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How one middle school inner-city teacher implemented global education into her classroom instruction: A case study

Wagner-Ratliff, Ann, Ph.D.
The Ohio State University, 1994

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HOW ONE MIDDLE SCHOOL INNER-CITY TEACHER IMPLEMENTED GLOBAL EDUCATION INTO HER CLASSROOM INSTRUCTION: A CASE STUDY

DISSERTATION

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

By

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****
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DEDICATION

To my mother who, through her wisdom, perseverance, and strength prepared the way for me to overcome the many struggles I would endure in this lifetime.
ACKNOWLEDGMENTS

I would like to thank God for giving me the stamina and spiritual guidance to complete this document, and Carol who allowed me the opportunity to examine her unique style of classroom teaching. She willingly shared her time and understanding in order that I could complete this task.

I thank those who supported, nurtured, and encouraged me during my most difficult days, and celebrated with me each completed step:

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Dr. James Upton, who was never too busy to have lengthy
conversations about my concepts and theories and was always excited about my academic achievements;

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My family, who helped ease many of my hours of anxiety and pain, and who continue to share their love, support, and devotion;

The unquestionable friends who assisted and comforted me along this entire process...Nate Mattison, Lisa Watson, Goldean Gibbs, Andre Slocum, Donald Day, Carol Austin, Liz Evans, Juanita Orr, Jean Bowen, John W.E. Bowen, III, Rose Ann Bowen, Valerie LaMar, Stacey Austin, Betty Payne, Susan Wagner, Joan Thornton, Lynnceryl August, Della Johnson, Sue Chandler, Brenda Chappell, Kathy Granger, Dr. Joe Arthur, Richard Steele, and Tony Harris.
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CHAPTER I
INTRODUCTION AND STATEMENT OF THE PROBLEM

Americans have increasingly come to understand the need to prepare students for citizenship in a global age. The purpose of this study is to explore how one exemplary teacher implements a global education program in her social studies classroom at a mid-western inner-city middle school. In this chapter, I present a statement of the problem, discuss the justification for the study, give some key definitions, identify the limitations of the study, and provide an overview and outline of the study.

Statement Of The Problem

In response to a rapidly changing and increasingly interdependent world, much has been written about factors underlying the need to implement global education in American curricula, including, for example, technological advances, cultural diversity, competition for markets, and finite resources (Alger & Harf, 1985; Anderson, 1979; Becker, 1979; Goodlad, 1986; Kirkwood, 1992; Kneip, 1976; 1986; Lamy, 1988; Merryfield, 1990; Muessig & Gilliom, 1981; Tye, 1990). The challenges reflect a drastic need for
educational reforms incorporating a global focus (Anderson, 1979; Case, 1991).

If for no other reason than national survival, American educators must address the realities of a world experiencing increased interdependence and interconnectedness. To this end, as recommended by Dekock and Paul (cited in Banks, 1987) "the total curriculum, teaching strategies, and materials must be modified so that students can develop the knowledge, attitude, and skills needed to understand and participate effectively in a highly interdependent world society" (p. 30). The Governors' Task Force on International Education (1989) cautioned that to retreat from this approach would threaten the prosperity and security of our nation.

The National Council for the Social Studies (1982) provided a rationale for globalizing social studies instruction and listed specific reasons for such inclusion:

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 (e.g. states, multinational corporations, private voluntary organizations, and individuals) 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;

5. Citizen participation is critical both in local and world affairs (p. 36-38).
Brown (1985) asserted that our very survival as a species was at stake. Legislative mandates in twenty-three states, calling for the infusing of global perspectives into their respective curricula, testify to the importance of global education (Commission on Global Education, 1987). As laudable as such mandates are, however, there is no guarantee that their implementation will occur (Becker, 1979; Tye, 1990; Tye and Tye, 1992). While many educators are aware of the need for global education, practical implementation of a global agenda remains tentative. Goodlad (1979) has noted,

> The development of global perspectives... is not an established goal of any country... The meaning and significance of such a goal can be described, at best, as only emerging. Gaining widespread acceptance of it and implementing what it implies will not be easy (p. xiii).

Writing several years after Goodlad, Case (1991) pointed out that barriers continue to exist in the implementation of global education. Case (1991) further noted,

> While present levels of popular concern over global issues are high, it should not be presumed that the political and educational will to better prepare students globally is indefatigable. We would be wise to recall that support for alternative energy sources to fossil fuel was at its zenith during the oil supply crisis and not afterwards. The potential for diminished support for global education must be anticipated even though world problems are bound to persist or intensify (p. 3).

Case’s assertion, dire as it may be, may prove
prophetic and is further supported by evidence that many teachers are ill-prepared to teach global education because they lack sufficient knowledge of the world. The American Association for Colleges of Teacher Education (1981) has estimated that only an estimated five percent of the nation's elementary and secondary teachers have had any academic preparation in international topics or issues. In addition, many of those preparing to be teachers are less well-prepared in international content than all other college majors (Barrows; Clark; and Klein, 1980). Barrows (1981) also points out that, according to a survey of college students attending 197 institutions of higher education, a sizeable portion of those responding revealed "attitudes, feelings and perceptions that are unenlightened or unproductive from the perspective of global education" (p. 135). These sobering facts indicate a basic problem faced by those who hope to promote and implement global education.

In an attempt to address this problem, this study has concentrated on answering the following questions:

1. How does a teacher's background influence her worldview, her knowledge-base, her beliefs, and values about teaching from a global perspective?

2. How do contextual factors influence her decisions about implementing global education in her instruction?
3. What are the actual strategies and techniques which she employs in order to implement the perceptual dimension of global education in her classroom instruction?

Justification for the Study

This study was undertaken for several reasons:

1. Although a few scholars (Tye & Tye, 1992; Martin-Kniep, 1992; Kirkwood, 1992; Merryfield, 1991; Coulter, 1988, Thorpe, 1988) have examined the implementation of global education, very little of the existing research has looked at how classroom teachers infuse global strategies into classroom instruction over time. Understanding how teachers implement global perspectives in their classroom instruction and identifying the contextual factors influencing this instruction may provide new insights for preparing teachers to teach global education in the classroom. There is a need for concrete examples and models if we are to understand what global education looks like in practice. Teachers can be resources, reinforcing vital themes, global education has meaning, modes and message, and is a "must" for this century and those to come. Teachers who show and tell peers of their personal techniques may serve as tutors; they can share their "tools" of experience and "tactics" of exploring
the new world that interfaces with their own and their students' futures.

2. This study attempts to shed more light on the theoretical concepts underlying teachers' practices and beliefs and their contributions as gatekeepers of a new base of knowledge which infuses global perspectives into the curriculum.

3. Until we, as teachers, possess a clearer understanding of global education's relevance to us and to the ones we teach and from whom we learn, we rely on trial and error, time and trust to implement it in the classroom. A study that provides information about a teacher who infuses global education into her instruction should aid others in structuring their own approaches to global education.

4. Finally, these findings may lead to the development of grounded theory on the implementation of global education, may provide examples of ways to improve classroom instruction as well as to globalize such instruction, and may provide motivation for teachers and future teachers to implement new globally-oriented curricula. Such benefits, by providing concrete examples and instructional strategies, may also serve school boards, policymakers, and legislators who may find this study germane and helpful in establishing criteria for the infusion of global education into
their curriculum.

Definitions of Key Terms

Global education means many things to many people. For the teacher in this study (hereafter referred to as Carol), global education consists of teaching knowledge of the world (including the concepts of interdependence and interconnectedness and encouraging acceptance of other cultures (FN 9/12/90). She further clarifies her definition by adding, "I teach about interdependence, culture, choice, and change, and how these relate to each of our students" (FN 9/12/90).

Tye (1990) has defined global education as "learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems--cultural, ecological, economic, political and technological" (p. 9).

Hanvey (1986) writes that global education is learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes, and minds of others; and to realize that people may view life differently than we do, and yet that all people of the world need and want much the same thing (p. 437).

Hanvey's (1976) five major elements for global education are: (1) the state of the planet, (2) human choices, (3) cross-cultural awareness, (4) global systems and (5) perspective consciousness. Of these, perspective consciousness, which describes an awareness of multiple
realities and worldviews, is one of the key elements in the implementation of global education. He more fully defined perspective consciousness as:

The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one’s own (p. 4).

Case’s (1991) definition of global education recognizes Hanvey’s elements (1976) as part of what he calls the substantive dimension; however, he has indicated that the perceptual dimension is imperative for global education. Case (1993) explains:

The perceptual dimension, which is the lens for the substantive dimension, is made up of various intellectual values, dispositions, and attitudes that distinguish a parochial perspective (i.e., making sense of the world from "enlightened" points of view). Hanvey (1976, 2) similarly suggests that a global perspective consists of "modes of thoughts, sensitivity, intellectual skills, and explanatory capacities." The five interrelated elements I offer as constituents of the perceptual dimension are open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and nonchauvinism (p. 320).

Although in the following chapters, an in-depth discussion of Case’s key elements of a global perspective is provided as the theoretical framework for my study, it is Carol’s conceptualization of global education that guided this study.
Limitations of the Study

In view of all the ambiguities inherent in the definition of global education, the parameters and limitations of this study include the following:

1. The absence of the students' voices. Throughout the study, an analysis of the teacher's instructional methods was the key in determining how implementation of global education took place in her classroom instruction. However, students, as we well recognize, have a great impact on how and what teachers teach. Regrettably, students were not interviewed, although this would have allowed for another perspective to be reflected in the study.

2. The subjectivity of the researcher. My personal beliefs and preferences as an African American teacher caused me to identify with the African American students in the study. This created a considerable amount of subjective stress whenever students were being decentered through exposure to a primarily Eurocentric culture and curriculum.

3. Further limitations related to physical constraints and situational conditions. The enormous amount of concentration necessary when recording the verbatim dialogue and discourse of the teacher contributed to less than optimal accomplishment of the study's objectives. Perhaps increased reliability could have been achieved throughout the study if audio video equipment had been used to record and subsequently review the interviews and class sessions.

Overview of the Study

Subsequent to the completion of a prior research project (Infusing Global Perspectives in Social Studies Education, 1989), conducted by Dr. Merry Merryfield of The Ohio State University and myself, I developed a case study of one teacher whom we had studied who was infusing global
education into a mid-western inner-city middle school. As in any naturalistic inquiry, "the respondents usually are considered to be the participants who are more willing (than others) to talk, have greater experience in the setting, or are especially insightful about what goes on" (Bogdan & Biklen, 1982, p. 63). Merryfield chose twelve teachers for her study through the recommendations of their district supervisors and administrators.

The criteria for Merryfield's selection of the twelve teachers who participated in her study included the following:

1. The teaching assignments of the teachers were primarily courses with global content;
2. The teachers were considered among the more effective teachers in the school and the school system;
3. The teachers were willing to participate in the year-long research project (Merryfield, 1989).

I chose one teacher out of the twelve because her teaching style and unique characteristics distinguished her and her instruction from other teachers. She was also the best representative of a teacher who infused global perspectives into her teaching according to the criteria I had developed. These criteria included:

(1) her academic background and cross-cultural experiences;
(2) her willingness, enthusiasm, and cooperation in undergoing weekly observations and timely interviews;
(3) the interaction, professional relationship, and
mutual respect existing between the teacher and myself;

(4) the racially diverse inner-city student population of her classroom;

(5) the negotiated outcome of the study which included follow-up interviews and member checks to define redefine or clarify and interpretations or misinterpretations of the data or findings. In addition, we collaborated on all the findings and mutually agreed that all uses of this study would be subjected to review by both.

The methodology used was consistent with naturalistic inquiry and the emergent design of my study (Bogdan & Biklen, 1982; Lincoln & Guba, 1985; Patton, 1980). This methodology seemed most appropriate because it allowed me an opportunity to enter a natural setting as unobtrusively as possible. The naturalistic inquiry also allowed me to make observations and to have interviews and interactions with the participant on an on-going basis. Furthermore, the triangulation of sources (lesson plans, memos, other documents) provided another way to establish credibility. The naturalistic inquiry has helped to identify and clarify other issues and concerns which have emerged throughout the study. In addition, by producing thick descriptions of the setting, the respondent, and her practices, these methods provided a means to examine the actual process of teaching global education in a classroom.

Throughout this study the term "I" is used rather than "the researcher." It is believed that first person usage, along with a theoretical and naturalistic framework, brings
the subjectivity of the investigation, the nature of my questions, and the direction of my analysis into focus. In an attempt to create a model that runs counter to a positivist predisposition, I believe it is of utmost importance to reflect and report the subjectivity and biases of the researcher. By using the first person, the knower is not distanced from the known (Guba & Lincoln, 1989), and the researcher's responses are incorporated into the study.

Outline of the Study

The presentation of this study has been organized in the following manner: Chapter I presents the statement of the problem, justification of the study, definition of key terms, limitations, overview, and outline of the study.

Chapter II provides a review of the literature relating to the development of global education, the theoretical foundations of global education, teacher beliefs which may affect the process of implementing global perspectives into classroom instruction, and the existing research on global education in the classroom.

Chapter III describes the design and methodological strategies of this study. It also discusses naturalistic inquiry methods and how they were applied to the study's process. In addition, the selection of the participant and the setting are discussed, and the methods of data collection and analysis are explained.
Chapter IV presents the findings of this study. The findings were based on data collected from observations, interviews, and document analysis. I believe this case study reveals strategies for the implementation of the perceptual dimension of global education into the curriculum and provides insight into the process.

Chapter V summarizes the findings and addresses the implications for the implementation of global education in the classroom. Finally, recommendations are made for the implementation of global education in particular, and for the educational field as a whole.
CHAPTER II
LITERATURE REVIEW

The purpose of this chapter is to present a review of literature germane to this research. An analysis of literature dating back to the 1970s reveals that a variety of conceptualizations of global education have been put forth by various authors. Although some teacher educators have incorporated elements from several scholars to meet the needs of teachers, to date no universally accepted definition has been generated (Merryfield, 1994).

As Kniep (1985) states,

In searching for a definition of global education one soon discovers that there is little consistency among authors in the use of terms. Some authors use a number of terms interchangeably, while others assert that each of these terms has its own distinct meaning. In Schooling for a Global Age...the terms "global education," "world centered education," and "global perspectives in education" are used...presumably all focused on aspects of the same topic. In addition, it is not unusual to find the term" international education" used interchangeably with or in conjunction with global education (p. 13).

Therefore, in order to identify commonalties among definitions and goals as a step toward conceptualizing global education, the first section of this chapter analyzes significant writings of key authors in the field. In the second section of the chapter, attention shifts to a review
of studies on the implementation of global education in classroom instruction. Finally, this chapter concludes with an examination of the literature which focuses on instructional decisions made by teachers as they teach about the world.

**Definitions and Themes of Global Education**

Although defining global education is a complex matter, it is necessary to do so for the purposes of this research, since this study considers its application in the classroom. Carol's conceptualization of global education, as stated in Chapter I, is "teaching students knowledge of the world" (FN 9/12/90). She states, "I think the children have to learn to be interested in the world outside of their own. In teaching children to do that, I think you have to bring forth cultural understanding and acceptance, coupled with knowledge about the world" (IN 4/25/94). Kobus (1983) argues that "the problem of definitions is critical to the theoretical and empirical development of the field" (p. 22). Kniep (1985) adds that "effective definitions...will clearly state what one studies in such programs in terms that distinguish it from other educational programs and approaches" (p. 12). Numerous writers have defined global education, and as one might expect, each definition reflects the author's unique perception and frame of reference.

For purposes of this study, it was necessary to
establish a definitional paradigm to provide a standard for the literature review. Global education is defined here in terms of either cultural and political issues and/or academic outcomes. In establishing a paradigm, it is important to consider both the conceptual and the practical aspects of global education. Case (1991), drawing upon Hanvey (1976) and Kniep (1978) identifies two crucial dimensions of a global perspective: the substantive and the perceptual. As defined by Case, global education consists of a combination of abstract and pragmatic approaches to education (perceptual and substantive), each of which is equally crucial to the success of such a program.

According to Case:

The **perceptual dimension** of a global perspective is reflected in the metaphorical use of spatial terms such as narrow or broad, provincial or cosmopolitan, and this parochial or far-reaching, to describe an attitude and outlook. Used in this context, global perspective refers to the capacity to see the whole picture whether the focus is a local or an international matter. Promoting the perceptual dimension involves developing perspectives that are empathetic, free of stereotypes, not predicated on naive assumptions, not colored by prejudicial sentiment and so on (p. 1).

In other words, the perceptual dimension focuses on the mindset of the student. In the words of Case,

The perceptual dimension is the "point of view"--the matrix of concepts, orientations, values, sensibilities, and attitudes--through which we want students to perceive the world. Thus, promoting a global perspective refers both to the desired range of features and aspects of global existence that are to be examined and the desired cognitive and affective lenses through which phenomena are to be viewed (p. 2).

To complete his definition, Case describes what he
calls the substantive dimension, or the practical side of global education:

The parallel with my distinction is that the substantive dimension identifies the "objects" of global perspectives--those world events, states of affairs, places and things that global educators want students to understand (p. 2).

For this study, Case's definition serves as the theoretical basis for interpreting data, while providing a structure for comprehending the variety of perspectives, curriculum objectives, and goals of various writers in the field. Throughout this study, these two dimensions -- the substantive and the perceptual -- are utilized as the basis for discussing and interpreting various definitions and applications of global education.

Perceptual Dimension

The perceptual dimension, as defined by Case (1991), focuses on the formation of what he refers to as "global education" (p. 2). This dimension is considered global because its emphasis is on "seeing the whole picture" rather than focusing on a parochial view. This value-laden dimension of global education is more concerned with "making sense of the world from an enlightened point of view" (Case, 1991, p. 2). Furthermore, Case (1993) contends "that promoting the virtues that make up the perceptual dimension reduces the extent to which students' perceptions of their world, both domestic and international, are distorted by inadequate cognitive lenses" (p. 324). Although the term,
"perceptual dimension" is not used, recognition and consideration of this dimension of global education is found in the writings of other important scholars in this field.

Hanvey (1976) echoes Case's desire for the formation of global attitudes, but focuses on groups rather than individuals. He emphasizes that not all members of a group will share the same outlook and that a global perspective results from the representation of certain elements of this perspective within the group. Hanvey writes:

[A] global perspective is not a quantum, something you either have or don't have. It is a blend of many things and any given individual may be rich in certain elements and lacking in others. The educational goals broadly seen may be to socialize significant collectivities of people so that the important elements of a global perspective are represented in the group. Viewed in this way, a global perspective may be a variable trait possessed in some form and degree by a population, with the precise character of that perspective determined by the specialized capacities, predispositions, and attitudes of the group's members. The implication of this notion, of course, is that diversified talents and inclinations can be encouraged and that standardized educational effects are not required. Every individual does not have to be brought to the same level of intellectual and moral development in order for a population to be moving in the direction of a more global perspective. [...these are (1) Perspective Consciousness (2) State of the Planet Awareness (3) Cross-Cultural Awareness (4) Knowledge of Global Dynamics and (5) Awareness of Human Choices] (Hanvey, 1987 cited in Kniep, p. 85-109).

Hanvey's description emphasizes the need to incorporate the elements of global perspective in the classroom, but he cautions that not every student can be expected to obtain the same perspective. Like Case, Hanvey advocates the development of global attitudes and understanding as a step
toward developing a more globally aware community.

Anderson (1979) stresses the importance of changing current classroom methods in order to cultivate in students the necessary attitudes for a global perspective. Anderson defines global education as:

...consisting of efforts to bring about changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age. This is a very simple definition, but inherent in it are three major propositions that have far-reaching implications for education. The first of these propositions...can be summarized as follows: The students now in the nation’s schools are becoming citizens within the context of a global era in human history. The second propositions...can be stated this way: The demands of citizenship in a global age call for the development of competencies that have not traditionally been emphasized by schools...The third proposition...can be stated as follows: Certain changes must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age (p. 15-16).

Anderson, unlike Hanvey, focuses on the conceptual aspects of global education as a response to a changing world. This conceptual approach is a fundamental component of Case’s definition of the perceptual dimension of global education, as evidenced by his emphasis on the development of a nonprejudicial perspective. Becker and Anderson (1980) combine the conceptual and the practical by defining global education as:

...an effort to create educational systems in which children, youth, and adults come to do two things. On the one hand, students learn to perceive and understand the world as a single and complex system; on the other, students learn to see themselves as participants in the world system and to understand the benefits and costs, the rights and responsibilities, inherent in such
Gilliom (1981) and Tye (1990) offer definitions that focus on the perceptual dimension of global education. Gilliom (1981) stresses that global education consists of:

...efforts designed to cultivate in young people a global perspective and to develop in them 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 (p. 170).

Tye (1990) follows this line of reasoning, stating that:

...global education involves learning about those problems and issues which cross national boundaries, and about the interconnectedness of systems--cultural, ecological, economic, political, and technological... Global education also involves learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other people may view life differently than we do, and yet that all people of the world need and want much the same thing (p. 9).

Global education seeks to develop an understanding of the interdependence and interconnectedness of societies and cultures and the formation of compatible attitudes toward these societies and cultures. Unlike Hanvey, Gilliom and Tye make no specific references to individual differences in perspective; instead, they emphasize the cultural variety of the world community. While each of these definitions highlights different aspects of the perceptual dimension of global education, all, to some extent, encourage the formation of inclusive, global, attitudes, as expressed in
Case's paradigmatic definition. However, global education is not merely theoretical; it is important to consider the pragmatic side of Case's definition as well.

**Substantive Dimension**

The substantive dimension is concerned primarily with knowledge of the world and how it functions. This dimension emphasizes involvement in "world events, states of affairs, places and things that global educators want students to understand" (Case, 1991, p. 2). The substantive aspect of global education is based on the attitudes fostered by the perceptual dimension and deals with the creation of a practical means for implementing global education.

Furthermore, Kniep (1978) underscores the importance of using distinguishable traits to measure the success of specific programs. He states that:

...it will be...the substance of programs that distinguishes a global education from the other kinds. Many of its goals--critical thinking, valuing diversity, seeing connections--are included in many current school programs. So, too, are the processes and methods that are promoted as part of global education. The uniqueness of a global education will rest in its substantive focus--the domains of human experience--drawn from a world increasingly characterized by pluralism, interdependence, and change (p. 59).

While Kniep emphasizes the substantive aspects of global education, both he and Case clearly link it to the perceptual dimension. Although the ideas and attitudes expressed in writings about a global perspective are important in defining global education, it is global
education programs themselves which set this type of instruction apart from others.

Alger and Harf (1985) address the need to emphasize the substantive dimension of global education in discussions about implementation by maintaining that global problems cannot be solved at national levels, but rather require international solutions. They view global education as:

...a diverse and highly decentralized movement. This movement is a cumulative response to a variety of events on the stage: resource shortages, the "population explosion," the environmental crisis, arms competition, the influx of refugees, terrorism, human rights, U.S. involvement in Central America, Soviet involvement in Afghanistan, worldwide inflation, growing imports of foreign cars, electronics, steel, shoes, and clothing, accompanied by plant closings and unemployment. All of these activities are manifestations of ways in which events outside our national borders increasingly affect the daily lives of our people, and also ways in which activities in our society affect people in other countries (p. 4-5).

Recognition of the multiple components involved in global education is an important aspect of its substantive dimension. In order to solve global problems, it is necessary to focus on the world at large rather than emphasizing a limited local view.

Lamy (1991) establishes that there are "at least four interest communities with contending worldviews who seek to influence and perhaps control global education programs in the U.S. schools" (cited in Tye, 1991 p. 56). These groups represent a variety of political views and educational approaches crucial to the establishment of global education programs. Lamy states:
The group with the most influence in U.S. communities has a mercantilist, or national-interest view of how schools should organize global education programs...A second world view...examines global issues from the perspective of an international society or community. This more reformist position recognizes both the need and potential for cooperation in attempting to respond to global challenges. There is also a more pluralistic view for the international system.... The utopian left represents either Marxist or non-Marxist transformers who seek to create a more equitable international system through the creation of a socialist system in which power is decentralized and economic well-being, social justice, and peace are dominant in foreign policy goals. The second recessive worldview...is the ultraconservative, or utopian right position...Adherents of this view believe that the purpose of global education is to promote U.S. interest and to build domestic and international support for American ideals and traditions...The conflict between the core assumptions of the communitarian worldview and the ultraconservative world view as the primary source of the present global education controversy (cited in Tye, p. 56-58).

In his definition of global education, Lamy (1991) emphasizes the need for a practical application of Case’s (1991) concept of the perceptual dimension. The four groups described above (mercantilists, reformist, leftists, and rightists) offer four distinct practical approaches to global education which focus on issues and events in the world at large. Finally, Lamy distinguishes between authentic global education (as represented by mercantilist and world community worldviews) and a limited nationalistic perspective (as represented by the left and right utopian worldviews). Each is distinguished by the attitudes and ideas it fosters, and it manifests these in its practical system of global education.

Although each author reviewed provides a unique
perspective and interpretation of global education, three major themes emerge.

Global education focuses on 1) universal human commonalities and perspectives consciousness (Alger and Harf, 1985; Case, 1991; Hanvey, 1976; Kniep, 1986); 2) a world system, linked through ecological, economic, and political systems, and through transnational technological and human issues (Alger and Harf, 1985; Becker, 1979; Hanvey, 1976; Kniep, 1987); and 3) human choices often unseen and unintended which affect each of us in some way. This results from the interconnectedness and interdependence of all humans in a global society increasingly characterized by pluralism, change and conflict (Hanvey, 1976; Anderson, 1979; Gilliom, 1981; Alger and Harf, 1985; Lamy, 1987; Tye, 1990). Taken together, these themes make up the perceptual and substantive dimensions of global education.

Goals of Global Education

The literature provides goals for global education which are consistent with the ideas of promoting an understanding of human commonality and forming a global perspective. Expanding on the NCSS's (1982) rationale for global education, Bennett identifies six goals that should be incorporated in a conceptualization of global education. Four of these elaborate on themes mentioned above: (1) developing multiple historical perspectives, (2)
strengthening cultural consciousness, (3) strengthening intercultural competence, and (4) increasing awareness of the state of the planet and global dynamics. The remaining two goals focus on building social action and combating racism, prejudice and discrimination (p. 282). Other authors suggest a holistic approach to global history (Becker, 1980; Bennett, 1990; Kniep, 1986), teaching about the transformation of world actors and transactions (Alger and Harf, 1985; Lamy, 1987), and the persistence of global problems and issues (Kniep, 1987).

Finally, it is clear from a review of the literature that a functional definition of global education requires an analysis and synthesis of different perspectives. The following section illustrates how various definitions are interpreted and actually implemented in classroom instruction.

Recent Trends in Global Education

The literature suggests that global educators are increasingly accepting the fact that global education is fast becoming an important initiative. In "Status of Social Studies: The Mid-80s," (Morrissett, 1986) the second most frequently mentioned course change in the social studies curriculum since 1976 in the United States was global education. The introduction of global education was specifically referred in ten states: Arkansas, Georgia,
Indiana, Minnesota, Mississippi, Nebraska, Oregon, Texas, Utah, and Vermont. In other states, including Florida, Minnesota, Missouri, New Mexico, and Wisconsin, global education was referred to as a "hot topic" (Morrissett, 1986).

Implementation through Enacted Curriculum/Instruction

Although growth in the development of global education seems apparent, implementation, or the "how to do it" is still problematic. Moreover, the literature reveals that, in spite of the increasing awareness of a need to globalize education, American students lack many skills necessary for a global perspective (Torney-Purta, 1982; Goodlad, 1979; Merryfield, 1991). Perhaps this attests to the complexity of implementing global education in the classroom. Therefore, this portion of the literature review focuses on various studies related to the implementation of global education in the classroom.

In order to understand whether or not implementation takes place, it is necessary to define it. Fullan (1982) offers this definition of implementation:

Implementation consists of the process of putting into practice an idea, program, or set of activities new to the people attempting or expected to change. The change may be externally imposed or voluntarily sought; explicitly defined in detail in advance or designed to be used uniformly or deliberately planned so that users can make modifications according to their perceptions of the needs of the situation (p. 54).

Fullan (1982) and Shulman (1983) argue that the key to
any innovation and implementation in curricula is the teacher who shapes, organizes, and decides what takes place in the classroom. In this view Coulter (1988) concludes that

ultimately, teachers determine the extent to which global education is implemented in the classroom. Without the teacher's knowledge and support of global education, it is doubtful that global education will be implemented in the classroom consistently or to a great extent (p. 10).

Schwab (1983) addresses this contention when he notes that it is the teacher's "deliberative art" or curriculum management skills that are important in the choices and decisions of what is to be implemented in their instruction.

Research supports the claim that in implementing a global education program, especially with a scarcity of precedent, the prime gatekeeper is the teacher who decides how and when to include or exclude information and who then structures and evaluates the instruction according to those individual goals (Thorpe, 1988; Merryfield, 1991; Thornton, 1991; Tye & Tye, 1992). Looking specifically at the implementation of international and/or other global educational curricula, many authors (Lipsky, 1980; Cornett, 1987; Coulter, 1988; Thorpe, 1988; Merryfield, 1992; 1994) suggest that variations in implementational methodologies depend to a large extent on teachers' backgrounds and other contextual factors which influence their decisions.

In the last few years educators have been concerned with the actual implementation of global education in the
classroom; however, a systematic implementational methodology has yet to be established. Tye and Tye (1992) state that

very little has been done to document, in any systematic way, what schools and the teachers in them go through when they decide to globalize the curriculum. There is a need to amass a significant amount of descriptive data about practice and then begin to examine these data for patterns, relationships, and exceptions. Through such a reflective research process, we will gain a better understanding of the complex phenomenon of schools as well as those processes necessary for its improvement (p. 249).

Although research on the implementation of global education in the classroom is sparse, a few researchers (Hanvey, 1979; Kniep, 1985; Tye, 1980; Merryfield, 1991; and Tye & Tye, 1992) have looked specifically at this problem. However, these studies tend to be heavily theoretical, as they focus primarily on the fundamentals these authors considered necessary for the implementation of global education. Addressing this problem, Tye and Tye (1992) acknowledge the need for more research focusing on what takes place in the classroom as opposed to predicting outcomes and goals.

While these studies fail to provide specific plans for implementing global education, they offer innovative suggestions for teacher preparation and curriculum change. Hanvey (1976) suggests that pre- and in-service training, as well as overseas cross-cultural experiences are essential for global education teachers. Furthermore, he lists goals
and objectives for attaining a global perspective, which are described above. Hanvey (1979) identifies goals that can be achieved through curriculum changes that "provide the individual with a realistic perspective on world issues, problems and prospects, and awareness of the relationships between an individual's enlightened self-interest and the concerns of people everywhere in the world" (Abstract).

Tye's (1990) investigation, Global Education: School-Based Strategies examines ten middle and high school global education programs and describes the activities of each; however, methods of implementation are not described.

In another four-year study, Global Education: A Study of School Change, Tye and Tye (1992) examined nine different schools. Addressing many salient problems and issues concerning the globalization of the curriculum, these authors argue that implementation "is best determined by the kinds of meaning people are deriving from activity. Activity and the development of meaning are interactive" (p. 249). The establishment of a standard measurement of implementation in these global education programs is problematic because of the lack of specific instruction provided by such studies. According to Tye and Tye (1992) the uniqueness of each individual teacher, the school environment, and the varying degree of administrative support render it difficult to form standard implementational guidelines.
Tye (1990) and Tye and Tye (1992) in their ongoing research at Chapman College, attest to the feasibility of globalizing the curriculum through positive intervention. Both of the Tye books describe effective classroom strategies such as "Orange County and the World" (based on "Columbus and the World" Alger, 1974), the use of family histories, evaluations of commercials for biases, lessons on conflict resolutions, and instruction about computer networks. In addition, as a result of the research being conducted by CHI (The Center for Human Interdependence, Chapman College), most of the teachers involved in the programs were provided paid release time, classroom materials, funding, and additional professional support. It seems clear that these classrooms are not typical. In fact, if all of the components described in Tye's studies must be present in the classroom, implementation of global education in American schools likely will not materialize. Although the examples cited above are helpful in studying ways in which implementation takes place in the classroom, they are largely prescriptive and offer primarily theoretical analyses, rather than illustrating specific techniques for implementation. Because of the unique make-up of the various schools in which his research was carried out and the different teaching methods utilized, Tye (1990) cautions that his research has led to no set model or formula for implementation:
A better way for us to come to grips with questions of educational change [implementation] might be to amass a significant amount of descriptive data for patterns, relationships and exceptions; such examination can be deductive and/or inductive without a priori conceptual lenses or with them. Rather than gaining how-to-do-it lists, we might gain understanding of a complex phenomenon, schooling (p. 131).

The Tye studies have centered on conceptualizing, rationalizing, and theorizing about global education; however, they have not actually dealt with strategies for implementing global education in the classroom. The limitations of these types of studies occur when each teacher develops an idiosyncratic set of concepts, beliefs and images about what should be taught, how students learn, how to treat other adults in the setting, how to motivate and evaluate students to achieve what the teacher believes is important (McCutcheon, 1992, p. 2).

According to Tye and Tye (1992) a number of identifiable factors indicate engagement with or resistance to global education. They suggest that the following characteristics of teachers serve as prerequisites for successful implementation:

**Engagement with Global Education**

* open to the idea of global education, open to exploring new things, will do extra work
* want to be involved with "new ideas", willing to do extra work
* open to the idea of global education, sees that it relates to local school need for cross-cultural understanding
* open to the idea of global education, needs to be shown exactly "how to do it"
* open to the idea of global education, needs to see
the relevance for own subject

* open to the idea of global education, need to see that it will not take a lot of extra work

* needs to see that global education is politically safe (p. 103).

By contrast, Tye and Tye identify the following characteristics of teachers as counter productive to the implementation of global education.

Resistance to Global Education

* too busy with other innovative ideas

* can’t understand global education

* believes that traditional subjects are more critical, sees global education as a frill

* doesn’t want to be bothered with anything new

* believes that global education is un-American and/or secular humanist plot (p. 103).

Throughout their work, the Tyes indicate that "no particular intervention’s strategies seem to be better than others in terms of reaching the goal of globalizing the curriculum" (p. 247). Given this rationale, it seems obvious that the success or failure of globalizing the curricula results not only from the specific paradigm of the teacher but also from various contextual factors.

Classroom Approaches to Global Education

A search of the literature on the implementation of global education reveals no systematic methodology for globalizing classroom instruction. In addition, of the
twenty-three dissertations I reviewed in this field, few address how teachers actually teach or implement globally oriented activities. Rather, they list projects and programs without describing the implementation strategies used. Perhaps this characteristic is due to the relative newness of the field. Many of the papers cited consist of little more than an elaboration on methods or data collected from various sources such as conference papers and journal articles.

Guidelines for Classroom Application

Woyach (1982) identifies three approaches to implementing global education:

1. An **infusion approach** where global education is included in the existing curriculum.

2. A **world-centered school approach**, much like that discussed by Becker (1979) in which a holistic approach to global education includes both curricular and extra curriculum activities.

3. A **discrete course approach** refers to a single or separate course of study in global education.

Gilliom (1981) maintains that units of global education may be infused into existing social studies courses. Consistent with this, Shaw (1974) finds it "more realistic and practical to infuse the curriculum with an international point of view by deliberately attempting to adapt what
already exists rather than putting in new units or new subjects" (p. 3). Schukar (1983) recommends adding new global education courses to the curriculum, while Woyach (1982) contends that an effective global education program should encompass all of the above elements. Whether one approach is advocated over another, the quandary still remains as teachers search for methods to implement global education in their classroom instruction. This section will review several studies presented in the literature that show how teachers have globalized their classroom instruction.

**Infusion Approach**

In a study in Florida, Kirkwood (1992) examines global classroom behaviors of five inner-city middle school teachers and their students during a two-month period, using Hanvey's model "An Attainable Global Perspective" and Botkin's Theory of Global Instruction, "Innovation Learning," (p. 2) as bases for analysis.

Drawing on the Hanvey model, Kirkwood identifies teacher behavioral categories and outcomes necessary for the implementation of a global perspective in the classroom. Although each teacher's approach to implementing Hanvey's model differed to some degree, all of the teachers planned their teaching around global concepts. Most global teaching behaviors, however, occur in the category of "State of the Planet Awareness" which deals with the awareness of world
conditions and development (e.g. geography, global issues, current events, etc.).

The Hanvey model offers yet another method for determining how global education might be implemented in the classroom. Kirkwood believes that by incorporating the Botkin theory of innovative learning (anticipation and participation) with the Hanvey model, a unique type of measurement of implementation might be established. Although the Kirkwood study does not identify the methods by which implementation occurs, it does recommend anticipatory and participatory learning as means for organizing and globalizing classroom instruction.

Anticipatory learning requires a capacity to face new, possibly unprecedented situations; it is the ability to foresee coming events and deal with the future; it demands linkages of the historical past with the present consequences of current decisions and actions; it experiences or envisions situations and accounts for unintended side effects; it is the ability to invent new alternatives where none existed before and preparedness to act in new situations.

Participatory learning requires an attitude characterized by cooperation, dialogue, and empathy. It means the constant testing of one's operating rules and values of communication; it means having the capacity to retain those that are relevant and to reject those rendered obsolete (p. 8).

Since the literature reveals that the student's ability is often a determining factor in teachers's determination of implementation strategies (Anderson, 1976), this model has the potential to be a viable tool for globalizing instruction. By incorporating these two elements, perhaps what Case calls the "perceptual dimension" can be achieved.
Hoffbauer's (1989) report on rural Minnesota's "World-EDUCATION 2000" project quotes the Minnesota Department of Education's (1988) mission statement: "to ensure that by the year 2000 all Minnesota high school graduates receive at least ten years of education that has been carefully integrated with a global perspective that includes social studies, language arts, music, arts and other appropriate subjects" (p. 2). If operationalized to the degree proposed, this mandate will certainly advance an interdisciplinary approach to the implementation of global education. Hoffbauer further states that the project is "an educational renewal initiative rooted in global education that aims to meet the requirements of national citizenry in the globalized society of the twenty-first century" (p. 2).

By utilizing a model for the implementation of global education set forth by The American Forum, the project described in Hoffbauer's study is a teacher initiated and directed program. This bottom-up approach provides for a steering committee which includes teachers, and community members, as well as the school superintendent, who is to act only as a member, and not a policymaker. In writing about this project, Kniep (1989) states that implementation would take place by promoting the following conditions:

1. Creating a national network of six partnerships and locally, by community involvement, by developing a district-wide blueprint, and by attending organizational support structures.

2. Major elements-strategic planning, blueprinting,
and program implementation strategies—are all focused on school and classroom-level change.

3. The American Forum designed the model to stimulate new ways of thinking about the needs of students in a changing world. Because schools are systems, solutions must be aimed at more than single problems.

4. Featuring a research partner for each local district.

5. University partners to local schools fulfill the need for ways of identifying new knowledge for promoting renewal must be available (1989, July).

Although this project's plan is aggressive and informative, no research has been conducted to substantiate its effects. The success of this project rests on the basic assumption that teachers, administrators, and community members are willing proponents and supporters of global education. Unfortunately, there is no guarantee that all of these participants will voluntarily engage in the process. Additional concerns which should be addressed are: (1) the lack of diversity in such a rural setting, (2) the teachers' personal backgrounds, experiences, and basic commitments to global education, (3) the administrators' knowledge and support, and, (4) the students' abilities and academic levels of the students. If this plan is successfully implemented, it may provide a structure for teachers who are seeking to implement a global education program.

Of major importance is, "Responding to the Gulf War: A Case Study of Instructional Decision-Making during the 1990-1991 School Year," a study conducted by Merryfield
This study consists of twelve teachers who are considered exemplary by their district supervisors and building administrators. Six teachers were selected from large urban districts, one of whom was Carol, the respondent in my study. The remaining six were from small suburban districts. The findings suggest that much of what is implemented in global classrooms depends to a large extent on the teachers. Although all the teachers had course guides that mandated the teaching of certain content, the teachers related the war to the prescribed content in several different ways.

Merryfield (1991) cites various examples of distinctive classroom approaches to altering the traditional curriculum. Three of the teachers began the year with new or revised units on the Middle East. One teacher presented a three-month long unit on the Middle East to provide background to the conflicts in the region. The other two spent seven weeks on current events to give historical or up-to-date information on the Middle East, its geography, history, natural resources, religions and cultural, economic, political issues. According to Merryfield (1991), "these teachers differed on the specifics, but they all found ways to use the conflict in the Gulf War to teach concepts, skills, and attitudes outlined in their district curricula" (p. 7).

The strategies employed by these twelve teachers
(simulations, discussing current events, presenting television new broadcasts such as C-Span or CNN, writing to Americans stationed in the Gulf) are examples of direct methods of implementing global education. Merryfield's study concludes that although commonalties exist among all twelve teachers, no two teachers taught about the Gulf War in the same way. Each teacher based his/her lesson plans on personal idiosyncratic ideologies and/or goals. In addition, much of the implementation was based on the cultural diversity in the classroom. It appears that in making classroom decisions each teacher considers the impact of the students' interest, ability, and ethnicity as well as his/her own concerns and beliefs. Merryfield's (1991) work is very useful in describing how individual teachers make decisions on implementing global education in the classroom. Her findings are consistent with most of the other writers in the field of global education. For example, she argues that "the teachers make a compelling argument that they, more than anyone else, know what their students need" (p. 8). This affirmation concurs with much of the research on teacher thinking and decision-making that emphasizes that teachers teach what they think is important (Clark and Peterson, 1986).

The implementation of global education is complex and difficult, yet a 1994 study, "In the Global Classroom: Teachers' Decision-Making and Global Perspectives"
Merryfield provides an analytical synopsis of how global perspectives have been implemented. By illustrating the profiles of each teacher's instructional strategies, this study offers suggestions for the actual implementation of global perspectives in the existing curriculum. She finds that "the relationships between teacher beliefs, student characteristics, and global content are complex and dynamic as teachers, students, and the milieu in which they operate are always changing. Events in the community and world also influence what is taught about the world" (p. 25).

World-Centered School Approach

One of the few studies which illustrates the "how to" of classroom application is a study by Kanpol (1992) which demonstrates a world-centered approach to globalizing instruction. In a global education project carried out by one fourth-grade class during the 1988-1989 academic year, Kanpol observed an urban elementary social studies class on which the majority of the students were Hispanics. Much of what took place in this classroom was based on the teacher's background and experiences. Her concerns about equality, democratic principles, and racial prejudices prompted much of what she did. In one of her interviews the teacher stated that "some prejudices that I experienced made me want to know what others were like and why there's discrimination and so on. Our regular curriculum doesn't go into that
stuff" (Kanpol, 1992, p. 82). This is an explicit example of the relation of the teacher's background and beliefs to the implementation of global perspectives in her classroom lessons. The teacher's personal commitment to global education and its goals are evident throughout the study.

Kanpol (1992) utilizes Mead's (1934) social theory of "reflection on self and community" in his analysis of how global education is implemented and achieved in this classroom. Not surprising, this concurs with Douglas's (1977) earlier findings that "teachers basically rely on their own intellect and experiences for curriculum ideas rather than on guides and ideas from others" (p. 40). The following ideological propensities were utilized in teaching global perspectives in Kanpol's study.

1. The Generalized Other: Individualism vs. Community. The teacher's aim was to instill in her students the ability to explore other students feelings (the generalized other), thus creating empathy and understanding (Kanpol, 1992, p. 87). This clearly indicates the teacher's attempts to instill a sense of empathy for other people and cultures.

2. I and Me vs. Individualism and Negative Competition. This theme sought to "obscure individualism and negative competition and to produce new meaning (academic, "class", student autonomy, etc) for exploration" (Kanpol, 1992, p. 87). Because of the labels that had been placed on her students, lessons were designed to counteract their low self esteem.

3. The Building of Intersubjective Relations as Cultural Political Resistance. This lesson centers around "intersubjectivity as a philosophical tool used to explain the existence of co-beings who share a world and relate to surroundings similarly, where the actor can be
viewed as an ego-subject, as a part of system that includes experiences that incorporate reflection and empathy" (Kanpol, 1992, p. 88). By creating a situation of reversals, the students assumed the role of the other students in different situations therefore learning to work cooperatively as a member of the group. This clearly reflected the teacher’s determination to create an intersubjective environment where each student would take responsible for his/her actions.

As suggested by these findings, implementing global education in the classroom is certainly influenced by the teacher’s knowledge-base and individualized instructions (Kanpol, 1992).

In the Kanpol study, all the lessons incorporated into the curriculum were based on the teacher’s designs and her own experiences, rather than on the official course of study. Independent of the technical language or terminologies used, these innovations were observed as examples of classroom instructions encompassing "self (I to me) to community what Hanvey (1976) and Kniep (1986) respectively call "perspective consciousness" and "cross-culture awareness" and "human universal values".

Kanpol (1992) points out that

intersubjectivity was a philosophical tool used to explain the existence of co-beings who share a world and relate to surrounding similarly, where the actor can be viewed as an ego subject, as part of a system that includes experiences that incorporate reflection and empathy (p. 89).

Becker (1980) and Woyach (1982) refer to this as a "world-centered" approach. More importantly, this
particular teacher's approach embodies Case's concept of the perceptual dimension of global education and applied it to her lessons.

Throughout Kanpol's study, it was the teacher who developed the themes and operationalized them to transform her classroom into a community where multiple perspectives and differences were acknowledged and accepted. The individualized approach suggests that this teacher felt strongly about the importance of creating the positive school environment identified by Tye (1990) as necessary for global education classes. In addition, the teacher provided her students with a sense of self worth which is a necessary component for socialization and the acceptance of others (Piaget, 1975; Purta-Torney, 1982). This powerful study offers an innovative way of examining global education in which both students and teacher experience a new dimension of learning.

Discrete Approach (Specific Global Studies)

Coulter's dissertation, *The Impact of Global Education on World Cultures Courses in Delaware County, Pennsylvania* (1988), is another example of research focusing on the discrete approach. Coulter (1988) uses three sources for data collection: three groups of high school teachers teaching world cultures in fifteen public school districts, the principals of their schools, and the district
supervisors. The major findings of the study, generated through the use of questionnaires, suggest the following:

1. ...little provision is made for global education in the written curriculum of required world culture courses in grades nine through twelve in the sixteen high schools in Delaware County. Although concepts of global education were found, they were not usually identified as such.

2. ...little classroom time is devoted to global education, but more global education is reported as practiced in the classroom than is provided for in the curriculum.

3. Social studies teachers are involved in world cultures curriculum writing and this condition was reported as facilitating the implementation of global education in curriculum and classroom.

4. Supervisors were reported to have knowledge of global education and to be supportive.

5. The availability of resource materials for global education and the integration of global perspectives into world cultures textbooks were reported as conditions facilitating the implementation of global education into the curriculum and classroom.

6. ...most identified the teacher as the determining factor in the amount of time given to global education in the classroom.

7. ...principals were reported to support global education.

8. ...there is room in the world cultures curriculum for global education.

9. Most teachers have not had in-service training in global education.

10. The lack of school, university, and community partnerships for global education was reported as an obstacle to the implementation of global education (Coulter, 1988, p. 114-120).

Coulter finds that although Pennsylvania has no mandate for global education, it is present to some degree in the
curriculum and in the classroom. Observations of world
culture courses show that the teacher’s commitment to global
education is instrumental to implementation. However, the
data collected through questionnaires and interviews of
teachers reveal that less than twenty-five percent of class
time is devoted to global education. In addition,
twenty-two percent of the twenty-seven teachers agree that
the time allotted to global education is primarily at the
discretion of the teachers involved (Coulter, 1988, p. 84).

Despite the fact that Coulter’s study has little
bearing on how or what teachers actually do to provide
instruction in classes other than world culture courses, it
contains an abundance of practical information about what
actually happens in these world culture classes in
Pennsylvania. This study may be beneficial in understanding
the implementation of global education in the classroom.
Perhaps what is of greater significance is that these world
culture classes are similar to many other courses falling
under the categories of World Cultures or Global Studies.
For whatever reasons, Coulter suggests that a minimal amount
of global education actually takes place in the classroom
(Coulter, 1988).

How Teachers’ Implement Global Education in Classroom
Instruction

Much of the literature on the implementation of global
education is found to be prescriptive rather than
descriptive and offer far too little in the way of illustration. Therefore, we cannot assume that everything entitled "implementation" or infusion actually presents a "how to" approach. Following are summaries of additional studies and various projects and guidelines that are germane to this study.

In an address to the American Education Association, "From Image to Implementation: Some Results 2000, Kniep (1992) describes an overview of the project design and urges a reconstruction of our entire educational system based on an interdisciplinary approach. By providing a K-12 through twelve curriculum, the learners' experiences will be organized thematically around studies of world systems. "It remains yet to be seen if these blueprints can be implemented, and sustained over time, and if they will yield the kinds of educational outcomes that their designers had envisioned" (p. 24). However, the most significant portion of this work is a step-by-step developmental plan for those wishing to implement a successful global education program.

A study by Sperrazza (1992) "Increasing Global Awareness in the First Grade Classroom by Advocating the Awareness of Self and Cultural Difference of Others," examines five elementary school classrooms where teachers capitalize on students' self-esteem and cross-cultural awareness in globalizing their instructions. Realizing that "the students were very Americanized, predominantly white,
and rather unexposed to other cultures" (p. 36), the objectives are clear and defined. Language charts, portfolios, and student journal writings are incorporated into a thematic, integrated approach. The result of these efforts are positive and effective (Sperrazza, 1992). This study provides one of the few effective models for implementation and could be utilized by all teachers from kindergarten through the twelfth grade.

In another excellent article, "Memories Are Made of This," McVey (1991) examines the Future Problem Solving (FPS) Program which engage students in critical thinking and problem-solving skills. This approach, which has been suggested by others (Anderson, 1979; Kniep, 1979; Becker, 1979; Gilliom and Harf, 1985), provide students the opportunity to articulate and communicate their ideas while respecting those of others. This type of dialogue and feedback is also a way of teaching students about their interconnectedness and responsibility in the world by encouraging them to make commitments to its future. By using these methods, this program incorporates the generally accepted global concept of responsible participatory citizenship (Anderson, 1979; Alger and Harf, 1985) to empower the students.

"Culture at a Distance: An Anthroliterary Approach to Cross-Culture Awareness" (Goodman and Melcher, 1984) describes an anthroliterary approach in which portrayals of
lifestyles, customs, and values of different ethnic groups are utilized. According to these authors,

this portrayal can best be developed in the classroom through the use of learning activities that encourage students to actively use their powers of imagination, speculation, and reason. If educators are serious about increasing children's appreciation and understanding for different cultures, then they must explore and use resources that capture students' interests and spark their intellect (p. 58).

Goodman and Melcher's case study of the Ashanti people of West Africa document a well-executed example of cross-cultural awareness. This innovative model seem applicable to anyone who wants to globalize instruction and is recommended to teachers at all grade levels.

Within the anthroliterary framework, the Goodman and Melcher model exemplify two of the four components included in the UNESCO Statement on Race (1967) which addresses cross-cultural awareness:

1. Where the economic conditions of certain groups of people have resulted in lowered access to educational opportunities, the remainder of the population has a responsibility to prevent the perpetuation of such forms of inequality.

2. Teachers should be made aware, in training of current prejudices which they might, however, unwittingly, pass on (p. 18-26).

These ideas are crucial to the formation of a methodology for implementing global education in classroom instruction. If these guidelines are followed, perhaps both teachers and students will acquire not only a new knowledge base, but a greater sensitivity and understanding of other people and cultures.

Education about ethnic groups in the United States can be characterized as Anglo-centric and culturally encapsulating. Education about other nations is often nonreflective, extremely nationalistic, and Eurocentric. If students develop the ability to view events and situation from the perspective of ethnic groups in this nation, they will be better able to view events within other nations from the perspective of the peoples who are the major participants in these events. We can reduce non-reflective nationalism and ethnocentrism in students by helping them to become more ethnically literate and competent citizen in their own nation (p. 211-14).

Although few authors have looked closely at the concept of globalism as opposed to Eurocentrism and non-reflective nationalism, it seems essential in formulating and implementing global education curricula. Banks (1981) further contends that there are five stages one must complete for authentic multicultural and global perspectives to be achieved:

1. **Ethnic psychological captivity:** when individuals internalize society's negative beliefs;

2. **Ethnic encapsulation or ethnocentricity:** ethnic identity clarification during which individuals learn to accept themselves;

3. **Bi-ethnicity which leads to participation within two different cultures;**

4. **Multi-ethnicity and reflective nationalism** which permit individuals to participate comfortably in several different ethnic groups within one nation;

5. **Globalism and global competency,** the state in which individuals acquire positive identifications and the knowledge and skills necessary to function effectively throughout both the nation and the world (p. 220).
These five stages are similar to those in other developmental literature (Piaget, 1975; Purta-Torney, 1982) but they go beyond what most global education writers have embraced. Nevertheless, the latter two goals serves as the focus of much of the current literature on global education (Anderson, 1979; Hanvey, 1976; Kniep, 1979; Becker, 1979). It seems that all of these stages should become part of global education, which will encompass both a multicultural and a global dimension. Bennett (1990) illustrates this by suggesting six goals necessary to facilitate a model for a global and multicultural perspective:

1. To develop multiple historical perspectives;
2. To strengthen cultural consciousness;
3. To strengthen intercultural competence;
4. To combat racism, prejudice, and discrimination;
5. To increase awareness of the state of the planet and global dynamics;
6. To build social action (p. 282).

Neither Banks (1981) nor Bennett (1990) describe the methods for incorporating these strategies, yet, Bennett advocates "the core values for building responsibility to a world community: acceptance and appreciation of cultural diversity; reverence for the earth and respect for human dignity and universal human rights" (Bennett, 1990, p. 283). Wahlilstorm and Clarken (1992) concur that "the implementation of education that is multicultural and global will require a process of small steps that when completed
will create a modification of the total school environment" (p. 3). The implications are clear. If teachers are committed to the implementation of global perspectives, these components should become an integral part of the implementation process.

In addition to the studies mentioned previously, several others are found to be valuable resources: The Minnesota Project, "Family of Man"; Connecticut Communicative Network (Becker, 1974); Longview Foundation for Education in World Affairs and International Understanding; People Place (Turner, 1990); Chicago's Louise May Alcott Elementary (Brodbelt, 1991); and The Global Studies Project-Indiana University (Mehlinger, 1981). Other models which teachers should find beneficial are programs initiated in New York, Minnesota, Florida, California, Illinois, Michigan, and at the Mershon Center, Project Reach, Center for Teaching, and the American Forum.

**Teacher Decision-Making and Thinking: A Correlation to Implementation**

Both Anderson (1982) and Torney-Purta (1982a) agree that there is inadequate research on contextual and personal factors relative to the implementation of global education in the curriculum. The researchers who have investigated this dimension have found that "the teacher remains the key figure in the curriculum management process because he/she makes the decisions which shape the operationalized
curricula presented in the classroom" (Thorpe, 1988, p. 2-3).

From the outset, the assumption of this study was that methods of implementation of global education must be determined by the individual beliefs and goals of the teacher. Although this study does not attempt to measure or evaluate the degree to which global education is being implemented, it seeks to show ways in which it has been done.

In a study entitled "The Impact of High School Social Studies Teachers’ Backgrounds and Organizational Environments on the Implementation of Global Education Curricula," Thorpe (1988) surveys twenty-six high school social studies classes in the San Francisco Bay area. Utilizing questionnaires and interview data collected by the American School and the World Project of Stanford (1984), Thorpe concludes that variables such as pedagogical ideologies, backgrounds, and organizational environment (contextual factors) impact the implementation of global education in the classroom. Thorpe does not claim generalizability to a large number of teachers, but develops a means by which to view the structure these particular teachers use to guide their instruction.

Thorpe's findings elaborate on various factors that either supported or hindered the teachers' implementation of global education in the classroom. The study suggests that
the following elements affect how teachers teach about the world: (1) commitment and knowledge-base of global education, (2) school climate, (3) administrative support, (4) time and material resources, (5) student abilities, motivation and needs, and (6) task-resource dilemma. Other factors of concern are the teacher's personal characteristics, such as age, gender, ethnicity, country of origin, pre-service training, and foreign language and international education. Thorpe also finds that teaching and travel experience (especially abroad) and geographic locations of schools are important factors affecting teachers' implementation of global perspectives in their classroom instruction. Although Thorpe's work does not actually address the specifics of globalizing classroom instruction, it is an important study in that it promotes understanding of the conceptual world views which delineates and informs classroom instruction. How, or even if, implementation of global education occurs as the direct result of decisions based on the personal and pedagogical beliefs and assimilated understandings of the teacher. Such beliefs or understandings may often hinder or impede the infusion of disparate perspectives. It is therefore clear that the implementation of global education is highly individualized, with the teacher acting as the promoter or resistor (Tye & Tye, 1992).

Thus, it is important to examine studies which deal
with teachers' decision-making and thinking processes, although the impact of these variables on global education and its implementation has not been fully investigated. The rationale for the utilization of such studies is that teachers are the key to promoting and implementing global education, and teachers' thinking and pedagogical decisions bear directly on the outcomes of global education programs. Connelly and Elbaz (1980) contend that "the key practitioner is the teacher. He/she is the curriculum agent who acts as an intermediary between learners, theoretical knowledge, and the world to which knowledge refers" (p. 106-107). Moreover, research points to the importance of teachers' values, beliefs, and knowledge in this discussion of global education. The teacher's construction of knowledge must be examined in order to comprehend the extent to which subject matter is infused into the curriculum (Nespor, 1985; Shulman, 1986; Cornett, 1987; Thorton and Weager, 1989). Weiss (1980) asserts "even if the teachers do not decide upon the programs or materials, they do translate them consciously or otherwise into images that they are comfortable with" (p. 195). Nespor (1985) suggests:

If the ultimate goal of research on teaching is to shape, direct, or improve the practices of teachers, then the reason that teachers have for acting as they do--reasons which make them more or less amenable to advice and training--must be examined...it seems highly likely that teachers and prospective teachers have conceptual systems--no matter how implicit and unsystematic these may be--for making sense of evaluating and justifying things that go on in the classrooms (p. 3).
Within this frame of reference we can assume that global education must also adhere to the same principles. Implementation of global education is a process which can best be described in terms of the pedagogy of the implementing teacher who directs this process (Blankenship, 1988). The teacher is the over-arching facilitator, affecting desirable effects and outcomes. Although the literature on global education is virtually nonexistence in this regard, Clandinin's (1986) analogy is of significance for this study in its recognition of implementation (theory) as dependent on the teacher (practice):

Theory and practice are viewed as inseparable; practice is seen as theory in action. In this view, theory is assumed to change and modify according to the shifting exigencies of the practical world. The essential task of the dialectical is to resolve opposition in theory, opposition in practice and opposition between theory and practice (p. 20)

Clark and Peterson (1986) argue that:

The thinking, planning, and decision making of teachers constitute a large part of the psychological context of teaching. It is within this context that curriculum is interpreted and acted upon where teachers teach and students learn. Students' behavior is substantially influenced and even determined by teachers' processes (p. 255).

As a result of these theories, one may argue that conceptions of global education are based on teachers' perceptions of what global education and their commitment to such beliefs means. Hough and Duncan (1970) point out that the values, knowledge, and self-concepts of the teacher direct many of the decisions about what will be taught in
the classroom. Different teachers will have different thought processes, which will likely result in different ideas of what global education is, its methodology, and decisions about how it should be implemented and taught.

The contextual factors previously mentioned certainly have some degree of influence upon the teacher’s ability to implement and innovate changes, but more importantly, aspects of personal attributes, knowledge, and commitment are basic characteristics which must be taken into account in the implementation of global education. It is not easy to assess these factors. Nevertheless, in order to understand how implementation takes place in the classroom, attention to teacher decision making and thinking processes which may foster or resist global perspectives must be addressed.

**Summary**

The literature reviewed here draws from various fields related to understanding how teachers implement global education in their classroom instruction. The research comes from various disciplines such as global, multicultural, social studies, teacher thinking, decision-making and other related educational theories in order to conceptualize Case’s themes of the substantive and perceptual dimensions for global education.

Although the terminology in defining global education differed, several writers (Kneip, 1978; Alger & Harf, 1985;
Lamy, 1991) are cited in this review as addressing the substantive dimension of global education, while works by Hanvey, 1976; Anderson, 1979; Gilliom, 1981; Bennett, 1990; Tye & Tye, 1992 discuss the perceptual dimension. Neither the substantive nor perceptual dimension, however, is independent of the other. Relying on teaching more knowledge about the world (substantive dimension) may not enhance a student's understanding or appreciation; however, developing a perceptual dimension in implementing global education may broaden the students' worldviews which in turn, may enable them to better understand and handle future global challenges.

The literature supports the important role of the teacher in the implementation of global education in the curriculum (Coulter, 1988; Thorpe, 1988; Tye & Tye, 1992, McCutcheon, 1992; Merryfield, 1994). While not addressing global education in particular, other scholars (Clark & Peterson, 1986; Nespor, 1985; McCutcheon, 1992) agree that it is the teacher who must determine how and when implementation occurs. Evidence suggests that the teachers' worldviews, experience and knowledge influence the implementation of global education and are key elements to achieving success or resistance.

Furthermore, contextual factors such as student characteristics, administrative, community or parental support (or lack thereof), and adequate resources influence
the teachers’ implementation of global education. Therefore, further investigation of theory and practice of implementation of global education is needed.
CHAPTER III
METHODOLOGY

The methodological process of this inquiry is discussed in this chapter. Although a growing data base of research centers on a conceptual analysis of global education, this qualitative study follows another approach and focuses on the process of implementing global education in a classroom. Due to the influence or manipulation of the researcher and respondent, such a study requires the use of a naturalistic setting and an emergent design because of the influence or manipulation of both the researcher and respondent.

From the onset, much of the research was based upon my own personal experiences as an African American woman and a teacher with twenty years of experience (which will be discussed later in the chapter). Other factors were identified during the inquiry. Since value free knowledge is impossible, subjectivity and self-reflexivity influenced the study.

The objective of the study was not to advance or discredit a particular approach, but to bring forth an understanding of global education, and to enrich the field of global perspectives in education by analyzing one
outstanding teacher's background, worldview, knowledge-base, beliefs, and values in relationship to her practice. To this end, it should be noted that Case's (1991) idea of the perceptual dimension of global education, with its focus on the primacy of our formation of attitudes and beliefs about the world, has guided my study. Infusion of the perceptual dimension contributes significantly to the respondent's success in implementing global education.

In this chapter I provide a rationale which frames the overall epistemology of the study, describe the setting in which the research was conducted, explain the methods of data collection and analysis and conclude with the process of developing trustworthiness and discussion of the ethical dilemmas that were part of the study.

Rationale for Naturalistic Inquiry

Naturalistic inquiry refers to research that is grounded in the natural setting. In defining their concept of naturalism, Lincoln and Guba (1985) suggest that "what is salient...is that, first, no manipulation on the part of the inquirer is implied, and, second, the inquirer imposes no a priori units on the outcome" (p. 8). Although a conceptual framework was used to create the guiding questions related to the study, new questions emerged as the study proceeded. Moreover, naturalistic inquiry is strengthened by its contextual richness, its sensitivity to process, the natural
setting of the study, and the multiple realities and interactions of the respondent and the researcher.

In any study the choice of methodology is based on several factors dealing with the beliefs or axioms used. For this study it was important to ground the findings in the respondent's voice because these personal experiences and beliefs influenced her unique implementation of global perspectives. In addition, it was important for me to incorporate a degree of personal self-reflexivity into the inquiry in order to account for my own biases and beliefs. The following are the axioms and characteristics of the naturalistic inquiry used in my study (Lincoln & Guba, 1985).

**Axiom 1: The Nature of Reality**

There exist multiple realities and each individual perception is constructed from a person's frame of reference and must be treated holistically. Accordingly, "there is no reality except that created by people as they attempt to make sense of their surroundings" (Guba & Lincoln, 1989, p. 12-13).

Perceptions of reality change over time. As a result, the very nature of who we are at any given moment shapes to some degree the research process and outcomes. Such multiple realities move the inquiry process in unpredictable directions, thus sometimes making a priori questions or research design incomplete or irrelevant. Given the
purpose of this study, data were collected from various stakeholders (the respondent, her students, team teachers, the global education program coordinator, and the principal of the school) who provided multiple perspectives on her teaching. To some degree, each of these stakeholders had a specific role and helped to develop and guide the curriculum and the direction of the global education program. For example, the curriculum at DuBois Middle School (pseudonym) was designed by team teachers using an interdisciplinary approach. When the agenda called for sixth grade social studies students to spend two weeks on maps skills and global content, Carol, the respondent, believed that not enough time had been allotted for her students to master the skills or content. Therefore, she spent more instructional time than the curriculum team proposed in order for students to fully master those lessons. Because Carol's instructional plans differed from those of her peers, the extra effort and time for in-depth instruction gave rise to her multiple and different perspectives, even though the same lessons were taught. These, like other teaching innovations, are often unpredictable; even accidental alterations, could not have been determined before the research process began.

Axiom 2: The Relationship between Inquirer and Respondent

The relationship of knower to known is interactive; to some degree, the respondent and researcher affect each
other. Lincoln and Guba (1985) have written that the "knower and known are interactive and inseparable" (p. 37). Thus, the relationship of respondent and researcher must be built on mutual trust if what is truly important to the respondent is to be captured (Bogdan & Biklen, 1982). The construction of reality is developed by the researcher's and respondent's influences on each other. Due to the mutual shaping and reciprocal influencing nature of their relationship, richness and depth is added to the inquiry.

Carol and I have mutual respect for each other. I have found that Carol's personal and professional integrity innately guide everything she does. As a result of our relationship of trust and respect, we were comfortable with one another. Prior to the study, Carol and I were both enrolled in the same global education course at The Ohio State University. From her conversations and comments during this class, I found Carol to be extremely energetic and genuinely interested in multicultural and global education. Other factors, such as our similar views on the concepts of social studies, and our commitment to infusing global education in our classrooms contributed to the development of our professional relationship. It is also important that as a teacher, I was not only a researcher but an insider and an active public school practitioner of global education in my own classroom. In addition, as a result of a study conducted by Dr. Merry Merryfield and
myself (which will be discussed later), I was favorably influenced by Carol's reputation as a public school teacher and her dedication to high standards in the quest for excellence in all areas of global education. I have admired her willingness to engage in in-depth dialogue and reflections about her classroom practices and her interaction with her students.

On the other hand, I was often disconcerted by Carol's concerns about her students' inability to conform to or meet her behavioral and performance expectations. On several occasions she cited incomplete homework and/or in-class assignments, low academic achievement, lack of parental guidance, or other home conditions not conducive to success in the classroom as causes of poor classroom performance. As a teacher, I empathized with Carol in her attempts to compensate for these problems. However, as an African American raised under many of the same conditions as were these students, I also empathized with them. In view of these aspects of Carol's and my relationship, it would have been virtually impossible for either of us to not have had some effect on the other.

Axiom 3: The Possibility of Generalization

The aim of this inquiry is to create a body of knowledge by forming working hypotheses that are relevant to the specific context of the research, rather than by making generalizations about global education. Creating
generalizations could be problematic because of the focus on one teacher and the specific research context of the inquiry. Yet, it is conceivable that transferability, "the degree of fittingness" (Lincoln & Guba, 1985, p. 124) is possible. Patton (1980) contends that the unique nature of a case study limits its applicability to other situations.

Although case studies have traditionally been perceived as being of lesser value than large samplings, Donmoyer (1988) challenges this conception and calls for its reassessment. He suggests,

case study research might be used to expand and enrich the repertoire of social constructions available to practitioners and others; it may help, in other words, in the forming of questions rather than in finding answers. This role, in turn, suggests that it may be useful to think of generalizability more in psychological terms rather than in terms of mathematical probability (Donmoyer, 1988, p. 11).

For example, consider the generalizability of this study. As numbers of people of color are growing as a demographic trend in American schools global education becomes more and more important in understanding human diversity. Therefore, by understanding this phenomenon, teachers may become more aware of the need to include their students' background and ethnicity in implementing their own global program. In addition, the instructional materials, teaching strategies, or other resources described in this study might be of use to teachers in similar settings.

**Axiom 4: The Possibility of Causal Linkages**

Researchers following naturalistic inquiry reject
causality in favor of mutual shaping which allows all entities to interact and influence each other (Lincoln & Guba, 1985). Therefore, cause and effect relationships are indistinguishable from one another. Within this context, the respondent may be influenced by, and also have an influence on, a number of individuals and factors. Her goals may be, in part, shaped by outside influences (supervisors, teachers, students, textbooks, district and state policies, and other societal factors). In turn, her actions may affect or determine the educational policies and practices formulated by her superiors or other stakeholders. This linkage creates an interactive relationship among a number of factors which are constantly and simultaneously interacting and influencing each other. Throughout this study, consideration was given to those factors, known and unknown, which are consistently interacting with and influencing each other.

Through their weekly team teaching/planning meetings the interdisciplinary staff interacted and/or influenced each other. By working together and preparing an agenda for each nine weeks (e.g. interdependence, culture, choice, and change), each team member participated in establishing the curriculum goals. There is virtually no way to distinguish between cause and effect as the teachers interacted with each other to discuss problems, provide new information, seek advise on particular concerns or issues, or simply to
converse.

**Axiom 5: The Role of Values in Inquiry**

Given the various components involved in making the inquiry possible, all inquiry is value bound. Lather (1988) says that "ways of knowing are inherently culture-bound and perspectival" (p. 570). By its very nature, all research is based on the values and biases of the people involved.

Thus,

the naturalistic paradigm asserts that inquiry is value-bound, specifically, that is influenced by the values of the inquirer, by the axioms or assumptions underlying both the substantive theory and the methodological paradigm that undergirds the inquiry, and by the values that characterize the context in which the inquiry is carried out (Lincoln & Guba, 1985 p. 161).

As an African American woman, my own educational experiences and personal values gave rise to a number of different but salient issues latent in my study's conceptual development. For example, throughout my life my mother had instilled in me a deep sense of commitment to education and the drive to work "twice as hard" and to be "twice as good" as any other person, especially my white counterparts. I was forced to study countless hours when my playmates were outside enjoying afterschool activities. Upon reaching high school in the early 1960s, my educational focus changed and I began to question the knowledge I had acquired and who constructed it and for what purpose. I was always curious and now I yearned to learn about my own heritage.
In a high school American history class, I asked if the slaves had a life before slavery. This question was never answered or even addressed in any manner by the teacher. Fortunately, my mother, a very proud and intellectual woman, inspired me to read from old books about Booker T. Washington, Frederick Douglas, or George Washington Carver. Although this gave me some sense of dignity about my race, it did not provide the knowledge or assurance I needed to feel equal to my white counterparts.

With the impact of the civil rights movement and my enrollment at Ohio University, I became frustrated and once again began to question, rethink, and eventually discount much of the knowledge that I had acquired about my own people. It was only during my senior year of college that Dr. Wheeler, my history professor and senior advisor, incorporated any positive instruction on Africa or African American history into my frame of reference. It was then that I began to read everything I could find on Africa and African American history. This period of my life was one of enlightenment and growth as I gradually began to feel pride and dignity in who I was and who I would become.

Often, while observing Carol's classroom instruction, I would identify with some of the African American students, especially when they seemed to be off task, daydreaming, or just disinterested. I felt that perhaps that same sense of loss, despair, and inferiority that had beset me during
those years somehow plagued these students. Such a feeling was a poignant insight at this time in my life. This concern was of great importance to me because even as an adult, those feelings have not been completely eradicated. Subsequently, because of my negative and prejudicial educational experiences, my reactions during this study were on some days extremely powerful. Hopefully, by disclosing some of my own "baggage" and biases, my commitment to postpositivist research (which deals with the inherently dialectic nature of human inquiry) is reflective of the subjectivity and value-laden position affirmed within the inquiry.

This study challenged my values and biases as both an African American woman and as a teacher when I tried to make sense of global education. I believe that students in global education classes must be centered by an understanding of their own heritage and ethnicity before they can be taught cross-cultural awareness and an appreciation of other cultures. Since this type of instruction was omitted, I struggled to understand Carol's perspectives and reflect upon my own.

The specific axioms already discussed set forth the guiding principles and assumptions. These were further clarified by the fourteen characteristics discussed below (Lincoln & Guba, 1985):

**Characteristic 1: Natural Setting**
In view of the importance of contextual factors, the collection of data and the findings in relation to the research question, it is believed that a natural setting is the most appropriate environment for such an inquiry. "...realities are wholes that cannot be understood in isolation from their context, nor can they be fragmented for separate study of the parts (the whole is more than the sum of the parts)" (Lincoln & Guba, 1985, p. 39). It is the context that determines the method of data collection and gives meanings to the interpretations. Therefore, the naturalist researcher recognizes that research must be conducted in the natural setting where the subject under study is evaluated in context.

The natural setting for this study was a mid-western inner-city middle school. My selection of DuBois Middle School was based on its commitment to global education as well as on its diverse racial composition. The curriculum at DuBois presented an interdisciplinary approach to global education that was conducive to the implementation of a global perspective in the classroom. (A detailed description of the neighborhood, school, school's population, and Carol's classroom is provided in Chapter IV).

**Characteristic 2: The Human Instrument**

The human instrument, or the researcher, has the unique ability to be flexible and adaptable to the multiple
realities encountered during the research process. For example, it would have been impossible for a non-human instrument to experience fully or explain Carol’s enthusiasm or disapproval. It could not distinguish when the students knew or did not know about perspective consciousness or other global concepts. Although it is limited in what it can capture, only the human instrument can identify and evaluate human behavioral actions and reactions or change reference to identify a new point by probing, redirecting, and expanding upon questions. This task could not have been accomplished by any non-human instruments. It was necessary, therefore, for me as a human instrument to collect the data, analyze it, and draw conclusions from the research process.

**Characteristic 3: Utilization of Tacit Knowledge**

Tacit knowledge, or intuition, makes allowances for multiple realities which may not be expressed or supported by physical evidence. In a naturalistic inquiry, felt knowledge or intuition makes allowances for multiple realities of experiential knowledge that may not be experienced in language form. Therefore, the acceptance and acknowledgment of the tacit knowledge of the researcher and respondent invariably helps to understand the different dimensions of the inquiry. Both the respondent’s and researcher’s tacit knowledge affect the findings. In other words, tacit knowledge is another way to illuminate the more
glossed over findings, or to add understanding to the research problem. In addition, "... tacit knowledge mirrors more fairly and accurately the value patterns of the investigator" (Lincoln & Guba, 1985 p. 40).

My experiences as a teacher enabled me to comprehend many of Carol's more subtle teaching techniques. For example, she would frequently say "Excuse me" to the class in a rather disapproving tone. Although there was no specific instruction involved, the class would become quiet and attentive. It was evident that not only her words, but her body language was understood by all the students. When asked about this technique, Carol pointed out that it worked and related it to a crowded elevator where people seemed to respect the space of others by saying "excuse me" if they accidently touched someone or violated his/her space. This method of classroom management was based on her previous experience and what she knew worked. This example shows one way that Carol brings her tacit knowledge to her classroom.

**Characteristic 4: Qualitative Methods**

While not completely excluding quantitative methods, qualitative methods seemed most appropriate for this study because they are more closely related to the idea of "human-as-instrument" (Lincoln & Guba, 1985, p. 198). Based on the previous axioms and characteristics, such methods as these afford the researcher and respondent the best opportunity to consider a full range of human interactions
and to arrive at pertinent issues. Qualitative methods are best suited for revealing the richness of the research context and the interaction between the respondent and researcher, and the multiple realities encountered in the process. In other words, qualitative methods are "more sensitive and adaptable to the many mutually shaping influences and value patterns that may be encountered" (Lincoln & Guba, 1985, p. 40).

For example, rather than relying on numbers, I was able to have the respondent articulate, from her own perspective, certain feelings and issues relative to her decisions about her instruction. Although structured interviews were used initially, it was the unstructured ones which promoted openness and provided new ways to ascertain pertinent issues as well as posing or identifying new ones. Another example: open-ended questions led to findings about certain students' academic attitudes and the degree to which such abilities influenced the type of global instruction which was implemented in classroom instruction. In this way, the respondent helped to determine many of the issues crucial to this research. Although observations, interviews, and document analyses are used in both quantitative and qualitative research methodologies, qualitative methods bring forth the richness and depth of the study. In addition, rather than merely reducing the findings to statistics, the constructed knowledge of the researcher and
respondent is expanded. Thus, qualitative methods were used for this study because the interactions between the researcher and respondent could be more easily and clearly depicted in arriving at the substantive findings.

Characteristic 5: Purposive Sampling

Purposive sampling allows the researcher to select a sample which will include as much information as possible in order to provide various specifics within the research context. The purpose is not to detail the similarities between one study and another in order that generalizations be possible; but rather, it implements and increases the scope of data collected and provides a wider range of multiple realities. This affords a means to best serve the specific needs of the inquiry at a particular time. It is what Patton (1980) refers to as "selecting information-rich cases in which one can learn a great deal about issues of central importance to the purpose of the evaluation" (p.52). The reasons for selecting this particular respondent over other possible teachers was, in part, her teaching experiences in the public schools, her global instruction and lessons, her cross-cultural experiences, and her knowledge of global education. I believed each of these components would lead to specific information about the way she implemented global education in this particular classroom. In addition, I was not only interested in how teachers implement global education, but in the methods used
in a classroom where the majority of the students were African American. I believe that global education encompasses elements which enable students to first understand themselves and their culture before moving to incorporate an understanding of other world cultures (see Banks, 1981, p. 220). Carol's position in such a racially diverse classroom and her background in global education made her an excellent respondent.

Characteristic 6: Inductive Data Analysis

Inductive data analysis is the "process for 'making sense' of data" (Lincoln & Guba, 1985, p. 202). Raw data are organized into categories/units which make them more understandable. Inductive data analysis is preferred over deductive data analysis because neither a priori designs or variables exist. This type of analysis was most conducive to my study because it "... is more likely to describe fully the setting and to make decisions about transferability to other settings easier" (Lincoln & Guba, 1985, p. 40). By unitizing and categorizing, I was able to make a distinction between relevant and irrelevant information which was based on consistencies of emerging patterns rather than a category appearing only once.

By using inductive analysis and providing thick description from the field notes and interviews, a high degree of transferability might be possible. I attempted to provide thick description in order to establish the
contextual factors that affect the findings as well as add richness to the study. Lincoln and Guba point out that "the degree of transferability is a direct function of the similarity between the two contexts" (p. 121).

**Characteristic 7: Grounded Theory**

Grounded theory refers to theory that emerges from the data. It is "inductive, pragmatic and highly concrete" (Patton, 1980, p. 39). According to Lincoln and Guba (1985) ...

... theory that follows from data rather than preceding them (as in conventional inquiry) is a necessary consequence of the naturalistic paradigm that posits multiple realities and makes transferability dependent on local contextual factors (p. 204).

In other words, only theory which is developed from data can reflect the multiple realities of the context from which it is derived. By using grounded theory, continuous refining, reshaping, and expanding occur as new questions and data emerge throughout the study.

Although much has been written about innovative theories of global education and its implementation, these theories were not applicable to the questions in this study because of differences in the context and time. Therefore, no *a priori* theory was applied to this study. For example, what emerged from the data was the distinctive nature of the respondent's experiences, worldview, beliefs, and values which have shaped her practice. In keeping with grounded theory, understanding how Carol implemented global instruction in her classroom led to the emerging design and
the epistemological approach to this study.

**Characteristic 8: Emergent Design**

An emergent design is one in which the inquiry unfolds as it progresses. Accordingly, the research design can not have an *a priori* framework. It is impossible to have sufficient information ahead of time to formulate an appropriate design for the study. (It is important to note that I did have sufficient information from Merryfield's study before starting my own. However, the emergent design allowed my study to grow, change, and evolve). At the onset of any study it is important to consider the phenomenon being studied and the contextual factors. These factors can ultimately account for the unexpected or emergent design which guides the study. The multiple realities, mutual shapers, and value systems all emerge in unpredictable ways as the researcher and respondent interact. "These activities are natural in the sense that they are not planned or manipulated by the evaluator as would be the case in an experiment" (Patton, 1980, p. 13). It is this dimension of an emergent design that captures the unanticipated variations and experiences that develop.

When I was initially asked by Dr. Merryfield to assist her in gathering data for her study on how teachers teach about the world, I saw it as merely a job to help with my financial obligations. Therefore, for the first month I went about the classroom observations routinely without any
sense of personal commitment. After a month of observations, interviews, and reflections, however, I became more involved in the study and began to pay more attention to the instructional content and methods of the teachers. I questioned the effects of a hidden agenda and knowledge being given to the students, and their interpretations of it.

Although the purpose of Merryfield’s study was to ascertain how teachers teach about the world, as the study progressed, I began to ask questions about the ethnicity of the students and how or if it affected the respective teachers’ instruction. This concern provided further insights into Carol’s beliefs, theories, and practice in relation to her interactions with the students, her classroom instruction and her implementation of global education. For example, when Carol was asked if there were any different techniques she used for teaching minority students, she replied,

I don’t know if I look at African American or Asian students, I see them basically as all students. I think the important thing is that I know a kid from his [or her] nuclear family and his [or her] background. I need to know how to confront a child. What I try to do is not to look at ethnic background but at the child (FN 4/28/91).

This consideration of ethnicity did not exist at the beginning of Merryfield’s study, however, it became a part of the emergent design of my study.

Characteristic 9: Negotiated Outcomes
Negotiated outcomes refers to the respondent's verification of the data and their interpretations. Since the respondent is a stakeholder and part of the process of constructing meaning from data, it was important that she verify the interpretations. Moreover, negotiated outcomes allow the findings to reflect the interpretation, mutual shaping, and value patterns of both the respondent and the researcher. After conceptualizing the study, I met with Carol on four occasions to discuss the emergent design, the categories, and the findings in the study. For three years, I also conducted several follow-up interviews as new questions and concerns emerged. I attempted to ensure that the findings reflected Carol's perspectives as well as my own. In order to conform to the rules of naturalistic inquiry, I forwarded each chapter upon completion to Carol for her reactions. We conversed about issues, and frequently changes were made based on her suggestions. Thus, the findings reflect the negotiations and mutual shaping of myself and the respondent throughout the study.

**Characteristic 10: Case Study Reporting Mode**

A case study is a detailed investigation of one particular subject, setting, event, or document. The case studies mode serves a particularly useful purpose when studying a problem in great depth and may lead to new issues or compelling questions (Donmoyer, 1988). Moreover, case studies present a unique way of reporting findings,
providing thick description, and explaining multiple realities and emerging issues that may be transferable. This mode was appropriate for my methodological paradigm and was well suited for reflecting both the values of the researcher and the mutual shaping influences found in the research context. In actuality there are few studies that use thick description to illustrate how implementation of global education takes place. In this case study every effort was made to portray Carol, her practice and strategies, and the contextual factors that related to how she implemented global education in her classroom instruction.

Finally, by using the case study format, teachers may find it helpful in constructing various strategies for implementing global education into their classroom instruction.

**Characteristic 11: Idiographic Interpretation**

Interpretations are idiographic rather than nomothetic and depend heavily on local particulars, contextual factors, and the methods by which the researcher and respondent make meaning of different realities. Since contextual factors must be considered when interpreting data, idiographic interpretation deals with working hypotheses in terms of the particulars of the study, which may be transferable but not necessarily generalizable for a large audience.

Within this framework, I was more interested in
discovering the particulars of how implementation of global education takes place in one classroom rather than assessing its generalizability to other contexts. Therefore, it is important that the findings or interpretations in this study are understood within the context of the multiple realities of the respondent. Given the differences among teachers, students, and contextual factors, the same conclusions might not be reached in another classroom.

**Characteristic 12: Tentative Application**

The potential to make broad application of findings is conjectural because of the multiple and different realities involved in the study. Empirical similarities, including variances in value systems, contextual factors, and the interaction between researcher and respondent, may differ to such a large degree that broad application will often be impractical or irrelevant.

Throughout this study, the focus was on the respondent’s concept of what global education is and how it should be implemented. Making broad judgments about one particular classroom teacher’s methodology may not be advantageous in exploring how another teacher could implement global education. Conclusions drawn may guide or influence in varying degrees; however, I believe that these applications are tentative and should be addressed in the context of each teacher’s paradigm.

**Characteristic 13: Focus-Determined Boundaries**
The boundaries of this inquiry were established using an emergent design that depended on knowledge of multiple realities, contextual factors, and local value systems relevant to, or having an impact on, the problem. One of the most important boundaries of this study was my determination to complete it within two years. In addition, I began with six research questions, but others emerged as I found myself overwhelmed by the data. I attempted to find answers to all the questions that had emerged but finally realized that it was necessary to limit my focus in order to complete this study in a timely fashion.

**Characteristic 14: Special Criteria for Trustworthiness**

To assure the trustworthiness of the findings, the naturalistic inquiry has relied on: (1) credibility, (2) transferability, (3) dependability, and (4) confirmability (Lincoln & Guba, 1985, p. 219). The following criteria have been employed as guidelines:

**CREDIBILITY**

Credibility requires satisfaction of four criteria: prolonged engagement, persistent observation, triangulation, and peer debriefing.

**Prolonged Engagement**

Prolonged engagement is the investment of sufficient time to achieve certain purposes, learning the culture, testing for misinformation introduced by distortions either of self or of the respondents, and building trust (Lincoln & Guba, 1985, p. 301).

Over the course of nine months of classroom
observations and interviews, I became more aware of and open
to the multiple realities, the mutual shaping, and the
contextual factors which impinged upon the research context.
In an attempt to comprehensively understand the context,
this time afforded me an opportunity to gain greater
insights into Carol and her instructional methods. The
engagement time seemed adequate because students became
familiar with my presence. Frequently, Carol would ask me
for comments or the students would wave or smile during my
visits. On several occasions other teachers and students
greeted me in the hallways. I felt at ease and gradually
gained rapport.

**Persistent Observation**

...persistent observation is to identify those
characteristics and elements in the situation that are
most relevant to the problem or issue being pursued and
focusing on them in detail (Lincoln & Guba, 1985, p.
304).

To provide depth, those characteristics and elements
must first be identified in the respective situation that is
most relevant to the problem or issues being pursued.
Within this framework, I tried to put myself in Carol’s
place and to see the world through her eyes. Although I was
very conscientious about taking accurate field notes, and
would immediately reread and rewrite them and/or reconstruct
the scene, it was during the interviews and member checks
that misinterpretations would be clarified and/or corrected.
Occasionally, during the interviews, Carol and I would
discuss issues which perhaps were not recorded, but which had made some impact on her decision-making. With this in mind, I was very careful to ask follow-up questions to clarify these issues or discover other possible solutions to them. For example, especially because of my own ethnic background, I would ask questions pertinent to racial differences or to different cultural learning styles, as discussed earlier in this chapter.

Triangulation

...triangulation by different methods thus can imply either different data collection modes (interviews, questionnaire, observation, testing) or different designs (Lincoln & Guba, 1985, p. 306).

In an effort to corroborate the findings, and to gain a clearer understanding and interpretation of the data, I included observations, interviews, and document analysis in the study. I also interviewed the school's principal and program coordinator as sources of different perspectives on Carol's implementation of global education. I found it helpful in arriving at different interpretations; these different sources provided added credibility to my study.

Peering Debriefing

[Peer Debriefing] is a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain implicit within the inquirer's mind (Lincoln & Guba, 1985, p. 308).

Weekly meetings with Dr. Merryfield and another graduate researcher who worked with us for three months, assisted me in exploring and clarifying my thoughts. Also,
during this time, I presented my findings at the Ohio Council for Social Studies Conference. The positive feedback from various colleagues in the audience was instrumental in formalizing my own concepts and interpretations of global education and its implementation. Further insights were gained when I moderated a session at the National Council of Social Studies Conference in 1990 in which Carol, along with other colleagues, presented her views on various aspects of global education and its implementation. I more fully recognized Carol’s enthusiasm and her knowledge about global education as she explained various concepts used in her classroom, since I had not been there to observe when many had been initiated.

TRANSFERABILITY

Thick Description... enable[s] someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility (Lincoln & Guba, 1985, p. 316).

According to Lincoln and Guba (1985) generalizability is not as important as the transferability of the findings (Donmoyer (1988) questions the accuracy of this concept). In a naturalistic inquiry, the working hypotheses, along with a detailed description of the time and research context, may be adequate for readers to make appropriate judgments about whether the findings of that particular research context can be applied to another research context. In other words, the importance of the findings may be useful to other social studies teachers or global educators.
depending on the similarity between the research context of this study and the context of another classroom. Therefore, I will provide thorough (thick) description such as actual quotes from the respondent, narrative description of the setting and materials and other descriptors that should help the reader to understand the findings. For example, one day so many students were out of class that, in my opinion, it would have affected the planned instruction. Carol explained that

Some were working on a video that was set up by the State Department of Education. It was related to their Swahili classes and these tapes will be used for other classes. As for the effect on my class I didn’t want to start something new since so many were out (FN 10/16/90).

Due to her explanation, I better understood the development of the interdisciplinary approach and cooperation between the teachers and the classes.

DEPENDABILITY

Member checks [are] the process of testing hypotheses, data, preliminary categories, and interpretations with members of the stakeholding group from whom the original constructions were collected (Guba & Lincoln, 1989, p. 238).

Member checks were conducted at the end of each interview. In addition, after the data were transcribed, the respondent also had the opportunity to review, edit or clarify any errors or misinterpretations. Since Carol was very articulate and knowledgable about global education and her instructional methods, the task of member checking went very smoothly and helped render the findings more
appropriate. Below is a sample of the questions used for the member check followed by Carol’s responses.

**Member Check**

**END OF STUDY QUESTIONS**

1. During Merryfield’s study you were asked what you wished you could spend more time on in your instruction. Your reply was “government in all forms, study the Far East more thoroughly.” The definition you gave for Far East included the Soviet Union or Pacific Rim, Koreas, Japan, China, etc. According to authors such as Banks (1981) it is important that students first learn about themselves and their culture, before they can appreciate others. Given that more than half of your students in your class are African Americans, do you think it is important to teach anything about Africa or African Americans to help them with some cultural identification?

   Carol: Until I read your study, I did not realize that I was not doing this. I am grateful that you pointed this out and I have been more conscious of the omission. You should come back and see how changed.

2. Many of your lessons which are used in this study are related in some degree to geography. Could you explain?

   Carol: I have been very active in the National Geographic Alliance and from that experience not only have I learned a lot, but I have a lot of materials and resources. I’ve served on quite a few national and state Geographic projects. It is one of the best ways I know to incorporated global education into my teaching (IN 4/25/94).

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**Figure 1 - Example of the type of questions used throughout the study as member checks.**

By using extensive member checks dependability was further established by the respondent’s collaboration on the interpretation of the data.

**CONFIRMABILITY**

[The reflexive journal] is a kind of diary in which the investigator on a daily basis, or as needed, records a
variety of information about self (hence the term "reflexive") and method (Lincoln & Guba, 1985, p. 327). Recording my own feelings in a reflexive journal additionally insured that the findings were grounded basically in the raw data and were not simply representative of my own personal interpretations.

At the beginning of the original study, my reflections were recorded and submitted weekly to Merryfield. Frequently, any surfacing or frankly emerging concerns or issues would be addressed during our weekly meetings. I used the journal when necessary, or as a subjective reference, for my own self-reflexivity about questions, comments, insights or issues of concern.

While conducting a qualitative study is time-consuming and rigorous, the axioms and characteristics, the multiple realities, and the mutually shaping influences serve as guiding principles. They accompanied each phase of my study, providing valuable techniques for analyzing the data and drawing conclusions.

Design of the Study

Before discussing the design of my study which is based on data collected by Dr. Merryfield and myself, I would like to present a description of Merryfield's study, "Infusing Global Perspectives into Social Studies Education: Classroom Instruction and In-service Education."

First, the study [was] the first document ever on how middle and secondary social studies teachers actually teach about the world. This baseline information will identify
strengths, weaknesses, and salient issues that are at this point in time unknown, yet critically needed by decision makers in school systems and teacher education.

Second, the study [examined] how teachers apply an in-service course, "Methods for Infusing Global Perspectives," to the courses they are already teaching that have global content. Because most practicing social studies teachers were not trained in global perspectives, in-service education is an important vehicle for the knowledge, skills, and attitudes teachers need in order to improve their instruction about the world. This study will contribute to our understanding of how teachers make decisions about how to make use of, or not make use of, in-service content in subsequent instruction (Merryfield, 1989).

Twelve teachers participated in Merryfield's study; however, in order to provide a comprehensive and in-depth, single case study, I chose to examine how just one of the teachers implemented global education in her classroom instruction. Within this framework, the research problem centered around the examination of one white, female teacher in an inner-city middle school.

Since there is such a small amount of literature on the implementation of global education in individual teachers' classroom instruction, several sources were instrumental in the design of this study. Drs. Gilliom and Merryfield, along with other colleagues in the field at The Ohio State University, provided invaluable resources and documentation. My own work in public education, my graduate research with Dr. Merryfield, and my numerous national, state, and local conference presentations, led to correspondence with several persons experienced in social studies and global education research. In addition, many of my colleagues in secondary education provided suggestions, lesson plans, and various
perspectives on global education in the public schools. Without these sources, some of the data used here would have remained unavailable and/or overlooked.

The design of this study is naturalistic or qualitative in orientation, and as such, rests upon its own set of assumptions. Therefore, for the purpose of this study, I used observation, interviews, and document analysis to create a holistic picture of one teacher's practice in globalizing her classroom instruction. Although these procedures were occurring continuously and concurrently, I will describe each separately, in order to provide greater detail.

The Setting

As in all research, one of this study's methodological concerns was the selection of the site and the sample. Since this study is based on data which was collected by Merryfield and myself from 1990-1991, entrance and access to all twelve sites had already been granted by the Human Subjects Review Committee at The Ohio State University, the Boards of Education, the schools' principals, and the respondents.

The site selection of DuBois Middle School was based on three conditions: the locality and accessibility of the school, the racial diversity of the student population, and the school's commitment to global education as described in the curriculum. In addition, the choice of DuBois as the
setting for my study was also opportunistic in nature; the prior rapport established between myself and the respondent during Merryfield's study and the easy accessibility of the school contributed appreciably to this decision. (A detailed description of DuBois Middle School is provided in Chapter IV).

The Sample

Once the idea for my study was conceived, I contacted Carol directly for her consent to participate. The intent was to re-establish the good rapport and trustworthiness built during Merryfield's study. In any naturalistic inquiry, "informants usually are considered to be the participants who are more willing (than others) to talk, have greater experience in the setting, or are especially insightful about what goes on" (Bogdan & Biklen, 1982, p. 63). Therefore, based upon these criteria, I obtained a verbal agreement (and later a formal written agreement), in April, 1992 from the individual teacher (Carol) who seemed most interested in my study. I received permission from the respondent to undertake this study with the understanding that she would be able to have a member check before any publication of the document. I then proceeded with the inquiry. Through further negotiations, it was decided that the identity of the respondent was to be concealed and that she would thereafter be referred to as Carol.
Methods of Data Collection

The primary methods of collecting data for this study were observations, in-depth interviews, and document analysis (Bogdan & Biklen, 1982; Lincoln & Guba, 1985; Guba & Lincoln, 1989).

Observation Technique

Over the course of one academic year (nine months), each of three researchers (Dr. Merryfield, another graduate student and I) observed Carol's teaching once per week. During the first month, note-taking was extremely difficult as I attempted to capture verbatim the dialogue and activities taking place during a class session. I often became frustrated when I could not exactly hear the conversation between the respondent and her students, or the instruction being given. Therefore, it was necessary after observing a session that I fill in and complete the notes. As the study continued, I became more familiar with Carol's methods of instruction and the surroundings and felt more comfortable with my accuracy in recording classroom activities and dialogue.

Due to the trust and rapport which the respondent and I had established, my decision to be a participant observer fit the purpose of the study quite well. Carol would often involve me in her lessons, as an "expert" on discussion topics with reference to my global travels or teaching
experience. As familiarity settled in, I began to acknowledge both the students’ and Carol’s remarks with a smile or expression of approval/disapproval.

The field notes (FN) taken during the observation, were the written descriptions of the participants, places, activities, conversations, and other behaviors associated with the setting. They are "written accounts of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on data in a qualitative study" (Bogdan & Biklen, 1982, p. 74). They may also include recorded ideas, strategies, and information, as well as notes on observer’s behavior and biases.

Bogdan and Biklen (1982) indicated that complete field work should include the following criteria:

1. Description - The researcher’s best effort to objectively record the details of what has occurred in the field. Knowing that the setting can never be completely captured, he or she is dedicated to transmitting to paper as much as possible within the parameters of the project’s research goals.

2. Portraits of the subjects - This includes their physical appearance, dress, mannerisms, and styles of talking and acting.

3. Reconstruction of dialogue - The conversations that go on between subjects are recorded as well as what the subjects say to you in private. The notes will contain paraphrases and summaries of conversation, but, as we have suggested before, you should strive to make the subject’s own world bountiful.

4. Description of physical setting - Verbal sketches of such things as the blackboard, the contents of bulletin boards, furniture, and the floors and walls may be included.
5. Accounts of particular events - The notes include a listing of who was involved in the event, in what manner, and the nature of the action.

6. Depiction of activities - This category includes detailed descriptions of behavior, trying to reproduce the sequence of both behaviors as well as particular acts.

7. The observer's behavior - The subjects are the people interviewed and found in the research setting, but you should treat yourself as an object of scrutiny as well. Because you are the instrument of data collection, it is very important to take stock of your own behavior, assumptions, and whatever else might affect the data that are gathered and analyzed.

8. Reflective part of field notes - Here the more subjective side of the researcher's journey is recorded. The emphasis is on speculation, feelings, problems, ideas, hunches, impressions, prejudices. Also included is the material in which the researcher lays out plans for future research as well as clarifies and corrects mistakes or misunderstandings in the field notes (Bogdan and Biklen, 1982, p. 85-88).

All of the above criteria were used in my study to capture dialogue and provide detailed and concrete descriptions. At the same time, these widely encompassing criteria allowed me to reflect on my findings and to formulate an analysis.

Document Analysis (DA)

The only non-human source used was documentary analysis which included examination of lesson plans, handouts, official school documents, and the course of study guide. Bogdan and Biklen (1982) state that some documents only provide factual details, but "others serve as sources of
rich description of how the people who produced the materials think about their world" (p. 97). Therefore, only documents relevant to my study were utilized.

After each observation, Carol provided me with copies of any handouts or other materials used during a particular lesson. For example, one handout (Figure 2) illustrating cultural diversity was of particular interest. It was an illustration of social groups which contained several intertwining circles in which students compared different cultures and could consider, via visual graphics, and how they interact. By establishing the hierarchy of each group, the students were able to compare the commonalties and differences of the Bedouin and Japanese social structures. As perceptively explained by Carol, "It is one way to teach about interdependence and interconnectness and how we are all connected as humans" (IN/8/22/93).
### JAPANESE AND BEDOuin LIFE

**A COMPARISON**

<table>
<thead>
<tr>
<th>Bedouin Life</th>
<th>Japanese Life</th>
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<td>1.</td>
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**Figure 2 - Adapted from social studies source guide.**
The following pages describe another interdisciplinary lesson plan; a Foreign Adventure Tour (Figure 3), in which the students calculated the mileage from the United States to various other countries. In this exercise, each student employed mathematical, geographical, and social studies skills. These types of visible aids incorporated ways of helping students to conceptualize the lesson.

<table>
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<tr>
<th>FOREIGN ADVENTURE TOUR</th>
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<tr>
<td>You have chosen a country which you would like to visit. You will have seven (7) days to travel to your country and return to the U.S. The directions are to be carefully followed so your project can be successful and fun.</td>
</tr>
</tbody>
</table>

OVERALL DIRECTIONS

Create a cover that looks like your country.

Title page with your name, name of country, date, teacher's name, and homeroom.

Write a table of contents using each item, Pre-trip, Bibliography.

CAREFULLY NUMBER EACH PAGE

Start each item on its own page. (ITINERARY, BUDGET, COUNTRY, ETC.)

Number each page.

At the end of your paper remember to include your bibliography.

I. Pre Trip Activities

1. PASSPORT AND VISA

Fill out your passport application as directed then turn it in to the government official in your room for your passport and visa booklet. Follow the directions on the passport worksheet to create a passport-visa booklet.

2. IMMUNIZATION RECORD

Remember to fill out the immunization record in the passport-visa booklet. (This is your shot record).

3. FLIGHT PLAN

The world flight plan - complete as directed - compute you airline ticket cost and decide when you will leave x (city and arrive in your country and return. Remember to check your textbook (p.46) to compute the time changes.

Figure 3 - This lesson plan was written by DuBois interdisciplinary team and incorporated into the sixth grade social studies classes.
II. Itinerary or Schedule

4. CITIES

List each city you will visit. Under each city list the sights you will want to see and describe them. BE SURE TO SEE AT LEAST 3 MAJOR SIGHTS EVERY DAY.

5. TRANSPORTATION

What type of transportation will you use while you are traveling in your country? What types of transportation are common (ie., subway, bus, train, car, trolley, rickshaw, wagon)? Draw a picture of these types of transportations.

III. BUDGET OR HOW MUCH MONEY WILL YOU NEED

Record the cost of items below on the sheet provided in the packet, passport and visa transportation to and from country (for example - airplane tickets) transportation inside your country (car rental, train tickets, lodging cost (hotel, camping, etc.) meals, incidental (entertainment, souvenirs, postcards) give specific examples for each thing you buy - check a tour book to see what kinds of products tourists buy in your country.

IV. COUNTRY TODAY OR INFORMATION ABOUT YOUR COUNTRY

1. MAP

Draw and color a political and physical map of your country, include neighboring countries, boundary bodies of water, capital city and major cities, rivers, lakes, mountains, etc. Remember a compass rose and a key.

2. GEOGRAPHY

In a paragraph describe the country's landforms, climate, longitude and latitude, seasons, average temperatures, rainfall, total population, area in square miles and how many people per square miles.

3. CURRENCY

Explain the monetary system. To find out the rate of exchange, use a current newspaper of an almanac.
4. ECONOMICS

Answer each part of this section using an almanac.
Write a statement about the per capita income - make a circle graph of the major technologies, (i.e. service, industry, and farming (see textbook pages 260-261) - list the major exports and imports - write a statement about the balance of trade - name your country's major trading partners.

5. EDUCATION

Describe the typical school day - What do they wear? What days do they attend school and what hours each day? How many days do they attend school each year? What subjects do they learn at your age? What age do children begin school? Are there many colleges or universities? Also make a pie graph about their literacy rate.

6. SYSTEM OF GOVERNMENT

Use an almanac and/or current news magazine to - give the official name of the country describe the type of government (Democracy, Communism, Socialism, Monarch, Constitutional Monarch) - name the present leader and his/her title - name the present political parties, if possible.

7. CULTURAL FEATURES

Write a paragraph about the countries religions, music, dance, art, architecture, etc. Discuss at least one of the countries unique cultural features (religion, music, dance, art, architecture, sports, unusual customs, norms, or values).

8. LANGUAGE

What language is spoken? What other countries in the world speak the same language? What other major languages are spoken in this country? Are there any major dialects? Do the dialects or other languages create any problems in the country? If you can find any common phrases in your country's language, please include them - example - hello, good-bye, please, thank you). (See a tour book or culture gram).
9. FOOD

Make a list of foods for which your country is known. You may want to include a recipe or two for these dishes. Write a sentence or two about the customs of eating and table manners in your country. (See Time Life Foods of the World or Culture Gram).

10. CURRENT EVENT

Find a current event article, advertisement for one of their exports or a travel ad which is about your country. Cut it out and include it in your project. START LOOKING RIGHT NOW FOR A CURRENT EVENT FROM YOUR COUNTRY.

V. HISTORY OR WHAT HAS HAPPENED IN YOUR COUNTRY'S PAST

1. Time Line

Create a time line of ten important events in the past of your country, one event must be from the past year - use the newspaper, news magazine, encyclopedia or almanac for this information.

Although there was a district course of study for social studies, for the most part, it was not used to determine Carol's lesson plans. The respondent and interdisciplinary teaching team planned and designed most of the lessons and handouts. Others were commercially produced. By analyzing these documents, I was better able to understand the individual lessons and the types of knowledge, skills, and attitudes being advanced in Carol's classroom instruction. I gained additional insights into the particular activities and objectives diversely and imaginatively used by Carol to
globalize her instruction. In addition, the mission statement of DuBois Middle School was also an important document that provided me a better understanding of the objectives to be incorporated. By analyzing this document, it was clear that each lesson was an attempt to install structured sequences and incorporate goals viewed as basic paradigms. (See appendix.) Another source of document analysis was the use of enrollment statistics which were broken down by ethnicity and socio-economic status; this afforded me a valuable but different perspective on the students and the school. All of these documents added an element of credence to the study. (See Chapter IV).

Interview Techniques (IN)

Interviews provided another verifiable source of data. Patton (1980) states that "the fundamental principle of qualitative interviewing is to provide a framework with which respondents can express their own understandings in their own terms" (p. 150). He further suggests three types of interviews: (1) the informal conversational interview, (2) the interview guide, and (3) the standardized open-ended interview.

The first type of interview, the informal conversational interview, establishes no formal or strict format; instead questions emerge spontaneously
according to what is occurring at a particular time.

The strength of the informal conversational interviews allows the interviewer to be highly responsive to individual differences and situational changes... On the other hand the weakness of the informal conversational interview is that it requires a great amount of time to get systematic information (Patton 1980, p. 110).

The second option, the interview guide, is a structured list of questions through which the researcher may seek specific information, thereby keeping the interaction focused. "The advantage of the interview guide is that it makes sure the interviewer has carefully decided how best to use the limited time available in an interview situation" (Patton, 1980, p. 110).

The third method, the standardized, open-ended interview is a technique used when there are several interviewers speaking with the same respondent. The advantages and disadvantages of this approach are that "by controlling and standardizing the open-ended interview the investigator obtains data that are systematic and thorough for each respondent, but flexibility and spontaneity are considerably reduced" (Patton, p. 223).

In the early stages of the study, when all three of the researchers (Merryfield, another graduate student, and I) were involved, Dr. Merryfield designed a series of questions to be used in the initial two
interviews. Each series consisted of four questions. The questions for the first interview focused on the lessons and instructional decisions.

1. What did you want to accomplish in that lesson?
2. What were your major instructional decisions in developing and teaching the lesson?
3. Did you change the lesson at all as you were teaching it?
4. Could you evaluate the lesson for me? What were you happy about and what do you feel could have gone better? (Memo/9/9/90).

Although we were directed by Dr. Merryfield to put these questions into our own words, and to probe extensively for details in order to portray each teacher's thinking, I was more comfortable in having these questions already structured. Because of my lack of experience in formulating interviews, I was uncertain about my ability to structure appropriate questions.

The second set of questions created by Dr. Merryfield were more detailed.

1. You have been in school for about a month now. Could you think back over that month and describe for me your most important curricular decisions? [Get the full description of what each decision was, why it was made, why it was important to the teachers. Press for decisions related to knowledge, skills, values, teaching methods, instructional materials, as in "What decisions did you make related to teaching social studies skills?... Could you give me an example of that? Or what methods did you choose for xxx knowledge goals? Could you
tell me why you find that works well?"

2. In looking back on this month of instruction, what do you believe were the strengths of your instruction? Why?

3. What would you do differently if you were to teach this last month again? Why?

4. What contextual factors most affected your instruction this month? (Memo-9/24/90).

My Role as an Interviewer

Using these prepared, interview questions, enabled me to gain a better understanding of the necessary interview techniques. After a month of observations and interviews, I began to rely on the Informal Conversational Interview rather than using Dr. Merryfield’s questions. It was through this type of interviewing process that the knowledge and beliefs of the respondent, noted previously, were discovered to be chiefly a result of her experiences. Such experiences assuredly supported her existing mental constructs, which ultimately become reality and truth for her (Guba & Lincoln 1989).

In order to understand and appreciate the respondent’s worldview, informal interviews and conversations must be conducted frequently. A major part of this task is to understand the cultural "baggage" respondents bring to and generate in the social context being studied. Thus, through the
interviewing process, the primary role of the researcher is to understand as clearly as possible the complexities of the setting and its respondents (Lincoln & Guba; 1985; Guba & Lincoln, 1989; Bogdan & Biklen, 1982). Throughout the study, and in later interviews, questions were continuously revised as new ones emerged to provide new direction and clarity. For example, in one interview, Carol mentioned that the academic level of her students often determined what she taught and how she infused global perspectives into her instruction. Therefore, getting clarification on key issues or pertinent information became a focal point for future interviews while at the same time it provided another direction for the course of the subsequent research problem.

My own experience as an active social studies practitioner in public education, prompted me to seek answers to broader questions such as: How does one actually infuse global perspectives into the instruction? Are there certain characteristics/traits that a teacher must possess to be able to implement global education in the curriculum? The "broader questions" in fact, only gradually become answerable in terms of intermittent restatements and revisions of assumed or tentative conclusions.
Data Analysis

Patton (1980) describes data analysis as "the process of bringing order to the data, organizing what is there into patterns, categories and basic descriptive units" (p. 144). As I began to examine how Carol implemented global education in her instruction, numerous categories emerged. I began with seven which provided answers to the research questions (teacher background, teacher thinking and decision-making, influence of students, classroom management, cooperative learning and team teaching, critical thinking skills, and strategies and methods) realizing that some of these might be omitted as others emerged. As the study progressed, the category, classroom management did not seem relevant, therefore it was completely omitted in the findings, while the other categories were reduced to more inclusive ones: 1) background (worldview, knowledge-base, beliefs, and values), 2) strategies and techniques, and 3) contextual factors. By using the constant-comparative method (Glaser & Strauss, 1967) I continued to classify and reclassify, assess and reassess the data and to cross-reference the categories (which often changed), in hopes of bringing credibility and dependability to the study (Lincoln & Guba, 1985).

However, after the categories had been
saturated, I continued to refer to the original research questions looking for patterns or themes to code. This procedure required cutting out each coded sentence, phrase, or paragraph that fit into one of the categories (figure 5). Then I pasted similar or recurring patterns and themes under specified category headings, which were then placed on separate charts. This technique for grouping all the like patterns together made the findings easily visible and provided thick descriptions for the type of narrative text to be created. The following pages illustrate the procedures used in the data analysis.
<table>
<thead>
<tr>
<th>CODES</th>
<th>CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN</td>
<td>Field notes</td>
</tr>
<tr>
<td>IN</td>
<td>Interview notes</td>
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<tr>
<td>JN</td>
<td>Journal notes</td>
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<td>DA</td>
<td>Document analysis</td>
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<tr>
<td>OC</td>
<td>Observer comments</td>
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Figure 4 Codes and categories for data analysis
Fieldnotes (R1) September 12, 1991

[8:00 Homeroom - Kids come in and share with Carol. One has a project of a biome in a big box. One bus is late.

There are 19 kids so far. They begin to work on a map of different biomes (grassland, deciduous forest, tundra, etc.). M1 has a transparency up on the overhead. Two kids are on the computer.

[8:40-9:20 Social Studies - 20 students/10 boys.]

Carol: Let's see if everybody can remember how to work with a road map. You have one map for you and your partner.

Carol: I didn't grow up in the U.S. I grew up in France. I met this fellow who was from London, Ohio. When he said he was from London, I started talking about London, England. He looked at me strangely.

If you say you are from here, where do you mean?

Students: [city, state].

Carol: But there are many other towns with the same name. Do you know how many?

Students: Six.

Carol: There are seven. Here is London England [use world map]. London is the capital [of Great Britain]. Some people think it is a country.

We are working with London and Birmingham. This Birmingham is in England. We also have a Birmingham in the U.S., don't we?

We are going to trace the routes and add up the mileage. What will that do? Give us the total number of miles from?

Students: London.

Carol: To?

Students: Birmingham.

Figure 5 - The illustrations on the preceding pages are examples of the categories that emerged during the data analysis.
Students: To measure the total miles from London.

Carol: Excuse me? [Hold up hand, other kids hold up hands and kids get quiet.] [There is a storm going on outside and the kids are commenting on the lightning, thunder, and darkness, which is rather impressive.] Please work on your maps with your partner.

<table>
<thead>
<tr>
<th>Carol writes on the board:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Add up mileage markers=total number of miles from London to Birmingham.</td>
</tr>
<tr>
<td>2. Use the scale to get the total number of miles from London to Birmingham.</td>
</tr>
</tbody>
</table>

[Carol goes around checking work, urging them to work as partners, and telling them how much time they have left.]

Carol: Which teams think they have the right answers to the questions? We got one team, two teams, is there any team who does not have the answer? Let's start with the back of the room. What do you have?

Students: 32 miles.

Students: 107.

Carol: Yes.

(Student continue to calculate mileage and location.)

[12:20 - 1:00 Sixth Period, another science class - 24 students/9 boys.]

[Class goes over crossword puzzle on terms. Same process as before with use of transparency. However, Carol used permanent pens this morning so they would get all the answers at one time.]
We go to the team meeting. Teachers are planning a unit on Japan with a field trip to a Japanese Tea House. They are going to show "Sayonara" (the film) the kids. Eleven teachers plus the global coordinator. One male. At least half of these teachers look to me like they are under 30.

OC - Why do I see so few young teachers at the secondary level?

[Teachers have an extra free period here so they can sit in on language classes and learn a foreign language. Carol is learning German. Of course she is fluent in French.]

In the team meeting, there is discuss of resource people for Africa. They have people coming from Nigeria and Kenya. They decide to put Egypt in a separate category. There are three new teachers in the group. Interdependence Day is discussed. Need to find out more about this activity.

November 2, Mark your calendars!

Unified arts - what is it?

What is intervention?

[Questions on transparencies, use of maps, animals in rooms. By the way P's animals are Madagascar cockroaches. Interesting pets, eh?]

[??? CBE — competency basic education, check this out.]

[CBE person passes out enrichment materials.]

[We need to find out more about teachers' duties. Carol was going to miss the team meeting today to set up a snack tray for an administrators' meeting after school but got out of it because of me (Merryfield) being here.]

[New teacher talk about how different it is here to sign up VCRs. Evidently it is hotly contested here. Check this out.]
Sample of the Cut and Paste Method of Data Analysis

CATEGORIES

I. Background, Worldview, Knowledge - Base, Beliefs and Values

I didn’t grow up in the US. I grew up in France.

Fluent in French.

(Carol’s cross-cultural experiences.)

II. Teaching Strategies

I met this fellow who was from London, Ohio. When he said he was from London, I started talking about London, England. He looked at me strangely.

(Importance of global knowledge)

with a road map

We are going to trace the routes and add up the mileage. What will that do?

Ml writes on the board: 1. Add up mileage markers=total number of miles from London to Birmingham. 2. Use the scale to get the total number of miles from London to Birmingham.

Which teams think they have the right answers to the questions? We got one team, two teams, is there any team who does not have the answer?

Let’s start with the back of the room. What do you have?

32 miles.

I like to hear 32 miles, it could have been 32 anything.

The other side for number 1?

107

(Geography - interdisciplinary approach)

Figure 6 - The above units of data were cut from the field notes and correspond with the categories used to draw some of the following conclusions: 1) the influence of Carol’s cross-cultural background in her teaching, 2) her use of cooperative learning techniques to get students to communicate and work together, 3) the importance of teaching geographic knowledge and global education during the lesson, and 4) the function and operation of team teaching/planning staff.
If you say you are from here, where do you mean? [city, state].
But there are many other towns with the same name.
Do you know how many?
Six.
There are seven.
Here is London England [use world map]. London is the capital England.
Some people think it is a country.
We are working with London and Birmingham. This Birmingham is in England. We also we have a Birmingham in the U.S., don’t we?

Techniques

[Mr. goes around checking work, urging them to work as partners, and telling them how much time they have left.]

(Cooperative learning)

III. Contextual factors

team meeting

eleven teachers

teachers are planning a unit on Japan

[Teachers have an extra free period here so they can sit in on language classes and learn a foreign language]

global coordinator

(team teaching/planning)

(Staff’s commitment to learning a foreign language - part of the global program)

(Global coordinator’s role)
Finally, conclusion drawing and verification completed the process of data analysis. At this juncture, the findings which had been reduced and displayed were interpreted to make sense of the research. It is important to recognize, however, that some conclusions may have been previously drawn during the actual research process, since my biases may have earlier influenced the data analysis. According to Bogdan and Biklen (1982) acknowledgment of this subjectivity is "one way of attempting to acknowledge and control observer's effect" (p. 89). In an effort to exhaust these personal biases and to avoid contradictions, I also kept a reflexive journal (JN). This was an acknowledged way to further sort out my feelings as I struggled through a tremendous amount of emotional and physical pain during the study. Although the reflexive journal was helpful, I found myself unable to devote as much time to it, on a daily basis, as I would have liked. Overall, the journal did help me, particularly when I felt frustrated by, or was confronted with, various personal and racial issues.

In addition, member checks and triangulation of data sources were used to enhance the reliability of the findings. To provide transferability "thick description, provision of vicarious experience, metaphoric power, and personal reconstructability
were] used to apply inferences to the readers' own context or situation" (Lincoln & Guba, 1989 p. 224). Verbatim quotes and details will be incorporated in an attempt to depict Carol's voice, thus providing accuracy and a wealth of experiential knowledge which might otherwise have been less cogent or even omitted.

Summary

This chapter has presented the conceptual framework of this study, its design, and the methodological strategies which were employed. The subsequent analysis and interpretation of the data will more clearly illustrate my personal bias in favor of global education. The study addresses my deep commitment to global education and my convictions about its importance. At the same time, however, this study recognizes that if we are going to expand and promote a global society, the teachers' beliefs and commitments are the crucial keys to implementation of global education. Its approach, therefore, focuses on the values and beliefs of the respondent.

Finally, the ethical issues which plagued me throughout the study must be considered. As an African American and as a teacher, I was constantly examining my own subjectivity to assess how and if such perceived subjectivity could be subsequently influencing the course of this study. However, my personal insights
may enable interested readers to use the findings of this study to reach a richer conclusion.
CHAPTER IV
RESEARCH FINDINGS

This chapter presents findings regarding one teacher’s approach to implementing global education in her classroom instruction. The reported findings address the three sub-questions of the study.

1. How does a teacher’s background influence her worldview, her knowledge-base, her beliefs, and her values about teaching from a global perspective?

2. How do the contextual factors influence her decisions about implementing global education in her instruction?

3. What are the actual strategies and techniques which she employs in order to implement global education in her classroom instruction?

In accordance with the axioms and characteristics of naturalistic inquiry, every possible attempt is made to provide a thorough and in-depth report of the findings. Data were collected using three techniques: classroom observations, follow-up interviews, and
document analysis. In the presentation of my findings, I extensively incorporate direct quotations from the respondent. In addition, I provide thick description to supplement what the respondent said during the observations and interviews in order that sufficient information be available for subsequent research judgments. Determinations pertinent to this research context can also be made by others who wish to transfer the findings to another context (Lincoln & Guba, 1985 p. 106).

Background, Worldview, Experience, and Beliefs of the Respondent

Carol’s background had a major influence on her teaching. As mentioned in Chapter II, a number of authors (Hanvey, 1976; Tye, 1990, Thorpe, 1988 and Merryfield, 1991) have indicated that background is crucial in determining how teachers actually implement global education in their classroom instruction. An individual’s background contributes significantly to how he/she perceives or implements global education in his/her teaching. This section presents Carol’s background (including her education and travel experiences) and examines how it influences her worldview, her knowledge-base, her beliefs, and values about teaching from a global perspective.

Although Carol was born in Dallas, Texas in 1945, she grew up in France. After the family visited some relatives in England in 1952, Carol’s father decided to stay in Europe
and look for work. The family then moved to France for seven years. During this time Carol attended school and by seventh grade, she had become fluent in French. By ninth grade Carol’s family had moved back to the United States. Over the course of her high school career, she lived in three different states: North Carolina, Pennsylvania, and Ohio.

Carol completed her undergraduate education at x University in 1967. When Carol was asked why she became a teacher, she responded, "I wanted to become an interior decorator, but my family was against it. A friend of my mother’s told me I should be a teacher" (IN 9/12/90). Carol began her career in elementary education, but "became bored by the program" (IN 9/12/93). She therefore added a major in developmentally handicapped education and had a double major. During her last two years in college, she worked as a "Susie helper" and teacher’s aide for the developmentally handicapped educable students. Carol explained how she soon became enthused about the program and devoted to her new career. "I still love interior decorating," she smiled and explained, "and perhaps the need to redesign and create new things is much like teaching. When you see the kids learning and incorporating the ideas you’ve tried to convey, that’s really good!...That’s empowering" (IN 8/26/93).

After receiving her bachelor’s degree, Carol taught in a special education classroom in Riverside, California for
one year, and then returned to Ohio where she married. The following year she was employed by the school district to teach the developmentally handicapped. Her experiences as a special education teacher helped to shape her worldview and taught her empathy and acceptance of a more diverse student body. Cheerfully she explained that

by working with these special kids, you get to know them, their parents, but more importantly their feelings. It's different. I had a lot of psychology and sensitivity training which allows me to transfer or overflow onto others. I really don't know specifically how it works, I just do my best and the kids know that (smiles), I think. It's just automatic (IN 8/26/93).

Carol understands the need to show compassion and sensitivity to her students.

After teaching for five years, Carol had her first child. During the formative years of her child's life, Carol believed it was most important for her to stay home to raise her child (IN 5/31/94). However, she continued to involve herself with some educational activities such as taking classes in pottery and weaving, and by 1975 her second child was born. In 1984, she returned to teaching at a preschool, then substituted for one year at various elementary schools, and finally received a full-time position at x middle school teaching science, health, and math. In 1987, Carol was offered a job teaching social studies, science, and math at DuBois Middle School. When discussing her decision to accept the offer, Carol smiled affectionately and commented that she took this particular
position because of the school's "international focus" (IN 9/12/90).

Finally, Carol's many additional professional activities influenced her commitment to implement global education in her classroom. These include participation in extra school curricula activities, membership in professional programs and organizations, a month-long teacher exchange program in Denmark, co-sponsorship of a student field trip to Kenya, service as the director of a United Nations club, and involvement in the National and State Geographic Alliances and the Ohio Council on World Affairs. Her numerous global activities attest to her belief in the importance of a free exchange of ideas and her commitment to global education. These activities and her other cross-cultural experiences seem to have enhanced her global knowledge and understanding and provided her with helpful background material for enriching her teaching. She pointed out that her background provides her students with "something that is interesting, non-stagnant kinds of procedures" (IN 12/6/90). This global orientation had a significant impact on Carol's attempt to globalize her classroom instruction.

Carol's unique background was one reason for my selecting her for this study. Carol spent a significant portion of her childhood in France; her life experiences in that culture clearly helped to shape her worldview. Carol's
time in France helped her to develop awareness of, and respect and appreciation for the diverse ideas and practices of another culture in comparison to her own. This particular legacy, which consciously or unconsciously helped to shape Carol’s worldview and her perspectives on global education, ultimately, created in her a sense of perspective consciousness, cross cultural awareness, and empathy for others. Much of what Carol teaches is influenced by these varied personal experiences. Not only have they shaped her general worldview but she often shares specific information (in the form of anecdotes and reminiscences) gleaned from these experiences.

Carol stated,

My experience in France does affect my teaching, in that I question why people, especially Americans or my black students, do something because it was questioned by the French when I lived there. They would ask me, Why do Americans do that or think that? Now I think that way too (IN 11/2/90).

Carol’s traveling and schooling abroad have expanded her worldview, knowledge-base, beliefs, and values both personally and professionally, and this is reflected in her approach to teaching.

Evidence of the influence of Carol’s background experiences on her teaching was demonstrated by her tolerance for others, a value she attempted to pass on to her students. During one class session, a student responded to a lesson about the Chinese government’s policy on communes by shouting "That’s stupid." Carol immediately
tried to dispel the notion by saying "I really don’t want to hear comments like ‘that’s stupid’. It’s different, and they have different reasons for doing that. Just because it’s not done in our country, it doesn’t mean it is bad to happen in other countries" (FN/3/6/91).

Another aspect of Carol’s background which influenced her teaching of global education was her exposure to different cultures within her own country. Living and being educated in different and multicultural regions of the country helped to enhance Carol’s understanding of cultural diversity, and acceptance of multiple perspectives. Like that of many other teachers, Carol’s classroom instruction was in part, reflective of the importance of her own views on teaching and her varied experience. In addition, her multicultural experiences made her more flexible and adaptable to change and in turn, influenced how she taught. Carol had learned to appreciate the differences in others and hoped to transmit the same kind of cross-cultural awareness to her students.

Reflective of Carol’s background was her considerable work with diverse populations of exceptional students which was much like an interior decorator who creates and shapes new and artistic designs. In some ways Carol continued her interest in interior decorating by designing a variety of new and non-traditional lessons to foster a perceptual dimension of global education within her students. This
characteristic of teaching and designing her lessons to encompass multiple perspectives and realities pervaded her professional life.

Closely related to her background are Carol's worldview, knowledge-base, beliefs, and values. In order to better understand Carol's globalized instruction, it is important to consider the way in which these factors affected her instructional and pedagogical decisions. Carol believed that the quality of her instructional decisions depended upon her ability to modify her lesson plans to accommodate the needs of her students. Carol's decisions were influenced by what she perceived to be the abilities of her students. For example, because the textbook was not appropriate for her students' academic level, Carol supplemented it. She stated,

I'm using, like always, the text as a resource and adding different materials to augment the textbook. I did away with part of it; we skipped it. We did a lot of work in the library, using almanacs and resources especially when we were doing technology (IN 12/6/90).

Carol's decisions were based primarily on her worldview and beliefs of what was important to her and what she felt her students were capable of doing.

Her varied experiences led Carol to adopt what she refers to as her teaching philosophy:

I try to help children learn how to be students, how to organize information, and understand that if they do the work tonight it will be better, easier, tomorrow. They are learning work skills. I believe that as a teacher in a classroom, I am there to present information to allow my students to build it into
themselves. They have to make it their own (IN 9/12/90).

Carol wanted to create a positive academic environment for each individual student. Furthermore, she feels intensely about her instruction.

I place a high priority on students' ability to know where to find info, to be able to make decisions and to solve problems. We can't begin to know much more than the basics, in the body of knowledge which presently doubles every four years. However, the students must know--i.e., memorize etc., those basic facts; otherwise there is no basis for asking the question to find the info (MC 4/90).

It appears that Carol's approach to global instruction was influenced by four primary factors: (1) her cross-cultural and multicultural background; (2) her worldview, beliefs and values; (3) her sensitivity training; and (4) her students' ability (e.g. academic, ethnicity, class, interests, etc.). These combined elements made Carol more inclined to teach with a global focus in her classroom.

**Contextual Factors that Influence Carol’s Teaching**

Carol's teaching was significantly influenced by various contextual factors which include: 1) the international/global program of the school; 2) the team teaching/planning; 3) the administrative staff; 4) the community and the parents' support (or lack thereof); and 5) her students' academic ability.

First, DuBois is a special school with an international/global focus (see end notes for a detailed
description of the school). In order to promote this focus among students, DuBois has developed four major themes:

(1) **Interdependence**

Students are expected to

- survey and analyze their community for examples of transnational exchange and foreign influence;

- draw conclusions about the relationship between their lives and the world, their community, and various global systems;

- consider the implications and effects of living in an interdependent world;

- recognize the extent to which news events, usually considered local or national in scope, have regional and global implications.

(2) **Culture**

Students are expected to

- develop a basic understanding of the concept of culture and be able to identify characteristics of their own cultures;

- increase respect for their personal culture as well as for people from different cultural backgrounds;

- develop inquiry skills that will assist them in learning about their own culture and other cultures.

(3) **Choice**

Students are expected to

- develop an awareness of the availability and utilization of natural and human resources;

- recognize the importance of personal choices and their consequences;

- become aware of leadership behaviors and how they influence a group;
- develop awareness of the influence of different types of governments on the lifestyles, careers and occupational options available to citizens.

(4) Change

Students are expected to

- recognize the ways in which change influences people's lives and how people have responded to change;

- understand change as an ongoing process involving problem-solving and planning for the future;

- gain a sense of how history has shaped their personal lives, community, and world;

- strive to bring about positive change in their lives, community, and world.

Second, other contextual factors which influenced the way in which Carol globalized her instruction were the team teaching/planning and the administrative support. The successful implementation of global education at DuBois has been a cooperative enterprise which draws on the knowledge and expertise of the entire staff and administration. One of the primary factors in successfully globalizing the curriculum has been the teachers' efforts. Working as a team, each teacher is responsible for planning and implementing a global perspective in his/her classroom. Carol, like the other teachers, emphasized the need for an interdisciplinary approach to global education, combined with continued development of fundamental learning skills, including interpreting maps and globes. At the same time, the curriculum fosters the development of a high level of
critical thinking skills such as analysis, application, and evaluation by emphasizing global issues.

Because of DuBois's commitment to global education, each teacher is given a period each day for the express purpose of learning a foreign language. These periods must be scheduled in coordination with weekly meetings of the teaching/planning teams. These meetings allow the teachers to discuss lesson plans, review materials, reflect on the program, and identify problems concerning their students. The time together permitted teachers to collect and evaluate new materials and resources, and to coordinate plans. Each interaction benefitted the program while providing support and encouragement for individual teachers. Moreover, these factors promoted a teaching environment founded on positive interpersonal relationships among the staff, which contributed to the successful implementation of global education at DuBois.

As indicated earlier, the support of academic and administrative leadership is most instrumental in the successful implementation of any innovative program. For example, Mrs. Weybridge (pseudonym), the global coordinator provides the teachers with much of the needed materials and activities to implement a successful program. Although the teachers have weekly meetings, they often do not have ample time to find supplemental materials, plan field trips, or arrange for guest speakers. The global coordinator does
have time and she is very efficient in providing whatever the teachers need to enhance their global program.

Furthermore, the school administrators recognize that Carol and her colleagues are crucial to the school’s implementation of global education. Mr. Allen (pseudonym), DuBois’s principal, is supportive and enthusiastic about the global education program. Yet, although Carol praised Allen’s initiative, she was dissatisfied with other contextual factors, such as the lack of overall support teachers receive from the district office. She complained that “Our ‘downtown’ is not child-oriented, or they [administrators] wouldn’t have such big salaries. They would spend the money on the kids instead. If ‘downtown’ didn’t exist, what would happen?” (IN 1/29/90). Despite these obstacles, Carol was generally pleased with the administrative cooperation and support.

Third, parental support or the lack thereof, was yet another contextual factor that influenced Carol’s teaching. One of Carol’s teaching methods was to have students correct their tests as a homework assignment, and to have the parents sign the corrections. This was seen as a way to involve the parents and keep them abreast of their child’s progress. Carol explained this procedure to the class.

I would like to have your tests taken home and signed by your parents or guardian, and then brought back to me. When you fail it, you can correct it and take it home and get it signed and I will give you a D. Or, tomorrow you can take another test to improve your grade. Later on I will ask you which you prefer; to
correct the test, get it signed and bring it back or retake it (FN 9/20/90).

Carol was frustrated by one student’s unwillingness to complete an assignment and the apparent lack of parental support. The student had failed to complete her homework, she reported that her mother told her she didn’t have to correct it. Carol tried to reach the student’s mother at home, but she had been in court that night and was unable to speak with Carol. Carol stated, with some disappointment, that she didn’t know exactly how to handle this student’s unsatisfactory performance. She was noticeably concerned, admitting "I don’t know what I will do about M" (IN 9/20/90). It seemed that this incident was representative of a general lack of parental support.

Clearly, this was a challenge since Carol felt strongly that the strategy of having students correct their own quiz papers was important to her students’ cognitive development. Carol explained further, "I took a very painstaking time to teach them how to correct a test. I am teaching them a skill that they will use all year. Later they will do it by themselves" (IN 9/20/90). Carol also believes that when parents are concerned about their child’s performance and are involved in helping them meet classroom expectations, the student responds positively. Carol would have to verify the student’s statement, and if it was true, Carol would have to explain her rationale. Hopefully, after negotiation and discussion with the parent, a positive resolution could
be reached. On the other hand, if the student lied, the student's deviation could cause other students and parents to question Carol's instructional decisions and choices, which in turn could make it more difficult to manage her classes.

In addition, the cooperation of community members and the involvement of parents of lottery students were contextual factors which influenced, in part, Carol's instruction. She explained, that thanks to outside sources, she had all the resources she needed to globalize her instruction. One lesson involved videotaping student presentations about various countries. When asked if the video equipment belonged to the school, Carol replied

Yes, we were given that [camcorder] and a huge screen to show videos on by Mr. X. He just feels that teachers are doing a good job and since he is wealthy, he just donates to us. Our school was just one he chose to support. We gave him an appreciation luncheon last week (IN 2/19/91).

Carol also had access to local guest speakers and local community programs (e.g. D.A.R.E.). This type of outreach and community support is instrumental in providing resources needed to support innovative teaching and keep students actively engaged. Although parental support was not a major factor influencing Carol's individual classes, community volunteers and the Parent Teacher Association (which was primarily made up of parents of the lottery students) and other organizations donated or raised monies through fund drives which benefitted the school in general.
Fourth, the students' academic ability is an important contextual factor, not only in Carol's classroom, but throughout the school. The sixth grade classes at DuBois are organized by ability level into either "low-average" or average-high groupings. Carol's class was considered "low-average." She asserted that "the average kids help the low ones aspire to higher levels. If you put average kids in that spot, they might really bloom since they won't have to compete with really bright kids" (IN 10/1/90). Carol believes that her students' abilities are in part, influenced by their backgrounds and both are of utmost importance to her instructional decisions.

Of course the diverse backgrounds of the students influence my decisions. Furthermore, they are different racially, some come from single-parent families, some live with their grandparents, some have both parents working and some come from a traditional nuclear family. Each brings a need that must be met before they can feel comfortable doing emotional and intellectual learning (IN 12/6/90).

Although she acknowledged the racial diversity of her students, there was no evidence that this impacted her instruction. Therefore, Carol's primary approach to globalizing her instruction was consistent with her emphasis on the students' academic ability and performance outcomes. Carol contends that

the goals of the school, as well as my own goals [are twofold]. My goals are to have students study other cultures and compare them to their own, and to make sure that each student has the necessary knowledge and skills to be successful (IN 5/31/94).

Carol's students "low-average" academic ability, the
racial mix, and the number of students in Carol’s class, all influenced the way she taught. Carol’s classroom is self-contained where students meet all day and only move to other classrooms for special events or classes. The significance of this is that Carol knows the children very well. They are not with her for just a forty-five minute period; she spends the entire day with the same students.

When asked, "Are there different techniques used for teaching minority students?" Carol answered,

I don’t know if I look at African American or Asian students; I see them basically as all students. I think the important thing is that I know a kid from his [her] nuclear family and his [her] background. I need to know how to confront a child. What I try to do is not to look so much at ethnic background but at the child. I think now that I’m learning more about ethnic backgrounds, I question the pluses and minuses of that knowledge (IN 4/28/91).

Carol was more concerned about her students’ academic development, organizational skills, and their performance, than their ethnicity. Furthermore, Carol noted that "decisions that are important to me and the instructional materials as well as teaching methods used reflect the type of students I’m teaching" (IN 10/1/90).

In order to understand her decisions, I asked Carol, What works for your classes? She hesitated and then repeated the question.

What works best with this class? (After a few seconds she answered), What works best must be based on not only the teacher but the students who make up the class. If you have four different classes in which you teach the same material, I find that the material may need to be presented in four different ‘best’ ways.
Each group brings its own special blend of personalities, experiences, etc. (IN 4/28/91).

This "special blend" is reflected in the distinct ability level of each group, and Carol alters her lessons to match each class’s ability. Carol stated, for example,

at the beginning of the year we planned to teach the first unit in the book. I found that the students were not able to do it. They couldn’t assimilate the knowledge. They were too slow. We covered the first chapter completely, the second chapter completely and the third chapter completely. The fourth chapter we didn’t cover at all (IN 12/6/90).

Carol’s concerns about her students’ ability level were again addressed when students failed to complete their homework assignments. When asked why so few completed their assignments, Carol responded,

Various reasons. Our population is so diverse. They might go home and no one encourages them to do it; there might not be anywhere to do it; they might babysit, or whatever. Most of our students come from single-parent homes and it’s just difficult (IN 10/16/90).

Given the importance of the students’ academic ability to her teaching instruction, Carol’s sensitivity, sincerity, and attempts to encourage the students to work up to their potential was reflected throughout her lessons. She often praised her students’ academic achievement and reinforced expected behavior with comments such as:

I would like to compliment you; I saw a huge improvement since last week.

Sounds to me like we have a lot of people who worked last night. I’m really glad you are pleased with how you did on the quiz.

Your maps were really very good.
They were the best set of maps I’ve ever seen. That’s very good.

Carol believes that

When you reward students, they feel a friendliness on a personal level. When they get a grade it’s something they earned; that’s expected behavior between the teacher and the pupil. The rewards are much more personal. I’m going to take my time to step outside my teacher role and get on a more personal dimension. It allows them to see me in another role and it helps build rapport (IN 11/9/90).

Projecting what she considers a positive role model and reinforcing her nurturing values were two of the ways Carol applied global perspectives in her classroom instruction. In her daily lesson plans Carol consistently attempted to develop perspective consciousness in her students. In addition, through her behavior she attempted to model what it means to have perspective consciousness and incorporate it into her lessons on universal values (e.g. respect for others, tolerance, fairness). Carol believes that "educators must increase their own sphere of knowledge regardless of the class population and that empathy, appreciation, and tolerance must be modeled daily by adults in order to be used by children" (MC 4/90). Carol pointed out that

basically I have a set of goals of understanding. I try to do everything I can to help [the student] understand what it means to live physically in their world. I don’t think it makes sense unless there is an empathy bridge. I think I can understand how it feels to live where they live (IN 10/2/90).

This acknowledgment of the need for students to be empathic toward others is important in the development of a global
classroom. Carol moved beyond the substantive dimension of providing knowledge to the perceptual dimension of shaping positive attitudes.

**Strategies and Techniques Used To Globalize Her Classroom Instruction**

Throughout her instructions, Carol’s lessons incorporated both the "substantive" and "perceptual" dimensions of global education. Neither of these dimensions is independent of the other, however, to illustrate each dimension, I have selected episodes which predominantly demonstrate one or the other. First, four episodes are used to demonstrate how Carol incorporates the substantive dimension in her instruction. The next seven episodes represent ways in which Carol implemented the perceptual dimension into her teaching.

**Substantive Dimension**

The substantive dimension identifies the tangible aspects of global education (e.g. world events, state of affairs, places and things) that global educators want students to understand (Case, 1991, p. 2). It is evident that Carol’s lessons incorporated the substantive dimension of global education.

**Episode One - Road Maps**

At the beginning of a lesson using road maps, Carol pointed out the importance of understanding global geography
by offering students a humorous scenario as she chuckles.

"I didn't grow up in the U.S., I grew up in France. I met this fellow who was from London, Ohio. When he said he was from London, I started talking about London, England. He looked at me strangely" (FN 9/12/90). This type of personal introduction to the lesson emphasized Carol's value of geographical knowledge and served as another incentive for globalizing her classroom approach. Carol's story aroused the students' interest and they responded enthusiastically to her questions.

Carol: If you are from here, (pointing to their hometown on the map) where do you mean?

Students: City, state. [x city, x state].

Carol: But there are many other towns with the same name. Do you know how many?

Students: Six.

Carol: Seven, here is London, [Great Britain] (using the world map). London is the capital of Great Britain. Some people think it is a country. We are working with London and Birmingham. This Birmingham in [Great Britain]. We also have a Birmingham is the U.S., don't we? (FN 9/12/90).

Carol was usually precise and explicit in her instructions. "We are going to trace the routes and add up the mileage. We use the ruler to find out the number of miles. And we use the scale. Why?" The students responded, "To measure the total miles from London" (FN 9/12/90). Carol strove to make sure each student understood her instructions, and often reinforced terms or procedures
by writing her verbal instructions on the board. During this particular lesson, the following instructions were simultaneously written on the board and given orally:

1. Add up mileage makers=total number of miles from London to Birmingham.

2. Use the scale to get the total number of miles from London to Birmingham (FN 9/12/90).

As the students used their maps and rulers, Carol walked around the room checking their work and urging them to work as partners. There was a lot of conversation and dialogue among the students as they worked and compared their answers. As they called out the answers, Carol asked:

Which teams think they have the right answers to the questions? We have got one team, two teams, is there any team who does not have the answers?

Carol: Let’s start in the back of the room. What do you have?

Students: Thirty-two miles.

Carol: The other side [of the room] for the answer to number one.

Students: 107.

Carol: Yes (FN 9/90).

While the instruction continued, Carol wrote the answers on the board. The students' responses illustrated their ability to follow Carol's directions and complete the assigned task successfully.

Throughout this session, students seemed to be both learning and having fun. This lesson provided active learning which seemed meaningful to the students -- a
significant component in global education. In fact, while the students worked on maps of Peru and South America, the noise level increased as they became more involved in the process and their faces beamed with excitement as they figured out the correct answers. Carol had found a way to teach her students how to read a road map. She had incorporated the substantive dimension of global education into her lesson and provided some important geographic concepts such as location, direction, distance, and symbols.

**Episode Two - Landforms**

Another activity reflecting the substantive dimension of global education in Carol’s teaching was a lesson describing landforms. Students were asked to create their own landform.

Carol: We’re going to create an island. What would you find?

Students: Mountains, plains, plateaus, hills.

Carol: (Writes the response on the board.) If you’re on an island what will your boundaries be?

Students: Oceans.

Carol: What is the definition of an island?

(Several students call out the answer:) Land surrounded by water.

At the time, her objective was to have students identify and understand the different types of landforms. In this lesson students drew various defined landforms such as mountains, plains, plateaus, hills, rivers, oceans lakes,
and peninsulas while Carol moved around the room asking questions and getting the students involved in the project. The students seemed quite knowledgeable about landforms, and when asked, each seemed able to explain how specific types related to our environment. In that part of the curriculum, Carol seemed quite self-assured, and was able to involve the students in a well-planned lesson.

Carol seemed pleased about her students' knowledge on this topic. She explained, "We were at the end of the chapter so I think the students did understand how people earn a living in comparison to the landforms for their countries." The class discussion and the probing techniques used to get the students to delve into their imaginations were ways to transmit and increase substantive knowledge and foster a perceptual dimension of empathy for other people and societies.

**Episode Three - Persian Gulf**

Carol lessons reflected many of the elements of the substantive dimension of global education including global crisis. For example, during the Persian Gulf Crisis, Carol initiated for her students a project of writing letters to American soldiers in Saudi Arabia. This assignment kept the student personally involved in the situation. This was especially important since many of them had friends or relatives who were sent to war, and were already sensing its impact on their lives.
Carol's other lessons on the Gulf War were basically informational. Carol explained some of their activities on this topic.

We work with the news daily. We have mapped the oil spill. They [students] have done two maps of the Middle East. One [describing] physical features and one of countries and capitols. We put in where our troop are. In science we are working on infra-red, sending a new packet to someone they know and letters from a teacher in Saudi (IN 2/7/91).

Carol did not devote many lessons to discussing the Gulf War, but she did give some time to it. Her decisions on how much time to spend reflected her worldview, and the interest of her students.

Perceptual Dimension

Carol's role as a teacher extends far beyond the routine task of conducting daily instruction. In fact, a better description of her would be "an agent of change" as she moves her instruction from the substantive to perceptual dimension. Rather than presuming that a particular model of instruction would work to globalize her instruction, Carol uses multiple methods and perspectives. Throughout the school year, she emphasizes the importance of preparing her students to better meet today's global challenges by developing the knowledge and skills they need to deal with real life issues. Carol believes that in order for students to more fully develop a global perspective, it is imperative that they understand that they are linked to people around the world and that their outlook should be extended to
include other cultures. In order to achieve these goals, Carol's instruction includes the five elements of the perceptual dimension of global education: 1) open-mindedness; 2) inclination to empathize; 3) resistance to stereotype; 4) anticipation to complexity; and 5) non-chauvinism.

**Episode Four - Kids Around the World**

An example of teaching open-mindedness and inclination to empathize is Carol's instruction on culture, which she defines as "the total things in life" (FN 11/28/90). She explained,

In the fall we were looking at countries and focusing on similarities--cultural universals. It was like flying around the world. Now we are saying it is like walking around the world. Now we are seeing into people's lives. They are kids in Nairobi (IN 1/29/91).

Carol began the lesson,

I would like you to open your textbooks to the new chapter on Nairobi, Jerusalem and Juxtalahuaca, and get your notes that you took on these. . . . I need one person from each table to come up here. (She points to three students.) Okay, M, you find Nairobi. Q, you get to find Jerusalem, and you find Juxtalahuaca (FN 1/29/91).

These students then went to the large wall map of the world and pointed out and named their respective locations and the bodies of water surrounding them, while the class jotted down this new data. Although the student had some difficulty finding Juxtalahuaca, the other students were patiently attentive; eventually, the task was accomplished, with a little help from Carol.
Carol's goals in this particular lesson, which focused on Nairobi, were not limited to teaching geographic skills, but included an examination of Nairobi's historical and cultural development. The following dialogue offers a good example of Carol's integration of physical and human geography (a major theme throughout her instruction) in order to provide a perceptual dimension to the lesson, specifically, open mindedness) rather than simply reiterating the content of traditional instruction.

Carol: Last night you read about these three cities. You were supposed to find problems. What do you have?

Student A: (One student reads her paper about the men of the Gussi tribe in Nairobi.) They couldn't get jobs because there were so many of them.

(The discussion continues about why men are leaving the rural areas and why they could not get jobs.)

Carol: A, did you come up with any other problems?

Student A: Education. They didn't have enough education to get jobs.

Carol: Why did the fathers and sons leave?

Student B: They have troubles farming, and the soil was blown away.

Carol: Remember you should work at improving your notes as we go through this. What else did you learn Why did they leave?

Student C: They could make more money in the city?

Carol: Good. (W rites it on the board.)

Student D: They didn't have enough acres.
Carol: Yes, they had too many people and too little land. So they figured they would go to the city and get wages.

Student E: They thought there was gold in the streets.

Carol: Do you really think they thought that?

Student E: Yes, because they were like Indians, and they had never been there so they didn't know.

Carol: Yes (FN 1/29/91).

At this point in the lesson, Carol did not fully address E's comments rather she ignored them and continued.

Carol: How would you feel if you had been living out in the country where it was quiet and uncrowded, and then you came to a big city for the first time?

Student: Frustrated.

Carol: That's a good word. What else happened when they got to Nairobi (FN 1/29/91)?

The dialogue continued as students suggested different problems, such as people living in tents made of garbage bags, not having water or restrooms, etc. This discussion offered a way to increase the students' knowledge of other people and societies. Carol concluded:

Now we have talked about what has happened to these people physically. So because of all these problems, they found out they didn't have the right skills, and the noise and pollution were hard on them (FN 1/29/91).

The students actively participated in this discussion and raised their hands eagerly, anticipating the questions. In order to allow the students to place themselves in the same conditions as the people in the textbook, Carol often
posed "what if you" and "how would you feel" questions, asking her students to think of themselves as "the kids of Nairobi" (IN 1/29/91).

In addition to covering the content of the unit, Carol emphasized reading, writing, and critical thinking skills, all of which she believes are needed to distinguish and understand basic information and value statements. Furthermore, she was able to establish feelings of empathy and concern among her students for another group of people who seemed, or were, less fortunate than themselves. The process also promoted class participation and personal involvement, thus reflecting the perceptual dimension of global education.

**Episode Five - Classroom Games**

Again, the perceptual dimension was fostered by using DuBois's four major themes (interdependence, culture, choice, and change), she focused on the theme of interdependence by using a variety of board games. They were listed on the board in the following matter (see next page):
Through the games, Carol claimed that she "was trying to see if they [students] did know the basic information and could make generalizations that would apply to their own lives" (IN/1/10/91). By illustrating how the students' lives are interconnected with the rest of the world, (open-mindedness/non-chauvinism), Carol hoped to "help her students realize the importance of other nations and cultures" (IN/10/91). She then stated that "Sometimes it’s hard for them to understand that [interconnection] because of their diverse home-lives and the differences in school" (IN 1/10/91). Carol hoped that the opportunity to play these games would encourage students to make these connections.

One particular activity day, the classroom was filled with excitement as students participated in and enjoyed
different games. Carol believes the games help students to learn the value of the school's four major themes and that they broaden the students' understanding of their connection with the rest of the world.

**Episode Six - Japanese Culture at a Glance**

Moving into another area of global education (resistance to stereotyping), the objective of the second theme, culture, was to develop a better understanding that would assist the students in learning about other cultures in a non-stereotypical way. Activities included viewing the film "Sayonara" and participating in a field trip to a Japanese Tea House--activities designed to portray different aspects of Japanese culture. In addition, Carol wore a kimono to class. On the following day, she reminded them of the kimono which the Japanese wear and began the discussion:

[Do] you remember the chart we had in class? Well she [the curator] will open closets and you'll see clothes similar to the kimono I wore yesterday and the shrine. All of these things will be there for you to see (FN 9/27/90).

Students seemed inquisitive as the discussion continued:

**Student:** Will we see the cups, you know those cups they use to drink...

**Carol:** (helping the student to recall the name of the tea) Sake. I'm sure there will be some there.

**Student:** Is that what they drink the rice wine from?

**Carol:** We make our wine out of grapes but they make theirs from rice. That is a cultural difference. (FN 9/27/90)

Although it was not possible for Carol's students to
actually visit Japan, by experiencing a bit of Japanese culture first hand rather than merely reading about it in a text, they were better able to understand and appreciate cultural commonalities and differences. Carol believes that field trips and other cross-cultural experiences enhance global teaching and help students appreciate the needs and values of people in other cultures. This aspect of her teaching reflected the perceptual dimension of global education which focused on cross-cultural understanding.

**Episode Seven - "Sayonara": A Reflection**

The ways in which Carol incorporated the themes of choices and change are excellent examples of the perceptual dimension of global education (open-mindedness/resistance to stereotyping/inclination to empathize). In preparing students to become intelligent decision-makers capable of making intelligent choices and in attempting to sharpen their critical thinking skills, Carol had students write reflection papers on the film, "Sayonara." In addition, students learned to recognize the ways in which change influences people's lives and the ways in which people respond to change.

Following her usual mode of instruction, Carol gave implicit and careful instructions to ensure that the students understood their task. For example, she began her instructions on the reflection papers by asking "What is a
reflection paper?" One student replied, "Something that tells about people." Another student asked, "Is it when you read a book and tell about it" (FN 9/27/90)? Careful not to devalue or discredit any student's contributions, Carol gingerly pointed out that, "I think I was looking for something a little different." As the dialogue continued and other students offered alternative definitions, Carol listened and then unpretentiously shared her definition: "You know, I'm not hearing what's really important in preparing the reflection papers. I want your opinions...I value what you think. I want to know how you felt about some conflict, some problem" (FN 9/27/90). By encouraging the students to state their own interpretations and to make their own choices, Carol involved the students in defining their task. However, she was looking for something specific and she provided them with the necessary information to complete the assignment. In trying to emphasize the values which she believed were important, Carol interjected, "Let me interrupt! Did you tell how she felt about her feelings or his feelings?"

Student: They felt discrimination.

Student: Prejudice.

Carol: (Elated) So put that in your reflection paper. Now you're on target (FN 9/27/90).

Carol's approach to incorporating the perceptual dimension of global education seemed to help her students to understand themselves and others. Carol hoped that her
students would learn the importance of treating others in a fair and humane way. Her classroom instruction could be viewed as a positive learning environment where students learned various aspects of the perceptual dimension of global education—open-minded, empathy for others, and resistance to stereotyping.

**Episode Eight - A Journey to France**

Carol's instruction was clearly a departure from the traditional practice of rote memorization or the use of the textbook. For example, to enlighten her students about French culture (non-stereotyping), she showed slides that would "give them an idea of what France is like—the usual Eiffel Tower, etc., as well as religion, art, and everyday life" (IN 11/2/90).

She further indicated that, "I chose the slides according to my preferences, where I had been, related to what they had studied. My experiences did affect my selection of slides" (IN 11/2/90). Most teachers are comfortable drawing on personal experience in their teaching. Carol seemed especially imaginative and well-informed when France was the topic of discussion, and she enjoyed sharing with her students reminiscences of living in France. Although she usually displayed a cheerful and enthusiastic disposition while teaching other subjects, her affection for France was clearly manifested in her class presentation.
Episode Nine - Learning to Live and Work Cooperatively

Basic principles underlying Carol’s approach to globalizing her classroom instruction were to develop cooperative learning, socialization skills, and critical thinking skill—major concepts of the perceptual dimension of global education. It seemed that the students learned acceptable behavior from the way Carol treated them and the way she enforced the rules. When using the cooperative learning technique and having the students work in groups or pairs, Carol was conscious of involving each student in the exercises and activities. During class activities, Carol walked around the classroom and interacted with the students.

Although a great deal of time was spent getting the students to work cooperatively with each other; Carol took pride in her students’ accomplishments. After two months into the school year, Carol assessed her class as follows:

Oh, they’re coming along, they are beginning to understand their responsibilities as students and it is important that the work is assigned and the behavior that is displayed is the important element that builds up the rewards to come. Another improvement is that their behavior impinges on the others in the classroom in a positive or negative way and that their behavior has consequences...

Another value is that I’m trying to reinforce cooperation between their peers. They like to defer their problems to an adult because it’s easier, but they know how to do it, so it’s a problem solving technique. I really don’t see negatives in this situation (IN 11/9/90).

Carol believes that cooperative learning which, she
defined as "learning which occurs when students work together, through collaboration toward successful goals" (IN 8/26/93) can have an impact on student learning. Carol's ability to establish a positive learning environment and to use cooperative learning techniques was key in the successful globalization of her teaching instruction. By integrating the perceptual dimension to her instruction she encouraged mutual respect among her students and taught them to work together through democratic practices. Carol served admirably as their mentor and teacher and by mid-year, she was pleased with their progress.

The kids' real abilities are showing through. The first confusion and misbehavior are gone. I would attribute this change to several factors. I have made a place where kids can relax. It's okay to be who they are here. I am training them for certain behaviors, certain roles they must adapt to be successful. This role includes timeliness. Taking responsibility for their work load and being able to maintain the norms of behavior for the school... (IN 1/29/91).

Rather than continuing to teach from an traditional individualistic and competitive approach, Carol used cooperative learning to teach her students how to work together. Students frequently worked in pairs or small groups while Carol moved around the classroom and monitored them, offering encouragement, positive reinforcement, and help when needed. Carol's approach to cooperative learning encouraged students to work cooperatively while learning democratic values (respect for others, tolerance, and participatory citizenship). She believed that this approach
helps students develop into more responsible and productive citizens and learn to work together to achieve consensus. Cooperative learning provided another element of the perceptual dimension of global education (open-mindedness) by allowing the students to share and be open to other ideas. As Carol stated,

Whenever possible I like to have my students work in groups. Number one, it helps build confidence. Number two, they do better in groups. People, in general, do better working with others. I think that it is an important life skill (IN 10/23/90).

Carol hoped that cooperative learning would increase her students' awareness of differences within their social worlds and that this awareness would then transfer into their daily lives.

In addition, through cooperative learning, Carol believed that "socialization" skills can be an effective tool for incorporating the perceptual dimension of global education into classroom instruction. "I've set some classroom values," she stated (IN 12/6/90), and she believes that students have internalized these values and were usually respectful and responsive to their peers. Moreover, Carol hoped the students would come to appreciate and seek the relationship between their own rights and the rights of others.

Episode Ten - "Critical" Thinking about Other Cultures

Another of Carol's goals used to foster the perceptual dimensions of global education (anticipation of
complexity/non-chauvinism) was teaching critical thinking skills. Given the complexity of learning, one factor which certainly influences the implementation of global education is the development of critical thinking skills. Carol believes that, as a part of their globalized education, students should develop cognitive learning and the ability to organize information, analyze it, and make sound decisions. Many of her lessons centered around this goal. While her instruction did not consist of a totally new approach to implementing global education, it did represent an attempt to emphasize critical thinking skills necessary for participatory citizenship in a global economy.

An example of teaching critical thinking is illustrated in the following dialogue:

Carol: Most of you have finished reading about social values or social norms. Can anyone tell me what a social value is?

Student A: An idea.

Carol: Who does it belong to?

Student B: Me.

Carol: If it belongs to you, you are a member of a larger group or a community, and that community is part of a culture. Can anyone tell me anything about norms?

Student C: Education.

Carol: What do we believe about education?

Student C: We need it.

Carol: So education would be an example. We all come here to get it. Can anyone think of anything else?
Student D: Cooking.
Student E: We all have to eat.
Carol: That’s a good point because although there are different norms, some are universal. It affects the whole universe. Are social norms the same all over the world?
Students: Yes.
Carol: Are there some that are uniquely American?
Student F: Using a microwave to heat our food.
Carol: So microwave is partly and American idea. Suppose you lived in the Philippines, would you use microwaves?
Students: No.
Carol: How about in England?
Students: Yes.
Carol: They probably do because they are very similar to our culture (FN 1/9/91).

Carol’s dialogue with the students encouraged them to see parallels between themselves and others. By incorporating this type of questioning technique, students were encouraged to examine the topic from a variety of perspectives.

As this interaction continued, the students were made aware of some human commonalities. Students listed other values such as competition, challenges, not cheating, and playing by the rules as values in American society. Throughout the lesson, Carol helped students make connections and draw conclusions by statements such as "... We have already talked about our culture and the written and
unwritten rules. Now we're going to look at how kids play games in other cultures" (FN 1/9/91). Carol's ability to incorporate interpersonal skills into one lesson and to relate those skills to human commonalities and differences, was reflected in the homework assignment.

After the lesson, students were asked to write a paragraph pointing out connection between American and American Indian children. Throughout the dialogue, values and behaviors were emphasized that Carol felt would help the students to understand cross-cultural awareness. Carol concluded her instructions by saying, "In the U.S., some of the values we've mentioned are to be polite, no profanity, and playing by the rules" (FN 1/9/91). Later, she summed up this lesson,

We spent a lot of time working with behavioral skills, no, I would say socialization. How to get along with a person sitting next to you that you don't care for. We're doing better. I've spent a lot of time on it (IN 12/6/90).

This lesson engaged the students in another aspect of the perceptual dimension of global education by identifying traits that will give the students an "enlightened" point of view. These traits include: (1) new information and knowledge, (2) identifying comparisons among different cultural norms and values (3) developing critical thinking skills, (4) discussing value orientation, and (5) understanding socialization skills.

Episode Eleven - A Touch of China
One lesson which stands out as being representative of all of the aspects of the perceptual dimension is from the unit on China. Carol's teaching plan for this unit offered students a variety of perspectives on China and Chinese culture including textbook information, historical and cultural information, a poem about China, and samples of Chinese calligraphy. Each lesson gave students opportunities to critically analyze and interpret various themes and engage in dialogue about the topics. After two weeks of study, each student seemed to be capable of recognizing cultural differences. To achieve this outcome, Carol used several different approaches.

One of the major resources used during Carol's instruction on China was the textbook. Deviating from the traditional use of the textbook as the only source of information, however, Carol used it only "as a starting point" (IN 10/2/90). In addition, she incorporated other teaching techniques. "We use whatever knowledge the kids have, whether erroneous or not, to develop the text material further. Then we bring in as many people as possible, movies, anything I can get my hands on, memorabilia. I wore a kimono. We'll just about pick anybody's brain" (IN 10/2/90). Carol's desire to make learning as interesting as possible and her use of the Dan philosophy of drawing on students' experiences and knowledge attest to her commitment to individualize and globalize her instruction by
heightening the students' awareness and interest.

The second technique was the use of a poem to illustrate the importance of primary sources. Carol read an introduction to the poem from a handout as the students listened attentively. The lesson began with the following introduction:

The G Poem-Primary Source was written by a Chinese Princess named Hi-Cain. She was sent by the emperor W T to be married to the chief of the W-sun, a nomadic tribe. The koumiss was a drink made of fermented horse’s milk (DA 3/16/91).

Carol read the poem dramatically and enthusiastically and her excitement echoed throughout the classroom. The students listened to the reading, responding with gestures, disappointed sighs, and happy smiles.

My family has married me off,
Alas and sent me far
To the strange land of the W-Sun
I’m now, woe is me, the king’s wife.
I live in a tent, and a house wall
Have I exchanged for felt.
My food is only meat;
Koumiss they give to drink with it,
I, my heart burns since they sent me here;
I can only think of my home, over and over.
Could I be a yellow crane,
Fast would I fly back to my own kingdom (DA 3/16/91).

As Carol finished reading, the students began to question the values and practices represented in the poem.

In an attempt to provide an understanding of the value of primary sources, Carol asked exploratory questions which challenged the students’ imagination.

Why is this poem a reliable source?
What is this poem about?
How does she [the speaker] feel about these events?
What details could be checked against other information?
What does the poem suggest about the education of Chinese noblewomen?
What does the poem reveal about the differences between the life styles of the nomads and the Chinese nobility?
What does the poem tell us about the rights of Chinese women? (DA 3/16/91).

Carol continued reading from her handout, giving further clarification of primary sources.

A reminder: primary sources are historical records left by people who directly participated in the events or who observed them. Common types are written journals, stories, and poetry, paintings, and drawings. These primary sources can tell us a lot about the past (3/16/91).

Before the dialogue began, Carol (again reading from the handout) cautioned students to keep certain things in mind when evaluating a primary source:

A. Did the person who created it really participate in or observed the events?
B. Did he or she have reason to exaggerate or leave out any facts?
C. Are there any details that can be checked against other sources?
D. Did the person produce the account while it was still fresh in his or her memory?
E. Did the person indicate how he or she felt about the event being described? (DA 3/16/91).

After reading and discussing the poem, the class was led to focus on various skills needed to evaluate a primary
source. The students thus engaged in a brainstorming session, attempting to answer the questions. By having the students critically analyze and interpret the poem. Carol’s questions emphasized the guidelines applicable to critical thinking skills abilities.

The third technique Carol used was a lesson in Chinese calligraphy in which students attempted to write a story using this ancient form of writing. Below is a sample of the lesson. (See next page.)
Chinese writing, called calligraphy, is a picture writing of over 40,000 different characters. This picture writing is done with a brush (fude) and ink. Bottled ink is now manufactured, but many artists still wet an ink stone and rub off the pure black ink with an ink stick.

Calligraphy is considered an ancient form of writing and also a prized art form. Students take pride in learning to paint about 2500 of the characters.

The Chinese read their characters from the top to the bottom of the page as we do, but they start at the right and read to the left side of the page.

Today ball-point pens and pencils are also used in China.

Can you think of a story about a Chinese boy named Ling and his friend Soo? Use as many characters as you can when writing about their adventure. Be sure to start your story in the upper right-hand corner of your paper. Here are some characters to use in your story:

Figure 8 - is an example of Chinese calligraphy that Carol introduced to her class. Each student seem to enjoy attempting to write a story using this form of writing.
Continuing this same lesson, Carol presented the students with a Chinese story and challenged them to translate the characters. This particular story seemed to have captured the students imagination as they eagerly anticipated the outcome. Although the lesson was simple, by providing another cross-cultural perspective, Carol had given the students an additional insight into Chinese culture. This handout is illustrated on the next two pages.
In ancient China on a mountain there lived a fierce tiger which hurt people and animals. One day some people who were hunters decided to catch this tiger. They made a pit in the ground. On the wall near the pit the people who were hunters wrote in large letters:

"All people who are here, please be careful. There is a tiger pit under this sign!"

While the people who were hunters were waiting for the tiger, a village person who couldn't read came by singing a song. Suddenly, he fell into the middle of the pit. He called in a loud voice for people to help him. Another person heard and pulled him out.
Then, the man explained the meaning of the word which the hunters had written on the wall.

The village man who couldn't read signed and said,

"If I could read, then I wouldn't have fallen into the middle of the hole!"
Summary

Although the substantive dimension was clearly evident throughout Carol's instruction, her teaching also reflected the values and attitudes of the perceptual dimension of global education. Carol attempted to teach what she perceived to be global norms and values. Her acknowledgment of multiple perspectives moves her beyond the substantive to a perceptual dimension in her teaching. She not only provided for the acquisition of content and the development of academic skills (substantive dimension), but infused the perceptual dimension of global education into her teaching. Carol's ability to sensitize her students to complex global issues and to equip them with the skills necessary to make intelligent choices proved of utmost importance in carrying out her teaching instruction. This particular type of instruction required a departure from the traditional practice of rote memorization and the use of the textbook.

Carol performed a variety of classroom activities, utilizing different approaches to impart material, foster multiple perspectives and nurtured students' cognitive abilities. By using these techniques, Carol believes that the students will become self-reliant and will be better decision makers and world citizens, an essentially over-arching component of the perceptual dimension of global education.
Although these concerted teaching techniques were aimed at challenging and improving student thinking, they were carefully adapted to suit the abilities of the students. These efforts could potentially empower students with a perceptual dimension of global education and teach them how to make intelligent choices and adapt to changes.

These findings represent only a portion of the global instruction presented in Carol's sixth grade social studies class. In this global society, increasing global education in classroom instruction is important because of the teacher's power to expand students' access to information, opportunities, and choices.

At the heart of my study is a belief that it is the individual teacher (his/her background, knowledge-base, worldview, and beliefs) who makes a difference in the actual implementation of global education. Despite contextual factors, such as lack of parental involvement, audio-visual equipment, or seeming disinterest on the part of the district office, Carol's commitment to the infusion of global education from the perceptual dimension was evident. The examples I have provided here are only a small sample of how this may be done. Combined with her willingness to teach from a global perspective and her belief in implementing global education, Carol's instruction was one model for implementing global education as an interdisciplinary discipline with the perceptual dimension.
DuBois Middle School

On September 19, 1991, I acquired a district map of DuBois' boundaries and traveled that route to reach my destination. That morning was the first time I visited DuBois. It was a beautiful and brisk autumn day and I looked forward to drive across town. My mind raced with excitement and anticipation since I already knew many of the staff members and I was hopeful that this would be a good experience. Traffic on the expressway was jammed and erratic, and I was glad I had built in ample time, so I would not be late for my first observation.

Entering the district on its northern boundary, I noted large, lovely, well-landscaped, two-story modern homes. A relatively new shopping plaza had been built, but only a few of the shops were occupied. Continuing my drive, I passed through a picturesque, wooden area which had been untouched by progress or technology, adding a touch of natural beauty to the neighborhood. Within three blocks of the school, a very definite economic contrast was readily observable. On the left side of the street, at the intersection was a shopping plaza where half of the stores were vacant. Adjacent were government-funded housing complexes. These dwellings are characteristically inhabited by single-parent families on welfare or other types of government assistance. Of the residents, approximately seventy-five per cent are
African American and twenty-five percent white (Urban League Statistic Report, 1991). Of these, all children of middle-school age are bused to district schools for racial balance. Only ten percent of the area students attend DuBois. As I walked through the area after my first day of classroom observation, several residents, most of whom had lived there over the last ten years, asked if they could assist me. Their invitation gave me a great opportunity to chat about the school and the neighborhood in general. Although the majority thought highly of DuBois, some complaints surfaced about racial problems. In addition, I was told of the fears of the residents: gangs, drugs, and robberies in the neighborhood. But most of these young parents were genuinely supportive and concerned regarding their children's education.

Within this same area, there were fifty or more single-family homes ranging in value from $20,000 to $30,000, and most in need of some repair. Another neighborhood, only two miles from the school, housed an area if African American, middle-class, professional families. According to a realtor in the area, these homes are valued at $60,000 to $70,000, with a few between $75,000 to $80,000. Most of these students are enrolled in private or alternative public schools rather than attending DuBois.

On the western border is a nice, middle-income development known as the Sunrise Community. Many of the
residents are professionals or skilled factor workers. The homes are mostly aluminum-sided with some brick facing, and have well-manicured lawns. Upon entering this area, a huge welcome sign greets visitors, symbolizing the pride the community. As I strolled through this neighborhood clean and safe, I even stopped to have tea with one of my acquaintances. Most of these homes were priced in the $70,000 range.

DuBois Middle School, a large red brick building, served the area's white population before the white flight of the 1970s. It was only in 1978, when the public school were ordered to reorganize and desegregate, the racial composition changed. The population has remained relatively stable over the last twenty years (fifty-five percent black and forty-five percent white.)

The racial balance for the 1989-1990 (shown below) school year is only slightly different with the increase of some foreign students from the surrounding neighborhoods.

Table 1 - DuBois Middle School Enrollment

<table>
<thead>
<tr>
<th>DuBois Middle School Enrollment - 1989-1990</th>
<th>Secondary Recognition Program - Total Enrollment - 650</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Americans</td>
<td>0%</td>
</tr>
<tr>
<td>Asians</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>1.8%</td>
</tr>
<tr>
<td>African American</td>
<td>57.4%</td>
</tr>
<tr>
<td>Whites</td>
<td>39.8% (DA/1990)</td>
</tr>
</tbody>
</table>

Fifty-one percent of the student qualified for the free reduced lunch program. The socio-economic status of more than half of the student population was below the poverty line.
DuBois Middle School was built in 1927 and owned by the Shawnee Township (pseudonym). It was purchased by the Perry Board of Education (pseudonym) in 1971 and used as an elementary school until 1987 when it became an international magnet school for the system.

The physical structure of the building is in good condition, and is surrounded by a large football/soccer field, two parking lots and an abundance of tall trees, which create aesthetically pleasing views from the classrooms. At the building's front is the United States flag which is raised and lowered each day by selected students. DuBois is the home of the district's middle school foreign language program. Students must become part of the lottery system to attend if they live outside the neighborhood. Of the 650 students enrolled at DuBois, 295 are from the neighborhood; the other 355 students are selected from the lottery and come from various areas of the city. Most of the minority students come from the surrounding area while the lottery students are primarily white and are bused from other neighborhoods.

Inside, a large area adjacent to the main office is colorfully decorated with a highly visible ten-foot globe and with different art projects and exhibits in Deutsche, Francais, Jung Qwo Hua, Nihongo, and Kiswahili.

On that first day, the atmosphere was inviting; two students came from the office and greeted me with "Jambo
(Swahili translation for hello), may I help you?" I was escorted into the office to meet with the principal and the office helpers. Everyone was busy, but a cheerful atmosphere prevailed. With pride and enthusiasm Mr. Allen, the principal, the composition of the student population, the staff, and the school's goals.

The Curriculum

The program's mission statement emphasized the development of an awareness and understanding of various global issues, cultures, and languages. This goal was certainly reflected in the curriculum. Recognizing the need to meet the competition and challenges of the twenty-first century, the school established its international program in 1986. The four basic themes which are implemented throughout the year are interdependence, culture, choice, and change.

The concepts were reflected in the global content and implemented during the regular forty-five minute classroom instructional period. DuBois employs forty-five teachers and all but three have been with the program since its inception. The teachers, have, for the most part, demonstrated supportive and cooperative attitudes towards the program and seemed very responsive to the particular needs of the students and the school. This atmosphere was reflected in one of the two conversations in the relaxed teachers' lounges. When asked about the program, Carol
responded:

The world is shrinking, and it is necessary to be aware of different cultures and different languages in dealing with people across inter-national borders. Hopefully this program will give us a core group of students who will set the pace for achieving international success (IN 2/19/91).

Another teacher interjected, "in the world of the twenty-first century, it will not be possible to be successful as an individual or as a nation without an international perspective" (IN 9/19/91). The two administrators, who have both served in the same capacity for the last four years, echoed the same sentiments. Mr. Allen was very positive about DuBois' efforts to provide international linkages and understandings among students. Included in the achievements mentioned were in-service training for teachers every six weeks, grade-level and department teams, the foreign language programs which offers six language, the Adopt-A-School, and D.A.R.E. programs, and the incorporation of the Global Education Implementation Guide. Mr. Allen further noted that the prime reason for his and his staff's commitment is that "the world is shrinking, and it is necessary to be aware and to prepare students for these challenges" (IN 9/19/91).

After meeting with Mr. Allen, Mrs. Weybridge, (the program coordinator who was very instrumental in providing resources and establishing field trips, guest speakers, and other global program for the school), escorted me through the building and introduced me to the staff. The blue
painted brick walls were lined with students' projects. As we climbed to the third floor, which was covered with tile bricks, I remarked on the cleanliness. Mr. Weybridge explained that the students take pride in the building. This gives them a sense of belonging and ownership which helps build morale and reinforces good behavior. There are fifteen classrooms which house the sixth and seventh grade social studies, science, language arts, math, art, and reading classes. Inside the classrooms are maps, globes, reference books, television, computers, storage cabinets, drug awareness notices and international posters, and twenty-five blond wood desks with matching colored plastic chairs. (Some rooms have table and chairs.) The teachers' desks were also of blonde wood, with old, obsolete, wooden chairs.

Carol's Classroom

As I approached the third floor where Carol's classroom is located, students were actively participating in a lively discussion about the various projects, while others were watching a video, drawing maps or working on their travel brochures. The room was arranged with four black slated rectangular-top tables where at least four or five students are seated. Although all the students were not present that day, the usual enrollment consisted of twenty students (10 girls/10 boys).
Figure 10 - Model of Carol’s classroom.

This setting appeared conducive to cooperative learning and group work. By actually being on site and having access to other colleagues, particularly those at the school, I was able to understand more fully the components needed to
implement the global program; I would not have been able to do so if I had not made my own personal observations.
CHAPTER V
CONCLUSIONS/RECOMMENDATIONS/SUMMARY

As the world becomes increasingly interdependent, global education should be at the forefront of educational reform. Global education is a means of developing the knowledge, skills, and attitudes necessary for students' effective participation in an interconnected world. Hence, the teacher's classroom instruction to promote these values/ideas/skills need to be thoroughly examined.

This study was concerned with two propositions: first, that the teacher's background, knowledge, worldview, beliefs, values and contextual factors are crucial to the implementation of global education in classroom instruction; second, that global education's relevances moves beyond the substantive and into the perceptual dimension (Case, 1991). The conclusions and recommendations will reflect my discoveries about the teacher's practice in implementing the perceptual dimension of global education.

The classroom instruction described here illustrates how one sixth grade middle school social studies teacher implemented global education. The findings were organized around three major sub-questions and were followed by a discussion of the findings. Conclusions were drawn and
final recommendations were made. The inquiry sought to answer the following questions.

1. How does a teacher's background influence her worldview, her knowledge-base, her beliefs, and her values about teaching from a global perspective?

2. How do contextual factors influence her decisions about implementing global education in the curriculum?

3. How are background and contextual factors reflected in the actual strategies and techniques which she employs in order to implement global education in her classroom instruction?

It has become increasingly clear that the implementation of global education, in part, is based on the teacher's background, knowledge-base, worldview, beliefs, and values. This conclusion is supported by a body of literature attesting to the importance of the role of the teacher and his/her practice. The examination of Carol's practice illustrates how background, knowledge-base, worldview, beliefs, and values influenced her implementation of global education in her classroom instruction. In fact, these factors moved her teaching beyond the substantive dimension to the perceptual dimension of global education.

In order to provide a conceptual framework for analyses, the review of the relevant literature examined
various definitions and goals of global education. The review concluded that, while there is no universal agreement about what constitutes global education, the definitions and goals are primarily based on how global educators/teachers perceive it. Yet, some common themes exist which include 1) universal human commonalities and perspective consciousness; 2) an interconnected world system; and 3) human choices.

In an effort to illustrate different approaches to implementing global education in classroom instruction, the review also examined related studies on implementation in general, and specifically global education. The review identified three distinct methods of implementing global education in classroom instruction which included: 1) an infusion approach; 2) a world-centered approach; and 3) a discrete course approach. It was found that the infusion approach, that is, infusing global education into the existing curriculum is likely to be most beneficial.

Finally, the review went on to examine the influence of teachers' decision-making and thinking regarding his/her practice. An examination of this research revealed that the idiosyncratic nature of the teacher's background, knowledge-base, worldview, beliefs, and values strongly influenced the implementation or hindrance of global education in his/her teaching. The research findings relative to the teacher's pedagogical practice are critical to how and if global education is implemented in classroom
instruction.

This study was based on a naturalistic inquiry in which observations and interviews of the respondent were conducted for nine months. This teacher was selected because of her success in implementing global education in her instruction. Due to the emergent design of the study, three years following the initial observation, follow-up interviews and member checks continued to either provide clarification of, or additional data/information.

In Chapter IV, the data were divided into three categories: 1) background, knowledge-base, worldview, beliefs, and values; 2) contextual factors; and 3) strategies and techniques. The first two categories attempted to show how the respondent's background, knowledge-base, worldview, beliefs, and values shaped much of what was happening in her classroom instruction. According to the findings, Carol's background, knowledge-base, worldview, beliefs and values as well as her unique teaching abilities and commitment to global education were the key determinants of her successful implementation of such a program. These factors distinguished and facilitated her singular and successful instructional delivery.

The findings suggest that each teacher's approach to globalized instruction is contingent upon various intrinsic and contextual factors. Several contextual factors
influenced Carol's practice. These include her students and their competency level; the global focus of the school; the interdisciplinary team teaching/planning; and parental, administrative, and district support (or lack of). Interview statements reiterated this finding.

The third category illustrated the actual implementation strategies and techniques and how they were influenced by the previous categories. There were numerous instructional strategies for teaching knowledge, skills, and values (attitudes) which were developed in this classroom. Teaching strategies focused on team and interdisciplinary teaching/planning, while classroom activities included cooperative learning, hands-on experiences, role playing, tests correcting, critical thinking, writing, reading, knowledge and interpersonal/personal skills, and map and research projects.

Conclusion

Several features of Carol's global classroom instruction have been discussed throughout the study. First, her belief in the rationale and goals of global education as she perceived it, and her commitment to teaching cross-cultural understanding and multiple perspectives were evident throughout her instruction. Her personal and professional attributes provided her with experience and knowledge for understanding the perceptual
dimension of global education which she transmitted to her students.

Second, the global content (substantive dimension) of her instruction and teaching style reflected her development of inquiry, critical thinking skills and analytical interpretation of information. Her objectives challenged students to "think locally, act globally." The problems and issues of today transcend national borders. We must implement global education if we expect students to understand and appreciate our planet and recognize the importance of working together to solve these problems. Carol's instruction addressed these concerns and her teaching strategies offered students an opportunity to reflect on global issues and to understand the importance of our interdependence.

A necessary goal of global education is the preparation of our students for participatory and responsible world citizenship in the twenty-first century. Through her instruction, Carol hoped her students could become critical thinkers and decision makers; those who would seek alternative ways to understand, question, and interpret information. By exposing students to choices and to alternative ways of knowing, these cognitive and effective attributes and skills will give students the basic tools for becoming critical thinkers and decision-makers in the future.
In order to accomplish this goal, Carol used various strategies and multiple perspectives in her classroom instructions. As a result, her teaching was an enactment of the perceptual dimension of global education which focused on (1) open mindedness, (2) anticipation of complexity, (3) resistance to stereotyping, (4) inclination to empathy, and (5) nonchauvinism (Case, 1991, p. 10-17).

It is essential that the perceptual dimension is encouraged in order to foster multiple perspectives, a major component of global education. Furthermore, it is evident that additional descriptive studies are needed in order to illustrate the specific type of instructions being used and the quality of global education taking place in classroom instruction.

Recommendations

The recommendations offered here were based on Carol's instructional strategies in implementing global education in her classroom. For optimal success, all of the following recommendations should be followed in the implementation of global education.

I. Teachers

Teachers should be trained in both undergraduate and post graduate studies to be knowledgeable about global issues and problems. They must also have the necessary skills to teach about the world and its pluralism from the
perceptual dimension of global education. Through in-service and sensitivity programs and cross-cultural experiences, teachers must be trained to address the needs of the students and other issues such as cultural diversity, ethnicity, and pluralism. Teachers in global education programs must seek to incorporate new methodologies and alternatives for teaching what is traditionally claimed to be the "truth." It is important that students be exposed to multiple perspectives in the classroom. For example, students must understand the ethnocentrism that has denied African Americans, Native Americans, women, and other minority groups their rightful place in history. Perhaps a more appropriate methodology could be employed that seeks to include recognition of the aforementioned groups.

II. Curriculum

It is not enough that curriculum is based on the substantive dimension of global education; it should also reflect the five goals of the perceptual dimension. With the inclusion of a global perspective (preferably the perceptual dimension), alternative strategies for teaching a perceptual dimension in global education may be incorporated into the curriculum. Additionally, interdisciplinary and cooperative learning, team teaching, adequate textbooks, access to necessary resources, and released time for planning globalized approaches to classroom instruction must be provided for global education programs. More attention
should be given to the students' civic responsibility and community involvement. In addition, global perspectives as outlined in earlier chapters should be infused throughout the entire curriculum. It is time for American education to put away parochial, chauvinistic attitudes and accept the concepts of multicultural/global education. Our curriculum should reflect the importance of the total global system in which the United States is an actor. No nation today can exist independent of others. The mutual dependency of our world transcends all national and cultural boundaries. The recommendation here is not only to uncover the hidden curriculum that seeks to deny alternative ways of knowing, but to incorporate multiple perspectives. This is an imperative that our time cannot ignore.

III. Cross-Cultural Awareness

Cross-cultural awareness, which exposes teachers and students to other cultures, should be incorporated in global programs. This can further the growth of both teachers and students by enhancing the perceptual dimension of global education (e.g. open-mindedness, resistance to stereotyping, inclination to empathize, and non-chauvinism). Study and travel abroad, and to different geographic regions within our nation, provide greater insights into understanding ourselves and the cultural similarities and differences of others. Teachers should include guest speakers from various cultures and nationalities, and should use other cultures'
media to heighten students' awareness.

More attention must be given to dissuading/ending racism, sexism, stereotyping, and prejudice by providing positive and equitable reasons and incentives to challenge such inequities. Teachers must be open-minded and encourage students to engage in issues of vital concern to our nation, as well as to the rest of the world (e.g. social justice and political and socio-economic disparities that differentiate groups).

IV. Multicultural/Afrocentric/Other Educational Approaches

Multicultural, Afrocentric, and other educational approaches that seek to incorporate a pluralistic component must be included in global education. Global education, if ideally inclusive, would allow all elements to compliment the others by linking cultural specificity to global issues. By providing different perspectives and multiple instructional methods, teachers could offer students an opportunity to compare and make reasoned judgments about the information and knowledge that is being taught in their classroom. Global education should be more than merely the acquisition of skills, attitudes, and knowledge set forth by any dominant group. Rather, it should be culturally inclusive of knowledge of all groups and sensitive to all people.

V. Specific Curriculum Inclusion

With the increased proportions of African Americans and
other minority students, in our public educational system, curriculum developers and teachers must find new and innovative ways to incorporate these students’ history and culture into prescribed lesson plans. As part of an on-going process, continuous cultural distinctions and interpretations must be made throughout the curriculum. It is only through innovations which include groups that have, until now, been voiceless, that education may become meaningful for all students.

Although the global component of Carol’s instruction was evident, more emphasis should perhaps have been placed on incorporating sensitive means of developing students’ cultural identity in classroom instruction. It is important that students are taught about their own culture before they can be expected to understand and appreciate any other. If this is done, perhaps we can open teachers and students’ minds to new dimensions of understanding about cultural diversity, thus, limiting stereotyping and promoting empathy, major components of the perceptual dimension of global education. Teachers must consider the intricacies of the students’ lives and their influence on academic performance.

VI. Textbooks

Textbook publishers must begin producing texts which better reflect multiple perspectives and documented histories. Although there is an abundance of materials and
resources available for teachers to use in globalizing their instruction, many teachers rely solely on the prescribed textbook for guidance and instruction. This type of teaching can be insulting to the teachers' professional integrity. Throughout her lessons, Carol provided students with a variety of supplemental materials which exposed them to multiple perspectives.

As teachers we must acknowledge that the world has changed and that textbooks lag far behind in providing and clarifying information. Many textbooks are still positivistic in their approach to history and ethnic diversity, and in many cases information currently produced and transmitted can no longer apply to our contemporary, diverse, and global world. Teachers must become conscious of mis-information and weigh the kinds of representations and/or information being presented in the textbook against the goals and values of the student population who will use it.

In analyzing textbooks, simple reflections about the consequences of the knowledge they provide is good starting point. By addressing the political aspects of this type of information, a new textual enfranchisement of the disenfranchised might emerge to give voice to alternative perspectives. Since so much of the historical and cultural information provided by textbooks is inaccurate and nothing is innocent, it is time for all educators, curriculum
developers, textbook writers, and policy makers to address these issues.

Textbooks seldom address controversial or sensitive issues, which is a great disservice to the students. Although Carol used the textbook as a resource, she provided supplemental materials from multiple perspectives which focused on the broadest range of human conditions, experiences and contributions. If this is done, new forms of information that offer alternatives to the textbooks will be forthcoming. Different versions of history, studies of ethnic diversity, case studies, and other in-depth subjects can diminish reliance on the official textbook and provide suitable alternatives for the globalized classroom.

VII. Further Studies

Because students are the recipients of the future challenges to create a better world than our present one, global instruction must recognize the complexity of the teacher and other contextual factors. As indicated by Carol’s teaching instruction, her goals were to develop well-informed and caring students to function effectively in an increasingly interdependent world. Throughout her lessons recognition of the need to develop an awareness and understanding of various cultures, state of the planet and global problems and issues were paramount. It is not enough to teach content; teachers must be aware of their own paradigms and their impact on their instruction and their
Given the fact that teachers develop their own idiosyncratic worldviews and beliefs, they are virtually in control of the knowledge being transmitted to students. Implementation of global education raises many pedagogical concerns and problems. Further studies on how individual teachers, such as Carol, teach about the world and infuse global perspectives in their classroom instruction are clearly warranted. Successful implementation of global education rests on the teacher’s understanding and acceptance of the need to teach global education, and demands the addition of a perceptual dimension to the individual teacher’s instruction. Subsequently, these elements become intertwined with and thus influence the essential outcome of globalized instruction. It is not enough for researchers to debate or produce volumes of works on the importance of global education or concepts; rather, focus must be on teachers and how they teach about the world.

Summary

The recommendations offered by this study reflect an attempt to rethink and reshape how global education should be implemented in classroom instruction. It is evident that global education is essential to the success of our students and that the problematic complexity of implementing it into
classroom instruction must be addressed from both multicultural and global perspectives. In order for global education to succeed, teachers must become more knowledgeable about themselves and their role in globalizing their classroom instruction. Therefore, it is crucial that more research focus on the individual teachers and their practices. Ultimately, only the teacher can determine the extent of globalization in the classroom.

Throughout her teaching, Carol reflects the characteristics commonly held by global educators in the field (see Chapter II). She is distinguished as a global educator and not merely a "good teacher" because of several unique qualities. These qualities include a) her cross-cultural background and its influence on her teaching, 2) her commitment to implementing global education in her classroom, 3) her use of multiple perspectives in her teaching, 4) her demonstration of sensitivity towards her students, 5) her attempts to incorporate global attitudinal changes among her students that acknowledges cultural differences and the interconnected world system, and 6) her participation in professional conferences, workshops, organizations, and cross-cultural travel. Like global education itself, Carol’s classroom dynamics produced examples of necessary responses to recognizable needs. In a sense, Carol’s earnest hopes and complimenting efforts established a coming together of conditions and context for
global education's implementation in her classroom.

Carol's marked engagement with her students, joined with her expertise and her enthusiasm, created an ongoing chronicle of classroom excellence. The classroom, like our globe, is a composite of differences and likenesses. Carol was able to incorporate these differences in each lesson to globalize her instruction.

In retrospect, the influence of one teacher has not only created positive insights about the process of implementation of global education, but has provided a fresh and decisive affirmation of the invaluable impact of her presence. Carol's professional and personal qualities indeed seem more than satisfactory and rarely less than excellent. Her easy fluency and her deft sense has enabled Carol to recognize when to emphasize certain material and when a lesson received by the students had produced amazing residual effects; students seemed gratified by their ability to find answers and uplifted by the knowledge that they had succeeded. This catalytic interaction satisfies both teacher and student.

Finally, if global education is to become a successful reality in classroom instruction and provide new insights, knowledge, and commitment, teachers such as Carol will serve as examples for its implementation. We are creating a new milieu for the future.
"To Don at Salaam"

I like to see you
leaning back in your chair,
so far you have to fall but do not,
your arms back, your fine hands,
in your print pockets.
Beautiful, Impudent, Ready for life.
A tied storm.
I like to see your [boy] smile,
Whose tribute is for two of us,
or three,
Sometimes in life
things seem to be moving
and they are not.
and they are not there.
You are there!
Your voice is the listened for music.
Your act is the consolidation.
I like to see you living in the world.

--Gwendolyn Brooks
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APPENDIX A

LETTER REQUESTING RESPONDENT PARTICIPATION IN STUDY
April 3, 1992

To: [Redacted]

From: Ann Wagner-Ratliff

Subject: Request for participation in doctoral dissertation study

Per our conversation last month regarding my dissertation, I am writing to request your participation in my study. Using the original data collected by Dr. Merryfield and myself, I will attempt to do an in-depth case study of how you implement global education in your classroom instruction. Although we have concluded the original observations and no further data will be collected, I would like to conduct further interviews that will allow me to clarify the data already collected. All data collected and generated from this study will be treated in a confidential manner and no publications will be authorized without your prior consent.

It would be greatly appreciated if you would consider this request.

Sincerely,

Ann Wagner-Ratliff
Researcher

[Respondent's Signature]
APPENDIX B

RESPONDENT'S REACTION TO THE STUDY
Dear Anne,

Here you are at the end of your research with the paper written in its final form. It has been three years of gathering, assimilating, writing and rewriting. I find that I have learned a great deal about myself and the way I organize the information which I teach. Because of the questions which you asked I have been more aware of my thought processes when designing lessons for the students. I am grateful for your insight which has allowed me to get a look at teaching from a different perspective. You have allowed me to be a part of your work, bringing me in through discussions and by sending drafts to read and amend.

This study has documented the work that the 6th grade staff has done at Mifflin International over the past 7 years. It is with pride that I acknowledge the program which we have created to help students learn about the world in which they live. We have been supported by our principals, guidance counselor and curriculum coordinator in this work. We have all benefitted from the attention which you and Merry Merryfield have shown us. I feel that teachers who are part of a positive study function more confidently and with improved self-esteem. Thank you for helping build pride and confidence in our program.

Sincerely
APPENDIX C

SAMPLES OF MISSION STATEMENT AND GOALS' OF DUBOIS MIDDLE SCHOOL
As we approach the 21st century, the countries of the world are becoming increasingly interdependent. To prepare for this interdependence, we seek to develop thoughtful, creative, caring adults able to function effectively as individuals and citizens. Our students, as citizens of tomorrow, need to develop an awareness, understanding and acceptance of various people, languages and cultures. We at Mifflin International Middle School seek to provide students with a background for developing an international perspective as a passport to the future.

In the fall of 1987, Mifflin International Middle School became a part of the alternative program of the Columbus Public Schools when it began to offer a foreign language and international studies emphasis to students in grades six, seven and eight.

Through school-wide international themes, students are introduced to an interdisciplinary study of reading, language arts, math, health, science, social studies and unified arts. The staff is committed to providing opportunities for students to develop an international perspective, vital to their success in the future.

At Mifflin International, students study one of the following: Chinese, French, German, Japanese, Spanish or Swahili. During the school year, students are also introduced to many world cultures and other critical languages.

Students study a second language to communicate, to learn about other people and how they live in an interdependent world, to broaden their intellectual horizons and to improve their self-image. Second language learning and international studies will provide a life-long benefit for citizens of the 21st century.

Mifflin International offers excellence, innovation, diversity and excitement! For more information, call 365-5474.
Middle School

- Middle School offers an international program to all its students.
- Through school-wide international themes of "Interdependence," "Culture," "Choices, and Change," students are introduced to an interdisciplinary study of reading, language arts, math, health, science, social studies, unified arts, and computer awareness.
- At Middle School, students study one of the following languages: Chinese, French, Japanese, German, Spanish or Swahili. Spanish and French immersion classes are offered, also.
- Students benefit from a wide variety of programs such as Operation Aware, Quest, Junior Great Books, Model United Nations, MathCounts, Chess Club, and Geography Bee.
- Many of the staff have an international background and regularly involve themselves with global experiences.
- Various academic travel experiences are offered each school year and summer.
- Students have the opportunity to use computers in their course work and as a regular unified arts class.
- All Middle School students are encouraged to participate in local and national scholastic programs.
- Parents are actively involved in the Parent-Teacher Association and the Parent/Community Involvement program.
- Students participate in programs such as the city-wide Spelling Bee, the Optimist's Club and Martin Luther King Jr. oratorical contest, the Lion's Club essay contest, science fairs, the Young Writers competition, Foreign Language Olympics, the National History Day contest, and the Geography Bee.
- Students can develop their special interests through vocal and instrumental music, Student Council, interscholastic and intramural sports and the Art Major program.
- Encourages community participation in its annual Open House, Awards Night, winter and spring music programs, art shows, displays, the Columbus Council of PTA's International Celebration, and the Columbus International Festival.
- The Homework Hotline is activated after school every school day.
- Through the Adopt-A-School program, Middle School has formed partnerships with the Columbus Council on World Affairs, the Columbus Development Department, the Ohio Department of Development, and the American Red Cross.
During the study of INTERDEPENDENCE students will:
- survey and analyze their community for examples of transnational exchange and foreign influence;
- draw conclusions about the relationship between their lives and the world, their community, and various global systems;
- consider the implications and effects of living in an interdependent world;
- recognize the extent to which news events, usually considered local or national in scope, have regional and global implications.

During the study of CHOICES students will:
- develop an awareness of the availability and utilization of natural and human resources;
- recognize the importance of personal choices and their consequences;
- become aware of leadership behaviors and how they influence a group;
- develop awareness of the influence of different types of governments on the lifestyles, careers, and occupational options available to citizens.

During the study of CULTURE students will:
- develop a basic understanding of the concept of culture and be able to identify characteristics of their own culture;
- increase respect for their personal culture as well as for people from different cultural backgrounds;
- develop inquiry skills that will assist them in learning about their own culture and other cultures.

During the study of CHANGE students will:
- recognize the ways in which change influences peoples' lives and how people have responded to change;
- understand change as an ongoing process involving problem solving and planning for the future;
- gain a sense of how history has shaped their personal lives, community, and world;
- strive to bring about positive change in their lives, community, and world.

MISSION STATEMENT
WE ACKNOWLEDGE THAT THE COUNTRIES OF THE WORLD ARE BECOMING INCREASINGLY INTERDEPENDENT. TO PREPARE FOR THIS INTERDEPENDENCE WE SEEK TO DEVELOP THOUGHTFUL, CREATIVE, CARING ADULTS ABLE TO FUNCTION EFFECTIVELY AS INDIVIDUALS AND CITIZENS. OUR STUDENTS NEED TO DEVELOP AWARENESS AND UNDERSTANDING OF VARIOUS GLOBAL ISSUES, CULTURES, AND LANGUAGES. WE AT MIFFLIN INTERNATIONAL MIDDLE SCHOOL SEEK TO PROVIDE STUDENTS WITH THE BACKGROUND FOR DEVELOPING INTERNATIONAL PERSPECTIVES AS THEIR PASSPORTS TO THE FUTURE.
APPENDIX D

SAMPLES OF RESPONDENT'S LESSONS
Use this map of Japan to answer the following questions.

1. What are the four main islands of Japan?
   
2. What is the name of the body of water directly west of Honshu?

3. What four cities are connected by the Tokaido Railway?

4. What direction would you travel from Honshu to Hokkaido?

5. Approximately how far is it from Tokyo to Hiroshima?

6. What is the name of the northernmost city shown on the map?

7. Which of the four main islands is the largest in area?

8. Are most major Japanese cities in the north or south?

9. Which resources show that Japan is a nation that depends on the sea?

Our World: Lands and Cultures © Scott, Foresman and Company
Chapter 1  The Land and the People

Using Key Words  (40 points)
Find the best word from the list to complete each sentence.
society  region
oasis  plateau
nomad  descendant
landform  adapted

1. Modesto is a _____________ of the ancient Incas.
2. A desert area with water and plant life is called a _____________.
3. A _____________ refers to a group of people who live in a certain area and share common ways of living.
4. A mountain is a _____________
5. The Quechua have _____________ to the air of the mountains.
6. The hilly _____________ of northwestern France is excellent land for grazing.
7. Someone who moves from place to place, such as a Bedouin herder, is called a _____________.
8. A _____________ is a high plain.

Reviewing Main Ideas  (40 points)
If a statement is true, write True. If it is false, write False.

1. No two societies are exactly alike.
2. No part of Japan is very far from the sea.
3. For centuries, the Bedouin of Egypt have made their living by farming.
4. People can live almost anywhere in France because of the country's gentle climate.
5. The three main regions of Peru are deserts, mountains, and plateaus.
6. The Quechua plant corn and potatoes in their vineyards.
7. Llamas, alpacas, and vicuñas are related to camels.
8. Many people of Bordeaux make their living by fishing.

Thinking Things Over  (12 points)
1. How have the people of Japan and Peru tried to overcome their countries' mountain barriers to transportation and agriculture?
2. How do the Bedouin protect themselves against the desert's harsh temperatures, winds, and storms?

Practicing Skills  (8 points)
Identify the landform regions of France as shown on the map below.

hills
mountains
plains
plateaus
Ten articles of clothing and where they were made:

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Ten household items and where they were made:

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Did you find anything unusual? Explain________

On the attached world map, locate and color in all of the countries listed above.
Comparing Maps of Egypt

Study the two maps below. One shows the natural vegetation of Egypt. The other indicates population density. Then read the statements at the bottom of the page. Circle T if the statement is true, F if it is false.

Egypt: Natural Vegetation

Egypt: Population Density

T  F  1. Most of Egypt is sandy desert or desert shrub.
T  F  2. The population is most dense in the Nile Valley.
T  F  3. Most desert areas have from 16-32 people per square mile.
T  F  4. Egypt's population is spread out fairly evenly across the country.
T  F  5. In Japan and Egypt, the natural environment limits where people can live.

Our World: Lands and Culture © Scott, Foresman and Company

2
Tips for the Tour Guide

The country of Peru has a population estimated at 13,000,000. Most of this population lives high in the Andes Mountain range. Most of these people are herders and farmers. The high altitude affects the climate dramatically even though Peru is located very near the equator. The coastal area on the west side of the country has great potential for growth and wealth. Petroleum, fishing and culture are being developed in this area. The capital city of Lima is also located there. As the people come out of the mountains to the cities, the problems begin to arise there. Language is a barrier as is the lack of education and skills for city employment. Slums are a great concern to the government.

The country does export minerals, fish meal, cotton, sugar and coffee. The lumber industry is also improving. Chief agricultural products are cotton, sugar, wool, hides, coffee and rice. Most of the farmers in the highlands are most concerned with keeping their own families supplied with food.

The Inca civilization was a very highly developed culture. It had better systems of communication and transportation than the present day Peruvians have. The city of Machu Picchu was the cultural center of the Incas. It was hidden by jungle growth until 1911 when it was discovered by an American archeologist.

The people celebrate holidays in much the same way as most people—parties of food and dancing. Other entertainment includes relaxing on the beaches, bullfighting, cockfights, soccer (futbol), golf, tennis, polo and mountain climbing.

The Spanish conquered Peru in 1533. The Peruvians were not prepared for war and the country fell easily. Independence was finally gained in 1821. Peru was the last Spanish colony to gain independence.
The Incas were an agricultural community. They kept all of the crops in storehouses and saved them for distribution to each family.

The roads and mail service were superb. The roads were paved with flat stones and retaining walls. Bridges and rest stations were built where needed. Runners were the mail service and could deliver a message at the rate of 150 miles per day.

The Incas did not develop a true system for writing. They did work out a number system of knotted strings. The system is called quipu (KEE-poo). From the main cord hung smaller strings of different colors. There were groups of knots tied at different lengths.

Part of the costumes worn by the Incas at special ceremonies was the elaborate headpieces worn by the men. Using one of the two designs (C), make a headpiece using colored paper, silver and gold wrapping paper, etc. Make a simple hat frame of strips of construction paper (A,B). Add the design to the front (D).
The east side of the Andes jungles and the plains make up the montaña. The area is isolated with few roads and only the rivers are used for transportation. It is an underdeveloped region with large jungles. Half of the total area of Peru is part of the montaña. The soil is very rich and holds much moisture. The climate is hot and humid with heavy downpours from December through April. Because of this climate, the area is not heavily settled. There are a few Peruvian Indian tribes in the back country. These climatic conditions are excellent for growing rice, fruits and vegetables. Unfortunately, with the poor transportation system, the foods cannot be delivered to the big cities along the coast. Therefore, this rich jungle area goes undeveloped.

Iquitos, with a population of 1,000,000 is the main city of the montaña jungle region. Iquitos is located on the Amazon River, which is the reason for its importance. This city is the only lifeline with the outside world. Products exported from the port are lumber, leche cajpi (chewing gum base), animal hides, alligator skins and plants used for medicine and dye.

Like most of the Amazon jungle, the birds and butterflies have wings of brilliant colors. Often the birds are sold to pet shops in large cities in Peru. The insects are also sold, but usually have been killed and mounted to show off the beautiful iridescent blues and other bright colors.

Use the pattern on this page or one of your own. Try making a jungle butterfly, remembering that these delicate insects are symmetrical.

Tear small pieces of construction paper to fill in the designs on the insect. The pieces should overlap. Don't forget the antennae.
Locate:
- Amazon River
- Andes Mountains
- Atlantic Ocean
- Pacific Ocean
- Equator

Color:
- Sierra Highlands (Orange)
- Montaña Jungle (Green)
- Coast Desert (Brown)

Locate Cities:
1. Lima
2. Amazon
3. Mac
4. Iquitos
5. Piura
6. Trujillo
Sierras

Three ranges of mountains make up the Andes Mountains in the highlands or SIERRAS. These mountain ranges make up more than one-third of the entire area of Peru. Over half of the people of Peru live in the Sierra region. Most of them are herders and farmers. The climate can range from moderate to FRIGID. The elevation has much influence on the climate. During the rainy season, the mountain rivers swell and overflow, taking mud with them. These mud slides, called HUAYCOS, have been known to bury entire villages.

Llamas, vicuna and alpacas live in the pastures of these high mountains.

The farmers, CAMPESINOS, live in little mud or stone huts and farm a small piece of land. They grow potatoes, corn, grain, beans and raise a few cattle. Their main concern is to have food for themselves to eat.

Altitude sickness, SOROCHE, is not known to the highland Peruvians. The air is very thin, but the natives seem able to work even in these conditions.

The highland Peruvians have kept the traditional dress of the past. Their clothing is multicolored and bright against the mountain scenery, often covered with everlasting snow. The women wear large, full, earth-sweeping skirts and felt hats shaped like upside-down PANCAKES. These hats often tell what part of Peru the woman came from. Shawls are not only used to keep warm, but also to carry a load of corn or wool. The men wear the unusual hat called CHULLO. It is also multicolored and has ear flaps. A PONCHO is worn for warmth and to keep off the rain. The children dress as their parents do.

DOWN
1. Mud slides
2. Cape or sleeveless jacket
3. Hat with ear flaps
4. Very cold

ACROSS
2. Shape of ladies' hats
5. Highland farmers
6. Altitude sickness
7. Highlands

On the back of this paper, draw a picture of your family dressed in native Peruvian costumes.

ANDES HIGHLANDS
The ancestors of the Incas were the first people to raise potatoes. Before 6000 BC the Indians of Peru collected wild potatoes. It soon became the most important food in their diet. The potato, or papa as it is called, was not only eaten, but also the potato spirits were worshipped and used in their arts.

Farmers may grow as many as 3000—5000 different varieties of potatoes. Many do not resemble our mind's picture of a potato. They come in all colors, shapes and sizes. Many look like tiny pineapples, some like coral snakes, others like bright red cherries and some like purple gumdrops. Each kind has a name often creative and very funny. In Quechua (KECH-wa), the native language, a long flat potato is called mischipasinghan, which means "cat's nose." A knobby, hard-to-cook potato is called lumchipamundana, which means "potato which makes young bride weep."

The Peruvian Indians were the first to make freeze-dried potatoes called chuno. During the coldest nights in the Andes Mountains, small, bitter potatoes are spread on the ground to freeze. The next day the sun dries them. After several days and nights of freezing and drying, they are gathered into small piles. The villagers rhythmically stomp on them with their bare feet. Then the potatoes are soaked in the water for three weeks and again dried. After this process, the chuno will keep up to four years.

In prehistoric times, chuno was placed in the tombs of the dead as food for their journey to the afterworld.

Draw a strange shape in each of the bushel baskets below. Give your paper to a friend to name each shape. These could be new varieties of potatoes you have created!
Music is an important part of every festival. CONJUNTOS, or native bands, play at every party. Most of the native songs are played on a 5-tone, or pentatonic scale. Many different instruments are used to give variety to the sound. Some of the instruments are the ANTARA, or panpipes; the QUENA, or small flute; PINCULLO, or whistle; TINYA, or small drum, and other stringed instruments such as the HARP, VIOLIN and GUITAR.

The songs and dances help celebrate the OCTOBER FAIR. This celebration began when a wall remained standing after an earthquake in Lima in 1746. This wall has a famous religious painting on it.

Peruvian PEASANT DAY is celebrated on June 24th to praise the farmers. November second is ALL SOUL’S DAY. People visit the cemeteries and bring flowers and food for the dead.

CHRISTMAS is also celebrated everywhere. Fiesta days are a change from the daily pattern of hard work for the Peruvians. Fiestas are the main recreation of the people. They wear their brightest costumes, dance and drink native beer made from corn.

Try to find the twelve musical instruments and holiday names in this word search.

See if you can draw a picture of a fiesta. Include a band with all of the musicians. Bright costumes are important to the dancers.
Color the costume on the left.
Design your own Peruvian costume on the right. Color carefully. Try the completed costume on the doll.