more real. Rather than describing with words, students can understand easily from the diagram.” (INTR, 10/1:35)

Because she has a talent for drawing, as stated in Chapter V, Teacher Ho feels very comfortable drawing something when it is needed in her teaching. Teacher Ho also stressed that her interest focused on local customs and local cultures while traveling abroad. As a result, she found it was easy to infuse these customs and cultures into teaching history, even Chinese history.
The Interactive Stage

As stated in Chapter V, Teacher Ho mentioned that she had confidence in teaching her real-life experiences obtained from overseas travels. Because these real-life experiences have become a major part of her knowledge, Teacher Ho feels comfortable letting her interactive teaching flow freely. Rather than solely following the textbook, Teacher Ho is pleased that she can provide more depth of knowledge.

Teacher Ho's interactive teaching is influenced by several interrelated factors. These factors include students' backgrounds, interests and reactions, the dynamics of interactive questioning between Teacher Ho and her students, classroom management, and time constraints. Sometimes, Teacher Ho also needs to deal with an emergency. For example, a couple of students were sick during my classroom observations.

Teacher Ho stressed that good teaching depends on good classroom management. She has her personal approaches to classroom management. For example, as stated in the Episode I, in order to help students concentrate on their learning, she directed them to do some exercises at the beginning of a period. In another example, as stated in Episode III, in order not to disturb other students' learning, Teacher Ho asked two students to present what they would like to share the next day. (They had been talking with each other while Teacher Ho was teaching.) The students did a good job
sharing the story of Ch’in Shih Huang with their classmates. One of the students’ mother was Teacher Ho’s colleague in the Peace School. The student’s father was a Judge of the High Court. Teacher Ho knew the student read a lot of outside books at home. So, she provided this opportunity for him to present what he knew from his reading.

Also, in order to infuse her international/cross-cultural experiences into social studies, Teacher Ho needed to teach the content of the textbook effectively. She usually wrote an outline on the blackboard. Therefore, students could easily understand the key points of a lesson. Thus, Teacher Ho might have more time to share her international/cross-cultural experiences. Most of the time, she controlled the time perfectly—finishing one lesson and sharing her real-life overseas experiences with students. But it was not an easy task. As stated in Episode III, Teacher Ho didn’t have enough time to finish a lesson on the Han Dynasty in the fifth class.

Additionally, Teacher Ho is sensitive to students’ backgrounds, interests, and reactions. For example, as stated in Episode II, she provided an opportunity for Yuh-Fang, the aboriginal student in Taiwan, to share her culture with classmates. When students mentioned that they had been to a country Teacher Ho was discussing, Teacher Ho also asked them to share their experiences in classrooms. Although students might not recall their experiences correctly and
completely, as stated in Episodes II and IV, she still encouraged them. As stated in Episode I, in an attempt to move with all students' interests and reactions, Teacher Ho sometimes changed her teaching plan. For example, students in the seventh class asked her to share her experiences in Peking at the beginning of a period. Before introducing the agricultural production, clothing, and transportation of the Eastern China, Teacher Ho turned to the cities. In this way, Teacher Ho could share her experiences in Peking with students immediately. In another example, as stated in Episode IV, while not every student showed a positive reaction to the environmental protection policy in the second class, Teacher Ho introduced the achievement of Hawaiians' resource protection. She also shared with students her salmon's life story which she had learned in Seattle and asked them to protect baby fishes.

Furthermore, students' questions stimulated Teacher Ho to share other international/cross-cultural experiences in her interactive teaching. For example, as stated in Episode II, Teacher Ho mentioned that she visited the National Mosque in Malaysia. One student related her experience in Thailand. In this case, Teacher Ho explained the differences between Islam and Buddhism. She also introduced the traditional interdependence between religion and the monarchy in Thailand. In another example, as stated in Episode II, when students asked about minority students' school life in
mainland China, Teacher Ho explained the similarities between minority students in mainland China and in Taiwan.

In addition to drawing a concise map on the blackboard to indicate the locations of her overseas travels, Teacher Ho asked students to check the world map carefully at home as their homework. "It is not just students asking me questions. Sometimes, I also give them questions," Teacher Ho stated. According to Teacher Ho, it is not practical to ask students to collect much information at home. Because students are too busy after school, she just asked them to read the world map at home. "It won't take students too much time," Teacher Ho stressed.

In sum, what happened in Teacher Ho's interactive teaching was spontaneous and improvisational. "I keep thinking about my international/cross-cultural experiences and explaining what I know about students' questions in the classrooms," Teacher Ho stated.

**The Postactive Stage**

Because Teacher Ho teaches eight classes, it is important for her to reflect on her teaching after each class. On the basis of these reflections, Teacher Ho integrates her teaching to meet students' needs. Generally, Teacher Ho is influenced by three interrelated factors at the postactive stage: the increasing familiarity of the content,
thoughtfulness, and questions emerged in the process of teaching.

Because Teacher Ho teaches eight social studies classes, she increases her familiarity with the content after teaching each class. Thus, Teacher Ho learns what is the most effective way for students to understand the content of the textbook easily. She applies that effective way to the second teaching class. Something can still be added to the third class. It is like making a snowball. You add more snow, the ball becomes larger. Finally, you find that the snowball is large enough—no more snow.

On the basis of her familiarity with the content, Teacher Ho can spend more time sharing her international/cross-cultural experiences with students. Although the timetable is fixed, each class can benefit from other classes. Because Teacher Ho’s teaching is very flexible, each class has the chance to learn a new lesson in her initial teaching. So, it is reasonable to say that the eight classes benefit from each other.

Additionally, it is not just the classes which are different; students’ needs also vary. Although it is not an easy task, Teacher Ho tries her best to meet students’ diverse needs. For example, the seventh class students asked to see the hseuh-hsieh. Teacher Ho spent a lot of time looking for them. We can understand why she was so upset when Mr. Huang reported the hsueh-hsieh had been discarded.
Also, because Teacher Ho keeps her teaching flowing freely, students sometimes ask for particular information, such as: How many square kilometers in Canada? she is not sure so in this case, Teacher Ho goes to the library to check the information after the class. She runs into the library during the ten-minute recess in case other classes ask the same question. She knows that she is not omniscient. But she prefers not to disappointment her students.

Furthermore, Teacher Ho values the questions students ask in class. Students in each class have similar interests. But they might hold different concerns. She usually brings questions which emerge in one class to other classes. As stated in Episode V, Teacher Ho asked the first class students whether foreigners were allowed to enter into Chinatown. This was one question which had emerged in the third class. Teacher Ho asked this question in the first class and other classes as well. The question was asked in these classes had the same question.

Teacher Ho also provided students with important information. For example, Yuh-Fang, the aborigine student was in the third class. Teacher Ho suggested to students in other classes that they ask about her culture when they met Yuh-Fang in school.

Generally, Teacher Ho’s teaching was an ongoing process. The three stages of her teaching were interrelated. The postactive stage from the first teaching class actually was
the preactive stage for the second teaching class. Teacher Ho brings a new plan to the second class. Then, there something emerges in the interactive stage. Reflecting on what happened in the second teaching class, she modifies her plan and brings it to the third teaching class... In sum, to Teacher Ho, teaching benefits her and her students alike. She and her students co-create their learning opportunities in classrooms. Finally, Teacher Ho stressed that it is very important to understand the uniqueness of students.

Students have their own interests. Some students favor my experiences in mainland China. Other students are impressed by my Hawaiian experiences. Still others reflect on their own overseas experiences and expect to see something in their future travels which they heard about from me. (INTR, 11/23:114)

Indeed, students had their own preference. During the final-week interviewing of the students, when asked the most impressive thing they learned from Teacher Ho's teaching, the answers given were very diverse.

Goals of Teaching Social Studies from a Global Perspective

This section presents the major goals that guide Teacher Ho's teaching of social studies from a global perspective.

Preparing Students for Junior High School Learning

As stated in Chapter V, Teacher Ho mentioned that she did not meet any influential teachers who enhanced her interest regarding learning social studies during her
education. She never learned geography in elementary school because most of the time she read math in class to prepare for the local joint entrance exam. Teacher Ho explained that this was why she enhanced students' map concepts while learning geography. She also stressed that overseas travels provided valuable opportunities for her to "see" geography in real life.

In addition, Teacher Ho was surprised by her niece and nephew's points of view. She stated sadly, "They told me that learning math could produce a skill for dealing with daily things which they needed to calculate. In contrast, they could not find the function in daily life for learning history and geography." (INTR, 10/12:37)

On the basis of the above factors, Teacher Ho believes that it is very important to help students develop their interest in terms of learning geography and history related to the interdependence of human society during the elementary school years. She stressed that students will need to learn advanced history and geography in junior high school. "Sharing my real-life overseas experiences is a promising way to enhance students' interest regarding learning geography and history," Teacher Ho stated emphatically.

Having Students Make Connections across Time and Space

Teacher Ho believes that it is important to give students' a holistic view, not having a bias or keeping a
stereotype in mind, while learning. For example, as stated in Episode III, Teacher Ho didn’t want students to maintain a partial view regarding the western Chinese—just using camels and yaks for riding or carrying goods in that area. She described her husband’s travel by train to visit the Terra Cotta Warriors from Potow to Tsinan. This real-life experience provided students valuable information—there are still railroad and road networks in Western China. It took 26 hours by train from Potow to Tsinan. Most students had never taken so long a trip by train. They hadn’t had the opportunity to sleep on a train in Taiwan, either. Teacher Ho asked them to imagine how to spend the time during a long trip by train.

In addition, Teacher Ho focuses on the relationships or links across time and place. She hopes that students can understand the dynamic nature of change. Teacher Ho wants her students to make connections across cultures and throughout history so that the world is seen as an interconnected system that is directly connected to its historical antecedents.

For example, Teacher Ho introduced the earliest link between China and the West (the Silk Road or Route), along which precious Chinese commodities were transported across Central Asia as far as the Roman Empire. In addition, she mentioned that the T’ang capital of Ch’ang-an, then the world’s greatest city, like the dynasty, was a mixture of
foreign and traditional elements. Teacher Ho stressed that the influences went both ways, both through foreigners living in large numbers within China and through Chinese pilgrims, merchants and military expeditions traveling beyond China proper.

Studying Diverse Cultures and Developing Respect for Each Other

Teacher Ho spends a lot of time teaching about the ethnic composition of the Chinese people. As stated in Episode II, she introduced the Chinese minority people’s living environment, customs, beliefs and languages in Taiwan and mainland China. She stated that the components of Chinese culture represent the diverse cultures of the Han people and other minority people. “We should respect each other because all of us are Chinese,” Teacher Ho stated emphatically to her students.

In addition, as illustrated in Episode II, Teacher Ho encouraged students to learn about Taiwanese aboriginal culture from their classmate and by visiting the Formosan Aboriginal Culture Village in Taiwan. Furthermore, she introduced different religions in other countries (as stated in Episode II): Islam in Malaysia, Buddhism in Thailand and Hinduism and Buddhism in Bali. Teacher Ho also provided an opportunity for students to reflect on their own religious beliefs and appreciate each other.
Using Major Global Issues to Learn about the Interdependent World

"Whether we realize it or not, the world economy has become an integral factor in our daily lives," Teacher Ho stressed. Thus, she believes that it is very important for her students to become economically literate. In order to help students understand the basics of the global economy, Teacher Ho taught the different currencies through sharing her overseas experiences. She stated emphatically,

Not every teacher would teach students the exchange rates of different currencies in elementary classrooms. I do this because students hear more and more about the global economy in their daily life. (INTR, 12/2:134)

Also, Teacher Ho helped students to value peace in human society. As stated in Episode III, she mentioned that Japanese people learned their lesson from World War II. Teacher Ho also stressed the importance of diplomacy and valued the assistance of Taiwanese agricultural teams in other developing countries.

Additionally, Teacher Ho is concerned about environmental issues. As stated in Episode IV, she taught students the importance of environmental protection through her daily experiences, such as dishwashing. Then, she shared how people in Hawaii protected their natural resources. Teacher Ho also told students the salmon's life story learned in Seattle and asked them to protect baby fishes.

Furthermore, Teacher Ho told her students that today's world is shrinking due to faster, more available
communication and transportation. People coming from different nationalities meet within one country. In contrast, Chinese people might live in different parts of the world. Serving as a bridge, the overseas Chinese contributed to connecting Chinese society with the rest of the world. "We live in a small world, we rely on each other, and we need to work together," Teacher Ho stated emphatically. Therefore, she helps students to understand the importance of cooperation, even just in small things, such as reading together in class.

Broadening Students' Horizons

Teacher Ho believes that it is very important to broaden students' horizons for understanding other countries and cultures in the elementary school years. Because elementary students are still very young, Teacher Ho stressed that it is impossible to let them know the whole world at their age. She helped students to learn about the world by infusing her international/cross-cultural experiences gradually.

In order to promote the development of Taiwanese society, Teacher Ho also introduces the progress, such as in science, technology and social welfare, in developed countries. For example, Teacher Ho teaches about the United Stated in social studies every year because students in Taiwan have heard about many American things since their childhood. In addition, Teacher Ho was impressed by the
traffic system in Canada. She told students about the Canadian traffic experience after traveling there. Furthermore, because of the similar cultural backgrounds, Teacher Ho shared with students the value of collective identity in Japanese society.

Emphasizing Reflective Thinking and Relevance to Students' Lives

While sharing her international/cross-cultural experiences, Teacher Ho usually relates them to students' lives, as shown in the Episodes. Despite the time constraints in the interactive teaching, she tries to provide students opportunities to reflect on global concerns, such as environmental protection, and increase their self-esteem. "Today's students are tomorrow's citizens. Students' learning in school will influence their future decisions," Teacher Ho emphasized.

Through what students learn in classes, such as environmental protection, appreciation of different cultures and the value of cooperation, Teacher Ho hopes they truly understand and feel that they should, can, and will make a difference.
Constraints of Teaching Global Perspectives

This section presents the constraints that hinder Teacher Ho's teaching of social studies from a global perspective.

Students’ Learning Influenced by the Joint Entrance Exam

Teacher Ho mentioned that students’ learning in Taiwan is strongly influenced by the joint entrance examinations. Students face two crucial transitions from junior high school to high school and from high school to university. They take two competitive joint entrance exams. Most students look forward to entering into high school and university successfully, but not everyone can be accepted in the current systems.

Although there is nine-year fundamental (compulsory) education, elementary students do not need to attend a joint entrance exam for entering into junior high schools. But students usually set this as a long-term goal expected by their parents since their elementary school years. "In addition to the school time, students also attend classes after school to learn other skills, such as computers and music," Teacher Ho stressed.

Teacher Ho also commented that on the basis of the joint entrance exams, parents are concerned about the same standard of students' evaluations. Therefore, a teacher's teaching is
strongly influenced by parents' expectation. As a result, the teacher's obligation is to teach the unified textbook. Teacher Ho cannot avoid teaching the social studies textbook. "Parents are concerned about their children's learning in school. It does not mean we cannot teach other things. But our focus must be the content of the social studies textbook," Teacher Ho explained. In addition, some parents view social studies as not as important as math, or Mandarin. These parents' attitudes have a negative influence on their children's learning of social studies.

**An Overload of Teaching Responsibilities**

As a social studies departmental teacher, Teacher Ho must teach eight classes (twenty-four 40-minute periods) a week. In addition to teaching fifth-grade social studies, she must share other responsibilities, such as special guidance of student's problems, with colleagues.

Although her teaching is flexible, Teacher Ho still feels a little overloaded. She would like to share more of her international/cross-cultural experiences in classes, but she sometimes finds she has a hoarse voice after teaching four classes.

**Too Many Students in One Class**

There is an average of fifty students in one class. Teacher Ho stressed that it is not easy to divide a large
number of students into learning group. As a departmental teacher, she just teaches social studies. "Students treat their mentor and departmental teachers differently," Teacher Ho explained. "If I ask students to rearrange the tables and chairs, it not only takes time, but also deals with the problem of management," she went on to state. Teacher Ho indicated that most of the time students cannot concentrate on their learning. Putting them in groups means a perfect time for freely talking.

On the basis of the management concerns, Teacher Ho seldom employs group learning in her teaching. But she carries on a dialogue with students. The problem is that she cannot reach every student. As stated in Episode II, Teacher Ho didn't hear one student's interesting words reflecting his thoughts regarding the taboo of the Tibetan people. Because the student sat near me, I told Teacher Ho what I heard during our interview. "I wish I didn't have so many students in one class. Sometimes, I am frustrated that I cannot take care of student's need immediately," Teacher Ho told me sadly. "I could remember all my students' names in one week when I was a self-contained teacher. It is impossible for me to remember every student's name in the eight classes. This is another frustration," she explained.

In addition, Teacher Ho told me that if she taught the visual arts class this year, her teaching would be totally different. Because the visual arts class just has thirty
students, Teacher Ho stressed that she could employ different approaches in her teaching. Also, her interaction with students would be more responsive.

**Lack of Social Studies Teaching Aids**

Teacher Ho mentioned that there are not enough social studies' teaching aids. She explained,

> I know other schools have special classrooms which provide films, TV, and reference books for social studies teaching. But social studies is not a priority in our school. The visual arts program has extra funds because it is our developmental priority. (INTR, 10/1: 13)

As stated above, Teacher Ho usually drew a concise map on the blackboard while teaching geography. "We have globes and maps in our teaching aids room. But I don't like to use them. The maps are thickly dotted. It is difficult for students to understand. I prefer using the map in the textbook. Also, I draw concise maps on the blackboard. I believe that my concise maps are easier for students' learning," Teacher Ho explained.

**The Need for More Knowledge of Global Issues**

Teacher Ho stressed that she just shares what she knows from her overseas travels, mostly the cultures, the customs. She cannot teach what she doesn't know very well, such as the Gulf War. "I mentioned the Gulf War in class. But I knew little about the historical background of the Middle East. Also, I was not familiar with the political issues. I felt
uncomfortable teaching about the Gulf War in depth." Teacher Ho said, expressing her concern.

Also, as an elementary school teacher, Teacher Ho was trained to teach every subject. To her, social studies is an interdisciplinary subject. Teacher Ho experiences a little difficulty dealing with every discipline in depth. As a result, Teacher Ho hopes that students can learn more detailed global issues in junior high school.

**Time Constraints**

Time is also an important constraint. Teacher Ho illustrated an example, as stated in Episode III, while teaching the Han Dynasty. Teacher Ho explained her teaching obstacle:

I mentioned the Taiwanese agricultural assistance in the fifth class. Because my cousin led an agricultural team in Fiji, I planned to tell students about this country, including the King’s friendly visit to Taiwan. But I just didn’t have enough time in that period. There are other themes in that lesson. I make a quick decision to go back over these information after finishing the whole lesson. In reality, I concluded the lesson while the bell ringing. (INTR, 10/29:72)

**Commitment to the Future**

In the final section, Teacher Ho’s commitment to promote students’ global perspectives in her future teaching of social studies is presented.
The Past

As stated in Chapter V, Teacher Ho developed her practical theory of teaching social studies from a global perspective by herself. She didn't know this approach was a promising way to prepare her students for a global age.

In addition to her children's progress, Teacher Ho recognizes that she learns a lot from her overseas travels. She values her international/cross-cultural experiences. As a result, she believes that it is rewarding to share with her students, particularly since not every student can travel abroad in the elementary school years.

The Present

Teacher Ho is pleased that the research inquiry enhances her beliefs about teaching social studies from a global perspective. She is beginning to ask herself a lot of questions that she never thought of before.

These questions include the motivation, the purpose and the teaching approach regarding her sharing international/cross-cultural experiences with students. Teacher Ho states that the research inquiry provides an opportunity for her to reflect on her teaching of social studies.

During the course of the inquiry, she has gained new insights about teaching social studies from a global perspective. Because students with overseas experiences share very little about their experiences with classmates,
Teacher Ho pays more attention in guiding them. She asks students to observe particular things, such as environmental protection and traffic system, while traveling abroad.

The Future

Teacher Ho and her family will continue to visit other countries and other places. They plan to visit Guam during this coming winter vacation. Teacher Ho stresses that she will share this experience in the next semester's teaching.

In addition to asking students to share their overseas observations the next semester, Teacher Ho plans to teach students a lot of things regarding traveling abroad. She states,

Most people in Taiwan just followed the tour director while traveling abroad. They don't know how to buy a plane ticket, how to get a visa, how to find the boarding gate, or even the required courtesy on the plane. I am going to teach students everything. (INTR, 12/2:132)

Teacher Ho also mentions that she is going to record her overseas travels by taking slides or videotaping. She explains excitedly,

While watching slides or video tapes, students are not just listening but also seeing my international/cross-cultural experiences. It seems that I lead my students to visit these countries or places. Isn't it a wonderful thing? (INTR, 12/2:132)

Finally, Teacher Ho stressed that she will continue to bring the world to her students. She stated confidently,

To do this [infuse her international/cross-cultural experiences into social studies], I can not only reach the objectives of the unified curriculum, but also
promote students' global perspectives. This is my personal teaching style. I really enjoy my own teaching. (INTR, 11/23:124)
CHAPTER VII

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to summarize the study, to identify the major findings, to draw conclusions, to propose implications for teacher education, curriculum, and educational research, and make recommendations for future research.

Summary of the Study

This study was designed to explore the relationship between a Taiwanese elementary school teacher's international/cross-cultural experiences and her teaching of social studies. An in-depth case study was conducted to ascertain whether the participant, Teacher Ho, taught fifth-grade social studies from a global perspective.

Following a suggestion by Teacher Ho, I observed one class throughout the three-month study. In an attempt to understand Teacher Ho's situational teaching in other classes, I also asked to observe these classes during weeks six through week ten. The research process included gaining
access, data collection, inductive data analysis and the trustworthiness of the study. Evidence of Teacher Ho's teaching of social studies from a global perspective was collected through interviews, observations, and documentary analysis. The raw data and findings were also presented to Teacher Ho for refinement and confirmation.

Teacher Ho's beliefs about global education and her teaching of social studies from a global perspective are analyzed and presented in Chapter V and VI. The study has been presented so that readers of the study may perceive the importance of using international/cross-cultural experiences in implementing global education and be able to transfer the similar results to their practice.

Major Findings

The findings show that Teacher Ho believes it is imperative to promote her students' global perspectives. In an attempt to motivate students' interest to learn about the world, Teacher Ho infused her international/cross-cultural experiences into the social studies curriculum. The following provides a brief recapitulation of the findings about Teacher Ho's teaching of social studies from a global perspective.
It is an Ongoing Process for Teacher Ho to Develop Her Teaching from a Global Perspective

Teacher Ho went to Thailand, Malaysia, Singapore, and Hong Kong in 1987. The next year, Teacher Ho and her husband visited European countries. They have taken their children with them while traveling abroad since 1989. Because of her overseas travels, Teacher Ho recognized her and her family’s personal growth. In addition, she found that her children have broadened their worldviews and developed their social skills. Furthermore, Teacher Ho has gained knowledge and enhanced her own global perspectives. During the process, she has shared her international/cross-cultural experiences with students occasionally. Students like her foreign stories. Encouraged by their positive reactions, Teacher Ho shared more in her teaching.

As her international/cross-cultural experiences increased, Teacher Ho has developed enthusiasm for passing on her knowledge to students. Therefore, the more she traveled abroad, the more she shared her valuable overseas experiences with students. When she became a social studies departmental teacher, Teacher Ho found that her international/cross-cultural experiences are easy to relate to the content of social studies. As a result, she intentionally teaches students’ global perspectives in social studies classes.
During the process, Teacher Ho has developed her practical theories in terms of teaching social studies from a global perspective. These theories include:

(1) The intermediate-grade is the appropriate stage for learning about the world.

According to the current Taiwanese elementary social studies curriculum, students have opportunities to learn about other countries and cultures in the sixth year. On the basis of Teacher Ho’s experience, the primary-grade students are too young to be aware of other countries and their cultures. But the intermediate graders have shown high interest in these things. Learning about other countries and cultures at this age is also supported by her son’s experience. When her son was in the third grade, Teacher Ho and her husband took him abroad. Teacher Ho found her son enjoyed and learned many things from his first overseas trip. While continuing to take her children abroad, Teacher Ho recognized their progress, such as knowledge of other countries. Thus, Teacher Ho believes that the intermediate-grade is the appropriate stage for learning about the world.

(2) International/Cross-cultural experiences can be infused into every subject.

Teacher Ho had shared her international/cross-cultural experiences with students in Mandarin and math classes while serving as a self-contained teacher. In addition, according to Teacher Ho, the content of social studies (such as people, culture, environment, global systems) makes it easy to infuse
her international/cross-cultural experiences. For example, Teacher Ho enjoys learning about different customs and local cultures during her overseas travels. She finds that it is easy to infuse knowledge of these customs and cultures while teaching history, even Chinese history.

(3) The most recent experiences are shared with students immediately.

Teacher Ho is always motivated by the excitement of her most recent discoveries. Therefore, she shares the newest overseas experiences with students immediately. For example, she returned from the Balinese New Year celebration just after Chinese New Year. Teacher Ho discussed the similarities and differences between Balinese New Year and Chinese New Year with students in social studies classrooms.

(4) Teaching resources relate to the length of stay in places visited.

Teacher Ho stated that the longer she has visited, the more resources she can share. For example, she talks about Canada a lot because of having lived there for one month. By contrast, Teacher Ho perceives the need to revisit mainland China to gain more information while teaching Chinese geography and Chinese history.

In addition, as an elementary school teacher in Taiwan, Teacher Ho has developed an interest in learning from teachers in other countries. Thus, she plans to visit different level schools in her future overseas travels.
(5) Parents' guidance is crucial in overseas travels.

Teacher Ho found that most students with overseas experiences cannot share their experiences with classmates correctly and completely. As more and more children in Taiwan travel abroad, Teacher Ho stressed that parents should use these opportunities to teach their children about the world.

Teacher Ho and Her Students Co-create Their Opportunities to Learn about the World

Because of parents' concern—they expect their children to enter junior high, high school and university successfully--, Teacher Ho has the obligation to teach the unified textbook. But she doesn't just teach the textbook. Teacher Ho infuses her international/cross-cultural experiences into the social studies curriculum. For example, because the content related to other countries and cultures, she shared many overseas experiences with sixth graders last year. Although the fifth-grade textbook focused on Chinese geography and Chinese history, Teacher Ho infused her international/cross-cultural experiences into the curriculum during the research. Students in Teacher Ho's social studies classes showed high interest, such as asking many question, in learning about the world during my observations. In order to understand Teacher Ho's infusion approach, it is
imperative to examine her teaching in terms of the preactive, interactive, and postactive stages.

(1) The preactive stage

Teacher Ho usually prepares her lessons while her children do their daily homework. While preparing her weekly lesson plan, Teacher Ho studies the content, the pictures, and the maps in the textbook. She also checks the teacher's manual to find whether there is any new information she can use in her teaching. While reading and thinking, Teacher Ho decides which of her international/cross-cultural experiences relate to this lesson.

As a social studies departmental teacher, Teacher Ho teaches eight classes in one semester. In dealing with this reality, she keeps her teaching plan very flexible. Teacher Ho prepares weekly lesson plan for the eight classes. She also needs to prepare daily plans for individual classes. Something which happens in one class might not happen exactly the same way in other classes. For example, as stated in Chapter VI, students in the seventh class asked to see her hseauh-hsieh. But it only happened in this class.

Teacher Ho is sensitive to providing students' learning opportunities. To her, opportunities occur before, during, and after teaching. Teacher Ho believes that teaching is an opportunistic process. Thus, she tries to teach students what they should know at the right time.
While planning, Teacher Ho is influenced by many factors. These factors include her belief in teaching global perspectives, her international/cross-cultural experiences, her professional knowledge, the teaching supplies, her pedagogical content knowledge, her subject matter knowledge, her children’s learning experiences, and her husband’s influence. Generally, teacher Ho’s plan is influenced by these interrelated factors simultaneously.

(2) The interactive stage

Teacher Ho has confidence in teaching her real-life experiences obtained from overseas travels. Because these real-life experiences have become a major part of her knowledge, Teacher Ho feels comfortable letting her interactive teaching flow freely. Rather than following the textbook, Teacher Ho is pleased that she can teach beyond the textbook.

Teacher Ho’s interactive teaching is influenced by several interrelated factors. These factors include students’ backgrounds, interests and reactions, the dynamics of interactive questioning between Teacher Ho and her students, classroom management, and time constraints.

Inspired by students’ reactions and interests, Teacher Ho keeps thinking about her international/cross-cultural experiences and explaining what she knows about students’ questions in the classrooms. Therefore, Teacher Ho’s interactive teaching is spontaneous and improvisational.
(3) The postactive stage

Because of teaching eight classes, it is important for Teacher Ho to reflect on her teaching after each class. On the basis of these reflections, Teacher Ho integrates her teaching to meet students' needs. Generally, Teacher Ho is influenced by three interrelated factors at the postactive stage: increasing familiarity with the content, thoughtfulness, and questions which emerged in the process of teaching.

Actually, Teacher Ho's teaching is an ongoing process. The three stages of her teaching are interrelated. The postactive stage from the first class actually is the preactive stage for the second teaching class. Teacher Ho brings a new plan to the class. Then, something emerges in the interactive stage. Reflecting on what happened in the second teaching class, Teaching Ho modifies her plan and brings it to the third teaching class... In sum, to Teacher Ho, teaching benefits her and her students alike. She and her students co-create their learning opportunities in classrooms.

Teacher Ho has Six Goals in the Teaching of Social Studies

While teaching social studies, Teacher Ho's major goals include:
(1) Preparing students for junior high school learning

Teacher Ho believes that it is very important to help students develop their interests in terms of learning geography and history during the elementary school years. She stressed that students will need to learn advanced geography and history in junior high school. In an attempt to enhance students’ interest, Teacher Ho shares her real-life overseas experiences in her social studies classes.

(2) Having students make connections across time and space

Teacher Ho focuses on the relationship or links across time and place while teaching social studies. She wants her students to make connections across cultures and throughout history so that the world is seen as an interconnected system that is directly connected to its historical antecedents. For example, Teacher Ho introduces the earliest link between China and the West--the Silk Road.

(3) Studying diverse cultures and developing respect for each other

Teacher Ho spends a lot of time teaching about the ethnic composition of the Chinese people. She introduces the Chinese minority people’s living environment, customs, beliefs and language in Taiwan and mainland China. In dealing with the diverse cultures of the Han people and other minority people in Chinese society, Teacher Ho stresses that it is imperative to respect each other because all are Chinese.
(4) Using major global issues to learn about the interdependent world

Teacher Ho believes that it is very important for her students to become economically literate in today's world. In order to help students understand the basics of the global economy, Teacher Ho teaches about the different currencies through sharing her overseas experiences. In addition, she helps students develop concern for environmental issues. For example, Teacher Ho shared how people in Hawaii protected their natural resources. She also told students the salmon's life story learned in Seattle and asked them to protect baby fishes.

(5) Broadening students' horizons

As we are living in an increasingly interdependent world, Teacher Ho believes that it is very important to broaden students' horizons in the elementary school years. Because elementary students are still very young, Teacher Ho helps students to learn about the world by infusing her international/cross-cultural experiences gradually.

(6) Emphasizing reflective thinking and relevance to students' lives

While sharing her international/cross-cultural experiences, Teacher Ho usually relates them to students' lives. Although facing time constraints, she tries to provide students opportunities to reflect on global concerns, such as environmental protection, and increase their self-esteem. Through what students learn in classes, such as
environmental protection, appreciation of different cultures, the value of cooperation, Teacher Ho hopes they truly understand and feel that they should, can, and will make a difference.

Teacher Ho Identifies Five Constraints in Terms of Teaching Global Perspectives

The following constraints hinder Teacher Ho’s teaching of social studies from a global perspective:

(1) Students’ learning influenced by the joint entrance exam

Students in Taiwan face two crucial transitions: from junior high school to high school and from high school to university. Parents are very concerned about equal opportunity for their children to complete further study successfully. Thus, they ask a standardized evaluation for testing students. Influenced by parents’ expectation, a teacher’s obligation is to teach the common textbook in school. Therefore, Teacher Ho cannot avoid teaching the social studies textbook. In addition, some parents view social studies as not as important as math or Mandarin. These parents’ attitudes have a negative influence on their children’s learning of social studies.

(2) An overload of teaching responsibilities

As a social studies departmental teacher, Teacher Ho must teach eight classes (twenty-four 40-minute periods) a week. In addition, Teacher Ho must fulfill other
responsibilities, such as special guidance of students' problems. Although her teaching is flexible, Teacher Ho still feels somewhat overwhelmed.

(3) Too many students in one class

There is an average of fifty students in one class. Teacher Ho stresses that it is not easy to divide a large number of students into learning groups. She also finds that students cannot concentrate on their learning when put into groups. On the basis of management concerns, Teacher Ho seldom employs group learning in her teaching. But Teacher Ho carries on a dialogue with students. She is frustrated that she cannot take care of every student's needs immediately.

(4) Lack of social studies teaching aids

Because social studies is not her school's priority, Teacher Ho doesn't have enough teaching aids to employ in her teaching. Although there are globes and maps in the teaching aids room, Teacher Ho prefers drawing a concise map on the blackboard while teaching geography. (Because the school maps are thickly dotted, she doesn't like to use them.) She believes that her concise maps are more helpful for students' learning.

(5) The need for more knowledge of global issues

As an elementary school teacher, Teacher Ho was trained to teach every subject. To her, social studies is an interdisciplinary subject. She experiences some difficulty
dealing with every discipline in depth. Teacher Ho stressed that she just shares what she knows from her overseas travels, mostly the cultures and the customs. She cannot teach what she doesn’t know very well, such as political issues. As a result, Teacher Ho hopes that students can learn more detailed global issues in junior high school.

(6) Time constraints

Time is one of the major constraints in Teacher Ho’s teaching. Sometimes Teacher Ho hopes that she can go back to share more international/cross-cultural experiences after finishing a lesson, but she seldom has that opportunity.

Conclusions

The findings of this study support the previous research. For example, it is clear that international/cross-cultural experiences do affect Teacher Ho. They enhance her global perspectives and make an impact on her own students (Gilliom, 1992; Wilson, 1993b). In addition, Teacher Ho needs to deal with competing demands, such as standardized testing and time constraints, in school (Tye & Tye, 1992). Teacher Ho is also sensitive to student characteristics, such as aboriginal students, students’ overseas experiences, and students’ reactions and interests (Merryfield, 1994). Additionally, Teacher Ho’s international/cross-cultural experiences influence her teaching in terms of the preactive,
interactive, and postactive stages. The three stages are interrelated (Westerman, 1991). Furthermore, Teacher Ho has developed her practical theories of teaching social studies from a global perspective (Ross, Cornett, & McCutcheon, 1992).

Different from some research, Teacher Ho’s teaching doesn’t rely on the textbook. In addition, she develops her practical theories of teaching social studies from a global perspective continually. Furthermore, family influence is a significant factor in this study. Teacher Ho’s teaching is influenced by her husband and her children’s learning experiences. For example, because of her husband’s business background, Teacher Ho values to teach students’ economic knowledge, such as different currencies. In addition, recognizing her own children’s progress, such as knowledge of other countries and social skills, Teacher Ho believes that it is imperative to broaden children’s horizons at their early age.

This research inquiry provided an opportunity for Teacher Ho to reflect on her international/cross-cultural experiences and her teaching of social studies. During the course of the inquiry, Teacher Ho gained new insights about teaching social studies from a global perspective.

As stated in Chapter V and VI, Teacher Ho will share her Guam experiences with students in the second semester. Also, some of the fifth-grade students will report their overseas
observation regarding environmental protection and traffic systems. Furthermore, Teacher Ho has many new ideas for teaching about the world, such as showing her travel slides or videotapes. Thus, Teacher Ho will continue to accumulate her practical theories of teaching social studies from a global perspective.

To me, this dissertation is just part of my ongoing long-term exploration of teachers' international/cross-cultural experiences and their teaching of social studies. As the number of internationally-experienced teachers increases year after year, I believe the utilization of teachers' overseas experiences is a promising way to promote students' global perspectives in Taiwan.

Taiwan, like other nations, is constantly seeking ways to reform its schools in order to meet social needs, national development, and international trends. The need for reform is perhaps felt more keenly in Taiwan than in other countries because of the importance Taiwanese place on education as the avenue for personal advancement and national development. In earlier years the ROC was not a wealthy nation, but the ROC now possesses the economic resources necessary to produce fundamental changes in the ways schools are organized and financed (Chang, 1993). The Ministry of Education in the ROC has proposed many new reform plans (Central Daily News, 1993, 1994). For example, the student-teacher ratio in 1998 will be reduced to forty-to-one. Mini-elementary schools (which
refers to a small number of students and classes in an individual school) will be allowed. Also, in order to link the elementary and secondary social studies curriculum, the integration of secondary social studies curriculum (which is currently separated into history, geography, and civics in junior high and high schools) is under experimentation. In addition, as the society in Taiwan is becoming more diverse, and more internationalized than before, the curriculum innovation committee is dedicated to design the up-to-date curriculum for different level schools. Furthermore, although the critical joint entrance exams cannot be eliminated in the current system, students may only need to attend national joint entrance exam for entering the university in the near future. It will be interesting to see how the results of these new innovations influence Taiwanese education in the coming years.

Implications

One of the major educational innovations in Taiwan is the implementation of global education (Chiang-ch’ao, 1993). In an attempt to meet the need, it is imperative to prepare elementary teachers for teaching global perspectives. On the basis of this study’s findings, there are some implications for educating teachers in global perspectives, for
facilitating teachers’ use of their curriculum potentials, and for promoting collaborative research in Taiwan.

**Educating Teachers in Global Perspectives**

In the final week of the research inquiry, I asked for Teacher Ho’s suggestions regarding the implementation of global education in Taiwan. Teacher Ho stressed that it is imperative to promote preservice and inservice elementary teachers’ global perspectives. She stated,

I have found my own way to teach social studies. If any professor in Teachers College had told me the value of infusing international/cross-cultural experiences into my teaching, I could have observed every place in depth since the first trip. Also, I would have shared my overseas experiences with students after the initial journey. Teachers need to perceive the importance of sharing their international/cross-cultural experiences with students. Teacher educators have to facilitate teachers relating their international/cross-cultural experiences to their teaching. Also, teacher education institutions must provide intensive coursework for promoting teachers’ global perspectives. (INTR, 12/2: 135)

According to Teacher Ho’s experience, teacher education institutions in Taiwan have a critical responsibility to prepare elementary teachers to teach from a global perspective. The utilization of international/cross-cultural experiences is a promising way to promote teachers’ global perspectives. Many teacher educators in Taiwan obtained their international/cross-cultural experiences through studying or traveling abroad. In addition to sharing their international/cross-cultural experiences with teachers,
teacher educators need to encourage elementary teachers to pass on their own overseas experiences to students.

Furthermore, teacher educators, coming from different disciplines, need to work together to promote elementary teachers' knowledge and understanding of cultural universals and cultural diversity, including an appreciation of multiple perspectives. Also, elementary teachers need a knowledge of global systems and the ability to teach interdependence and interconnections relevant to their students. Furthermore, as asserted by American global educators (e.g., Kniep, 1987; Merryfield, 1991), elementary teachers need to prepare for teaching about the environment and technology because most global problems relate to technological development and change.

Generally, academic courses which have cross-cultural content include those in such disciplines as English, anthropology, economics, geography, history, political science, children's literature, and the arts. Coursework in education should deal with multicultural concerns such as treating students as individuals and in the context of their cultures, as well as developing curricula which teach about the diversity of cultures and about international issues. Social studies methods courses are particularly important. For example, teacher educators could internationalize a social studies methods course through a demonstration unit on hunger and population which illustrates how materials are
gathered, how concepts and skills are chosen and how activities and evaluations are developed.

Facilitating Teachers’ Use of Their Curriculum Potentials

Despite the constraints (such as school curriculum influenced by the joint entrance exam, a large number of students in one class, and a teacher’s overload of responsibility) in Taiwan, Teacher Ho believes that it is imperative to promote her students’ global perspectives. She stated at the initial interview during the research inquiry,

I let my students know the world is not just what we see on the map. We cannot really understand how large the world is from a piece of map. We need to view the world beyond time and space. The world is a dynamic, not just a static, globe. I would like my students to broaden their horizons and become open-minded. Also, they have the competency to analyze global issues and make their own decisions while living in an increasingly interdependent world. (INTR, 9/18:2)

Although using the unified textbook, Teacher Ho doesn’t just teach it. She infuses her international/cross-cultural experiences into the teaching of social studies. According to Teacher Ho’s experience, it is appropriate for the intermediate graders to develop their global perspectives. In addition, Teacher Ho provides her aboriginal student the opportunity to share her culture in class. Furthermore, some elementary students do have their own overseas experiences. As a result, Teacher Ho and her students co-create their
opportunities for learning about the world in social studies classes.

The elementary social studies curriculum is based on the expanding environments pattern in Taiwan. Although critics of the expanding environments pattern abound, the pattern has survived, as in the United States (Lengel, & Superka, 1982; Brophy, 1990), because the topics are generalized and nonspecific and allow teachers to incorporate new content and adapt the topics to local needs and teacher interests. In addition, constructivist views of learning and teaching offer powerful insights into the processes of learning (Armento, 1991, 1993). Applications of constructivist theory to the social studies curriculum should occur in Taiwan.

Today, the peoples and nations of the world are interdependent in many ways: through the trading of goods and services, through travel and cultural exchanges, through shared ideas and technologies, and through living with one another. Children have many direct and vicarious experiences in the increasingly interconnected world. As a result, their natural curiosity prompts them to want to know more at an early age. Every child, as a future global citizen, plays a part in the essential decision making of society. Elementary teachers need to provide opportunities for their students involving real-life decision-making dilemmas, including those faced by people in the past as well as more contemporary ones. In addition, teachers need to help
students understand how truly complex many global issues are by identifying the alternative perspectives that can or could be taken on any issue. Furthermore, because people collaborate on problem resolution in today's world, teachers need to foster students' positive regard for other students through cooperative learning.

In sum, it is crucial to help teachers use their curriculum potentials. In addition to enhancing preservice teachers' competency in curriculum interpretations, teacher educators in Taiwan who provide inservice workshops need to find ways to prepare and support teachers to infuse global perspectives into their social studies curriculum.

**Promoting Collaborative Research**

Teacher Ho and I benefited from each other throughout the study. After reflecting on her own teaching, Teacher Ho made a commitment to continue infusing international/cross-cultural experiences into the social studies curriculum. Understanding Teacher Ho's teaching, I recognize that we must encourage teachers to use their overseas experiences while teaching social studies. This is a promising way to teach students' global perspectives in Taiwan.

Traditionally, there are two groups of participants in educational research: the researchers and the researched. Recently, educators in Taiwan have discussed the benefits of these groups working together to study
educational problems. However, collaborative research efforts are still at the exploratory stage.

Basically collaboration has the potential to enrich the study by incorporating two perspectives rather than relying on only one. Collaborative research implies not only cooperation between the researcher and the teacher but also co-investigation (Kyle & McCutcheon, 1984, p. 174). In addition, Johnston (1990b) states that the major benefit of collaborative research is the increased credibility of interpretations (p. 181).

The researcher, as an outsider, may know more about theory, research methods, the history of education, and so on. On the other hand, the teacher, as an insider, may perceive different events and perceive them differently from the researcher because of role differences and by virtue of being in contact with the class day after day. Working together, the teacher can offer the insider's view, including perceptions of influences constraining and facilitating teaching, reflections about why a classroom event occurred, and explanations of goals, while the researcher can offer the outsider's view, including the shared perceptions and evidence of what is occurring in the classroom and possible explanations for it, the focus on learning opportunities available for students, and consideration of influence on the classroom and curriculum.
When a teacher and a researcher become partners in theory building, there are important outcomes for them. The researcher acquires substantial and accurate information about what really goes on in classrooms, and the teacher increases and reviews his/her personal and professional understanding. In an effort to bridge the practice-theory gap, researchers in Taiwan need to work with teachers. Without teachers’ informed view, many claims about what goes on in classrooms can only be made on the basis of surface analysis or speculation.

In addition, there is little disagreement that teachers who engage in self-directed inquiry about their own work in classrooms--like Teacher Ho’s self-development of teaching social studies from a global perspective--find the process intellectually satisfying; they testify to the power of their own research in helping them better understand and ultimately transforming their teaching practices. Teacher research, as Cochran-Smith and Lytle claim (1993), should be encouraged because it has the potential to redefine the notion of a knowledge base for teaching. From this point of view, Teacher Ho doesn’t need to refer to herself just as “the researched.” Actually, she conducts her own research and builds up her own theories in classrooms day after day.

In sum, in addition to encouraging teachers to do their own action research, it is imperative for teachers and researchers as partners to co-investigate educational
problems in Taiwan. Although we have a long way to go before all teachers feel comfortable permitting researchers to observe their classrooms, we must move in that direction if we intend to improve teaching practices in Taiwan.

Recommendations for Future Research

More investigations of the relationship between teacher’s international/cross-cultural experiences and their teaching of social studies in Taiwan are needed. Studies might include elementary, junior high, and high school teachers. Comparisons can be drawn between different level teachers. Also, a large-scale study through interviewing teachers’ international/cross-cultural experiences and their teaching across Taiwan is needed.

In facing the challenges of the 21st century, teachers in Taiwan should prepare themselves for teaching their students global perspectives. Internationally-experienced teachers have learned about the increasingly interdependent world firsthand. Their experiences should be passed on to their students.

In addition, as more and more children in Taiwan travel abroad in the coming years, it is desirable to explore the relationship between their overseas experiences and their global perspectives. Research efforts can be also conducted in junior high and high schools.
BEHAVIORAL AND SOCIAL SCIENCES
HUMAN SUBJECTS REVIEW COMMITTEE
THE OHIO STATE UNIVERSITY

Research Involving Human Subjects

ACTION OF THE REVIEW COMMITTEE

With regard to the employment of human subjects in the proposed research protocol:

93B0244 THE INFLUENCE OF TEACHER'S INTERNATIONAL/CROSS-CULTURAL
EXPERIENCES ON TEACHING ELEMENTARY SOCIAL STUDIES FROM A GLOBAL
PERSPECTIVE: A CASE STUDY IN TAIWAN, ROC, Merry M. Merryfield, Meei-Ling
Huang, Educational Studies

THE BEHAVIORAL AND SOCIAL SCIENCES REVIEW COMMITTEE HAS TAKEN THE
FOLLOWING ACTION:

___ APPROVED
___ DISAPPROVED
___ APPROVED WITH CONDITIONS*
___ WAIVER OF WRITTEN CONSENT GRANTED

* Conditions stated by the Committee have been met by the investigator and, therefore, the protocol is APPROVED.

It is the responsibility of the principal investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject's participation in the proposed activity. Should the principal investigator leave the University, signed consent forms are to be transferred to the Human Subjects Review Committee for the required retention period. This application has been approved for the period of one year. You are reminded that you must promptly report any problems to the Review Committee, and that no procedural changes may be made without prior review and approval. You are also reminded that the identity of the research participants must be kept confidential.

Date: September 17, 1993

Signed: Patricia M. Asherie

(Chairperson)

HS-025B (Rev. 8/90)
APPENDIX B

Letter and Consent Form to the Principal
Department of Educational Studies  
The Ohio State University  
249 Arps Hall  
1945 North High Street  
Columbus, OH 43210-1172  
USA  

Dear Principal:  

The purpose of this letter is to ask permission to conduct my dissertation research at _______ Elementary School. I would like to investigate the following research question: "The Influence of a Teacher’s International/Cross-Cultural Experiences on Teaching Elementary Social Studies From a Global Perspective: A Case Study in Taiwan, Republic of China."

In my study, I will need to observe one of Teacher ___’s social studies classes and to interview her when it is needed. I will not interfere with the normal classroom activities in any way. Her participation is voluntary and may be withdrawn without prejudice to her at any time.

The data gathered will be coded so the cooperating teacher and the school will be assured of anonymity. The disposition of all the audiotapes of the classroom teaching and interviews will be done upon completion of the study. The anticipated duration of the study is 12 weeks, from September 11th through December 11th, 1993.

I appreciate your permission and support of this study which promises to benefit future social studies and global education in our country.

Sincerely,

Meei-Ling Horng  
Co-Investigator  

Dr. Merry M. Merryfield  
Principal Investigator
I agree and support the dissertation research: "The Influence of a Teacher's International/Cross-Cultural Experiences on Teaching Elementary Social Studies From a Global Perspective: A Case Study in Taiwan, Republic of China" to be conducted in my elementary school.

I also give permission to the researcher for interviewing teacher and observing classroom practices.

Principal

School
APPENDIX C

Informed Consent Form to the Teacher
INFORMED CONSENT FORM

I consent to participating in research entitled: "The Influence of a Teacher’s International/Cross-Cultural Experiences on Teaching Elementary Social Studies From a Global Perspective: A Case Study in Taiwan, Republic of China."

Meei-Ling Horng has explained the purpose of the study, the procedures to be followed, and the methods to be applied in the process--i.e., my classroom teaching and all the interviews will be audiotaped.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction.

I understand that my participation is voluntary and that I may withdraw from the study at any time without complications. Further, my name will not be used in published results and all the tapes will be disposed upon the completion of the study.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ____________

Signed: ____________________

(Participant)

Signed: ____________________

(Principal Investigator)

Signed: ____________________

(Co-Investigator)
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