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TEACHER RESEARCH AND REFLECTIVE NARRATIVE ANALYSIS:
METHODS OF LEARNING ABOUT AND FROM
IMPLEMENTING GLOBAL EDUCATION
Volume I

DISSERTATION

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

By

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* * * * *

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1995

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Deborah Lynn Merki
and
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CHAPTER I
EXPLANATION OF THE PROBLEM:
APPLYING TEACHER ACTION RESEARCH AND NARRATIVE CASE WRITING
TO LEARN ABOUT AND FROM
IMPLEMENTING GLOBAL EDUCATION

A. Introduction

In the fall of 1993, after taking two years of professional leave to pursue a doctorate in global and social studies education at the Ohio State University, I returned to an east coast, suburban community to resume teaching social studies at the middle school level. In particular, I resumed responsibility for teaching seventh graders about world cultures via the study of geography. Having four years of teaching experience with this school district and two and half years of experience teaching this particular curriculum, I felt quite comfortable, and even excited, with my placement.

Possibly, the greatest reason for my renewed excitement upon returning to the field was that I was going to be teaching from a global perspective and conducting teacher action research on my practice. Though I had experience teaching about world cultures and geography, I had never
taught it from a global perspective. During my first four years of teaching, I was not prepared to teach students to analyze and evaluate the ramifications of decisions or the implications of the interdependent nature of peoples' histories, politics, economics, geography, and environmental concerns. My instruction was limited mostly to helping students identify information specific to the uniqueness of different cultures. I taught for cross cultural awareness and student realization of the effects of geography upon culture, but I did not foster an understanding of the consequences of the interdependent nature of the world. My instruction did not enable students to study how actions of peoples and nations, commonly believed to be made in isolation of other peoples and nations, are actually interdependent and have global implications. Additionally, my teaching did not emphasize that the earth is one home for all peoples so that students would know that changes affecting the earth affect us all.

Through course work at the Ohio State University and innumerable cross-cultural interactions from personal, professional, and travel experiences, I became confident that the tenets of global education are essential to effective teaching and learning. Since my previous teaching was not global, it did not prepare students to function adequately in a society that is global by nature. In short, my teaching was inadequate for student needs today.
By the time I decided to return to the classroom, I had become convinced that it is necessary to teach so that students are able to develop realistic and relevant global perspectives of the world and its peoples and cultures. I concluded that the interdependent, multicultural nature of the world demands that students study the world and its peoples and cultures in ways that realistically reflect and reveal the interconnected nature of its systems (i.e., global historic, cultural, economic, ecological, and political).

Deciding to implement a global curriculum, I was challenged to develop and effect lessons that facilitate efficacious teaching and learning of global perspectives. Through my lesson planning and instruction, therefore, I attempted to enable students to realize how peoples and cultures of the world, regardless of distal proximity, are interrelated and understand how we, as interdependent actors of an interconnected world, affect each other through perceptions, awareness, knowledge, interests, and actions. Ultimately, through my lesson planning and instruction, I aspired to enable students to attain the following goals:

**GOALS OF A GLOBAL EDUCATION**

The goal of school programs will be to enable all students to develop:

1. Perspectives Consciousness -- the recognition or awareness that:
one's view of the world is not universally shared
one's view of the world has been and continues
  to be shaped by influences that often escape
detection
others have views of the world profoundly
different from one's own

2. 'State of the Planet' Awareness
  of prevailing world conditions and developments,
  including emergent global trends

3. Cross-cultural Awareness
  of the diversity of ideas and practices to be
  found in human societies around the world
  of how such ideas and practices compare
  of how one's own society might be viewed from
  other vantage points

4. Knowledge of Global Dynamics; including
  comprehension of key traits and mechanisms of
  the world system
  consciousness of global change

5. Awareness of Human Choices, especially
  the problems of choice confronting individuals,
  nations, and the human species as consciousness
  and knowledge of the global system expands
  (Hanvey, as cited in Kniep, 1987, p. 114).

In addition to my enthusiasm about returning to the
classroom and adopting teaching for a global perspective, I
was excited about engaging in teacher action research for
the first time. Never having taught for a global
perspective, I experienced much on-the-job training. I
experimented with many different activities, materials, and
forms of assessment to find those that best facilitate
teaching global education. To monitor my experimentation
and progress as a global instructor, therefore, I employed teacher action research.

B. Teacher Action Research:

A Means of Inquiry

1. A Rationale for Teacher Action Research

The purposes for my research were: (1) to know better the practical aspects of implementing global education in order to effect more efficaciously global instruction in my particular context; (2) to provide other teachers with detailed and practical data specific to effecting a global curriculum in order to encourage and guide them in their efforts to teach for a global perspective; and (3) to add to the research literature an illustration of how teacher inquiry into personal practice can feed back into practice for its enhancement.

According to Ogberg and McCutcheon (1987), action research is:

any systematic inquiry, large or small, conducted by professionals and focusing on some aspects of their practice in order to find out more about it, and eventually to act in ways they see as better or more effective. (p. 117)

Explaining the work of Carr and Kemmis (1983), Dicker (1993) suggests that:

Action research is a form of self-reflective inquiry that can be utilized by teachers in order to improve the rationality and justice of (a) their own practices, (b) their understanding of these practices, and (c) the situations in which these practices are carried out. (p. 203)
More descriptively, Nixon (1987) explains that "the action research process begins with a 'felt need,' experienced by a teacher or a group of teachers, and subsequently identified as such" (p. 24). Nixon continues:

Following the identification of the 'felt need,' the action research process moves into its second phase; namely, that of planning. This phase comprises two distinct elements. The first of these involves planning the practical response to the perceived problem. . . . . The second element involves planning the means whereby that response can be recorded and analyzed. . . . . The third and fourth phases are likely, given the above procedures, to run concurrently. They involve, respectively, the implementation of the planned action and the observation of that intervention. . . . . Some kind of 'formative' evaluation is invariably built into the action research process. Action, observation and interpretation are at the heart of action research. (p. 24)

Teacher action research was a natural, if not necessary, means by which hoped to achieve goals of global education. From reflecting on my previous four years of teaching, I perceived the need to change my instruction to prepare students better for their responsibilities as global citizens. Having identified this concern, I needed a means by which I could address it effectively. Teacher action research served as this means.

I had no outside agency, such as the Massachusetts Global Education Program or the Center for Human Interdependence, to direct and develop my efforts as a global instructor or to describe, analyze, evaluate, and report on the results of my instruction. I was in a
position in which I had to address my own classroom and professional development concerns specific to global instruction in order for them to be addressed at all.

Teacher action research was developed as a means by which teachers in my situation can effect change themselves rather than wait for change to come to them. Teacher action research is a realistic and practical means by which teachers, who do not have access to local global professional development or teacher education programs, can effect global change. Student need for global instruction is pressing and global education programs are not ubiquitous. If teachers are going to effect a global curriculum now, as well as other means of professional growth, more and more teachers may turn to teacher action research. Therefore, because teachers, through teacher action research, are empowered to identify and address practical and pressing classroom concerns, teacher action research soon may be a popular means by which global education is implemented by individuals and small groups of teachers.

Anticipating that other teachers would benefit from utilizing teacher action research, I provide an example of how, through teacher action research, a teacher can learn about and from the process of implementing a global education. I explain how I was able to plan naturally and professionally toward developing and effecting actions to
address the need to implement a global curriculum.

Ultimately, I explain how I: (1) identified, through reconnaissance of the situation, the need for effecting a global curriculum; (2) reflectively planned, developed, and implemented actions to address the problem; (3) collected, analyzed, and evaluated the effects of my actions specific to the problem; and (4) formatively feed my findings back into the process of planning, acting, observing, reflecting, and evaluating.

2. Statement of the Research Questions
Through teacher action research on the implementation of global education, I aspired to add to the growing literature base even more detailed information on the practical, day-to-day, concerns of teaching a global curriculum. I examined my own teaching practices as they relate to the effective teaching and learning of global education to know better what it is that I did to effect the teaching and learning of global education. Through my research, I revealed what I, a teacher, did to illumine and address realistic and practical concerns, constraints, and resources in order to implement global education. I explained how I assessed student attainment of global educational goals and the effects of my planning and instruction; and how reflection on practice effected improvement in classroom instruction. Specifically, I illustrated how I monitored
and advanced the effectiveness of my global instruction by addressing the following questions:

1. What teaching strategies, activities, and materials are most effective for teaching for a global perspective?
2. What constraints and concerns are most persistent and limiting specific to global instruction?
3. How can I address effectively the constraints and concerns of teaching for a global perspective?
4. What local global resources are available for global instruction?
5. How can I effectively use local global resources?
6. What forms of assessment are most effective specific to global instruction?
7. What is the relationship between student ability level and attainment of global education goals?
8. How can I, through reflection on my teaching, know and meet specific pedagogical and professional development goals?
9. How can I, through reflection on practice, effect changes necessary to implementing global education.

Through applying teacher action research to answer these questions, I not only learned about practical aspects of implementing global education in order to effect more efficaciously global instruction. I am now able to provide other teachers with detailed and practical data specific to effecting a global curriculum, encouraging and guiding them in their efforts to teach for a global perspective. Furthermore, I am able to add to the research literature an illustration of how, through teacher inquiry, teachers can "improve the rationality and justice of (a) their own practices, (b) their understanding of these practices, and (c) the situations in which these practices are carried out (Dicker, 1993, p. 203)."
C. The Collection of the Data

I kept a daily reflective journal as the primary means of data collection (e.g., see Harris, 1993; Jumpp and Strieb, 1993; Johnston and Ochoa, 1993; Lincoln and Guba, 1985). My reflective journal included daily field notes written to describe: (1) my instruction; (2) the teaching-learning situation; (3) student attainment of the goals of global education; and (4) the processes and effects of teacher action research specific to teaching for a global perspective. Daily, I constructed reflective narratives of my thoughts, feelings, beliefs, actions, impressions, experiences, etc. as they related to implementing global education and teacher action research.

Before I began the planning and instruction for the next day's lesson, I analyzed my reflective narratives to see what I was learning about effective teaching and learning of global education and teacher action research. For example, from analysis of my reflective narratives, I learned more about what and how I was teaching; what the constraints and resources are regarding teaching and learning global education in my instructional environment; how and how well I addressed the constraints and employed the resources; how effective my teaching was; and what I could do differently to enable more effectual teaching and learning of a global education.
The second means of data collection I employed was student reflective journal writing (e.g., see Jumpp and Strieb, 1993 and Lumley, 1993). Usually on a bi-monthly basis, students explained in writing what they learned specific to particular global education goals. Students were encouraged to examine their feelings, beliefs, assumptions, and ideas specific to particular global goals, situations, and issues. Student reflective journal writing was also a means by which I interpreted and evaluated student attainment of global objectives.

The final means of data collection I used was critical readers (adapted from Lincoln and Guba's "peer debriefing," 1985). Usually at the end of each month, I sent formative narrative analyses of my data to my dissertation committee members, soliciting critical feedback on my research (e.g., feedback regarding my data gathering, analysis, and interpretation). My formative analyses included thick descriptions, analytic evaluations, and interpretations of my practice. I requested from my critical readers any insights they had regarding my teaching and research. The purpose of gathering these data was to help me identify specific data that I was not collecting and analyzing (or not collecting and analyzing enough of) through my reflective narratives. The critical readers helped me to focus on the research questions, collect thorough and descriptive data, and conduct detailed analysis of my data.
D. The Analysis of the Data

My findings are the results of four levels of analysis. First, at the end of each instructional day, I reflectively wrote about my objectives, activities, student-student interactions, parent-student contacts, collaborative efforts with my staff, the teacher action research process, and any other of the innumerable concerns specific to teaching and teacher research. (See Richardson, 1990, 1994; Harris, 1993; Jumpp and Strieb, 1993; Lincoln and Guba, 1985; and Johnston and Ochoa, 1993). Through daily reflective writing, I created a descriptive, personal, narrative account of my global instruction. I wrote my "story of the day" so that, if other teachers picked up my notes, they would know what happened in my class as well as know what was important to me as a teacher action researcher. In writing daily narratives, I conjured images of my interactions with the students as well as the interactions between me and my colleagues and me and parents. I recalled the activities the students and I engaged in and impressions of student achievement.

I analyzed my practice as I explained and described it through narration. Through constructing an analytic narrative account of my day of teaching, I explained what I did, how I did it, why I did it, what I thought about it, and what I would do next. I identified themes, decisions, issues, concerns, constraints, resources, etc. specific to
effecting a global curriculum. Writing my "story of the day," I became aware of and studied the themes of my practice as they emerged and developed.

The second level of analysis I conducted was coding the reflective narrative data. (See Lincoln and Guba, 1985: "Processing Naturalistically Obtained Data," pp. 332-356). At the end of each week, I searched my daily reflective narratives for answers to my research questions (e.g., what are particular concerns, constraints, and resources specific to global instruction). I read and re-read my reflective narratives to discover what I was learning about effecting global instruction. While examining the data, I identified emergent codes (key words and phrases) that I used to describe my instruction, research, and environment. On the hard copy of my reflective narratives, I marked all codes according to themes, issues, questions, content, strategies, resources, constraints, etc. that emerged from reflecting on my practice. I then blocked and "appended" (categorized/sorted) the codes into separate data files on my computer. I read (and re-read and re-read and . . . .) the appended files as they grew from week to week, seeking to understand how the appended segments fitted together as separate files and how they sounded as parts of the whole story. I listened to hear them explain my story--ideas, concerns, feelings, and beliefs.
The third level of analysis was constructing referential narrative analyses (developed from Lincoln and Guba's "referential adequacy" check, 1985, pp. 289-331). At the end of each month, I constructed a summative reflective narrative of my notes and compared the summary with the original data to make sure that, through analysis, I had not (mis)re-interpreted the data. Through referential narrative analysis, I sharpened more acutely the focus of my research. I identified the most frequently occurring themes, the "out-layers," the curious themes, etc. that emerged during the month.

Specifically, referential narrative analysis fulfilled five goals. First, I distinguished and knew better what I was doing to achieve the goals of a global curriculum. Second, I reflected more conclusively on the relationship between teacher action research and teaching for a global perspective to understand better the relationship between theory and practice. Third, I increased the trustworthiness of my data by referencing the monthly summaries against the notes from which they were constructed. Fourth, I provided summative accounts of my professional growth—narrative benchmarks of my professional development. Finally, through referential narrative analysis, I evaluated what I accomplished as a global instructor and teacher action researcher and determined where I needed to go from there—as well as how I could get there.
Writing a "narrative of the self" was my final level of analysis. (See Richardson, 1994). At the end of my year-long inquiry, I wrote a comprehensive summative analysis of the daily and monthly data I collected. The process of writing the narrative of the self was similar to writing the monthly referential narrative analyses. After collecting, coding, and formatively analyzing all the data, I reflected over them, identified and described more conclusively the most prevalent, unique, interesting, and key themes that emerged from analysis of my data. In my narrative of the self, I explained the significance of the themes to my instruction and research—as well as calculated how the analyses of the themes affected my instruction and research. The ultimate goal for writing my narrative of the self was to present my research findings so other teachers, using their "professional judgement," would be able to transfer appropriate findings to improve their instruction and research (see Stenhouse, 1985).

E. The Presentation of the Findings

Laurel Richardson (1994) explains that "writing is a 'method of inquiry,' a way of finding out about yourself and your topic" (p. 516). She reasons that writing is not an action to be taken or a product to be rendered at the end of research. Rather, it is "a way of 'knowing'--a method of discovery and analysis" (Richardson, 1994, p. 516). Through
employing experimental writing, I reflexively considered the relationship between my research and instruction and the authority of my voice and the descriptive account of my global instruction. More specifically, I constructed a narrative of the self (Richardson, 1994). I created "a highly personalized, revealing text in which an author tells stories about his or her own lived experiences" (Richardson, 1994, p. 521). I applied narrative techniques (e.g., metaphor, imagery, characterization, plot, allusion, and subtext) to develop and present a story of my lived experiences as a global instructor and teacher action researcher. Intentionally, I suspended conclusive interpretation to encourage readers to "relive" and make sense of my professional experiences as they relate to them. Ultimately, I used fiction to present lived experience. I created a story to organize, tell, represent, interpret, and evaluate my experiences—as well as to encourage, through publication of my findings, other teachers and/or teacher action researchers to do the same.

Through presenting a detailed narrative of the self, teachers and/or teacher action researchers are encouraged to imagine being in my situation. I wrote a narrative of the self to encourage readers to imagine themselves as global instructors and teacher action researchers. Through reading my narrative of the self, readers are invited to place themselves in the scenes and experience (through my lived
experiences) the daily concerns of implementing a global curriculum. Therefore, the primary rationale for using a narrative of the self to present my research findings is that it is a means by which to create an imaginative, credible, intelligent tale of my experiences that, instead of boring, alienating, and losing readers, invites them into the text and encourages them in their efforts as teachers and/or teacher researchers.

F. The Scope and Sequence of the Chapters

In chapter two I provide a review of the literature specific to implementing a global curriculum. I offer a rationale for teaching for a global perspective, identify and explain factors specific to effecting a global curriculum (e.g., means of implementation, knowing local context, and tapping local-global resources), examine reasons of resistance to global curricular change, and interpret the relationship between good teaching and global education. In chapter three I provide a review of critical teacher action research literature and offer a rationale for critical teacher action research. In chapter four I explain levels and methods of my research. First, I provide a rationale for teacher action research while locating myself in the research and revealing my critical theorist perspective of research. Next, I identify and explain primary axioms and criteria of critical teacher action
research. Third, I offer an explanation of the stages of the critical teacher action research process as I executed them. Finally, I identify and explain my levels of data analysis and explain my use of narrative case writing of the self to analyze, interpret, and evaluate, data and present my research findings. Additionally, I present and explain the guidelines I used in writing a narrative of the self. In chapters five, six, and seven, I present a narrative of the self as a means of analyzing, interpreting, evaluating, and presenting my research data and findings. Finally, in chapter eight, I clarify my research findings and explain their implications for teachers, teacher educators, teacher action researchers, and/or professional development program developers.
CHAPTER II

GLOBAL EDUCATION: A REVIEW OF LITERATURE

A. A Rationale for Global Instruction

Many writers have provided a case for the implementation of a global curriculum (e.g., Becker, 1990; Gilliom, and Farley, 1990; Gilliom, 1981; Cushner, 1990; Anderson, 1990; Goodlad, 1986; Alger and Harf, 1986; Lamy, 1987; Klassen and Leavitt, 1982; Blankenship, 1990; Kniep, 1985, 1986, 1989; Tye and Tye, 1992; Hanvey, 1982; National Governor’s Association, 1989; National Commission on Social Studies in the Schools, 1989; and National Council for Accreditation of Teacher Education, 1982). Possibly the most widely referenced of proponents of global education, Lee Anderson (1990) explains that global educators are presently trying to globalize curricula in a variety of ways. He offers that some teachers are enriching student understanding of cultural diversity through cross-cultural comparisons of literature, dance, and music. Other educators are emphasizing study of foreign languages and often-ignored geographic regions. Still others are promoting student learning of global interdependence of peoples, nations, and cultures through study of functions
and relations of systemic global networks, e.g., environmental, political, and economic systems. Regardless of their specific approach, Anderson (1990) proffers that all global educators are ultimately trying to:

expand opportunities to learn about the world beyond the borders of the United States, and to learn about American society's relationship to and place in the larger world system. . . . [to help] American students to see things from the perspective of other peoples of the world. (p. 14)

Anderson (1990) presents a three-fold rationale for the globalization of education. First he argues that the social structure of the world has become more global. During the past two decades, technological, political, cultural, economic, and ecological networks have expanded to connect peoples, nations, regions, and cultures that were once separate from each other. The western dominance of the world has began to erode. Most western colonies have been replaced with politically independent states. Also, American cultural, economic, and military hegemony over the world has declined as commercial production has shifted to Western Europe, East Asia, and Latin America.

In addition to Anderson, a number of authors argue that the nature of the world has become increasingly global. Klassen and Leavitt (1982) explain that, "in just over 2,000 years, human understanding of Earth and its solar system has expanded vastly beyond the boundaries of local communities" (p. 3). They explain that "perhaps the most striking quality of the global community is its connectedness"
achieved through contemporary systems of transportation and communication (p. 4). The National Governors' Association (as cited in Kniep, 1989, p. 399) report that:

Times have changed. Revolutionary advances in science, technology, communications, and transportation have brought nations and peoples together. World trade and financial, economic, and political developments have transformed disparate economic systems into a highly interdependent global marketplace. Today the nations that inhabit the planet are often more closely linked than neighboring states or villages were at the turn of the century.

Gilliom (1981) reasons that it is:

an undisputable fact . . . that we are living in an increasingly interdependent world. . . . Virtually all aspects of human activity, be they political, environmental, economic, or cultural, are influenced by our growing and unavoidable interdependence with other nations and other ways of life. . . . To a greater degree than ever before the day-to-day lives of average citizens, as well as the lives of nations, are being influenced by our growing international, cross-cultural linkages (p. 169).

Lamy (1983) argues that the content of global education is, at least in part, the result of the role of the United States changing "from that of hegemonic power with the capacity to define and maintain the 'rules of the game,' to that of a major actor which must consider the interest of other actors in the maintenance of the international system" (p. 368-371). Likewise, Kniep (1989) explains that:

today as never before, all human beings live in a multiboundary world, not simply a world of nation states, but one with a diversity of worldwide systems in which all people affect and are affected by others around the globe. (p. 399)
Klassen and Leavitt (1982, p. 4) suggest that closing the gap "between a simplistic, antiquated view of humanity and one that recognizes the complexity and connectedness of people and societies is the challenge of our age. Ultimately, the challenge falls to education." As a result of the globalization of society (e.g., the reduction in the hegemonic influence of the U.S. and the increase in the frequency and types of interactions between peoples and nations), the need for instructional change has become increasingly apparent. In order for learning to be relevant and beneficial to today's students, teachers and teacher educators need to present instruction that reflects the global reality of the world. Cushner (1990) reasons, therefore, that it is necessary "that teachers prepare their students for the complex, interconnected world in which they will live" (p. 166). He explains that students need to be prepared not only for corporate concerns but also to "be educated with the sensitivity and skills required to address such concerns as the global environmental crisis, issues of war and peace, racism and prejudice, and world hunger" (p. 166). Gilliom (1981) explains that:

American educators have begun to sense that, whereas traditional approaches to schooling might adequately have prepared young people for a narrowly defined, nationalistic type of citizenship in the past, today's interdependent world demands more. What appears to be needed in the 1980s is an education designed to prepare citizens for effective participation in a global, transnational society. (p. 169)
The National Governor's Association (as cited in Kniep, 1989) concluded that, though the nature of society has become increasingly global:

These important changes are not reflected in the way many U.S. schools prepare students for citizenship. In educating students, the languages, cultures, values, traditions, and even the location of other nations are often ignored. Schools and universities reflect the same lack of global understanding that pervades the nation from government and business leaders to school children. (p. 399)

Likewise, in questioning effects of recent educational reforms on preparedness of teachers "to deal with the 'real' world of the schools," Gilliom and Farley (1990) suggest that:

the reform initiatives . . . are seriously flawed in at least one respect--they have virtually ignored the international, cross-cultural aspects of teacher education and have given little attention to the unique qualities required of teachers who would teach from a global perspective. (p. 69)

Ultimately, Gilliom and Farley (1990) conclude that "the international background of the average teacher-in-training tends to be as shallow as it is narrow, both professionally and personally" (p. 69).

Irrefutably, the world has become a global society. In order for students to be prepared to confront today's global realities, teachers and teacher educators must provide instruction that reflects global interdependence among peoples and nations and that enables students to develop skills and knowledge essential to addressing global realities (e.g., see Lamy, 1987). Hence, possibly the most
obvious and convincing rationale for global education is that the increasingly global nature of society demands teaching for a global perspective in order for student learning to be relevant to their roles as global citizens.

As the second tenet of his rationale for a global education, Anderson (1990) argues that, because of increasing global interdependence, erosion of western civilization's dominance, and decline in American hegemony, American society, in particular, has become global. First, the American economy has become global. Anderson (1990) explains that the U.S. economy is significantly more reliant upon international trade than it has ever been. The presence of U.S. firms aboard has dramatically increased. The number of foreign-owned U.S. firms has grown significantly. U.S.-Pacific Basin trade now exceeds U.S.-European trade. Furthermore, American foreign borrowing is on the incline. Anderson also sees American political life as becoming more global. He explains that state and local governments are now participating more in international policy and commerce and the U.S. has become so economically interdependent of other nations that it has lost control of its economic sovereignty. Third, he identifies that the ethnic diversity of America has become so pronounced that it is now "a world nation within a world system" (p. 29). Additionally, according to Anderson, American culture is
becoming more globalized as American citizens, businesses, and organizations have taken on a global perspective.

Cushner (1990) also identifies the specific globalization of American society as reason for effecting a global curriculum. He cites Hodgkinson (1985) to explain that "by the year 2000, 30 to 40 percent of the children in our nation's schools will be of ethnic or national minority" (p. 166). Citing Brown (1986), he reveals that "approximately 53 major American cities will have predominantly immigrant population." In contrast, Cushner (1990) emphasizes that:

- teaching remains a predominantly white, middle-class profession with less than 12 percent of all teachers representing minority populations. About half of this number are presently teacher education students. (p. 166)

Specific to the complexity of American society's interconnectedness with other nations and peoples, Cushner shares that:

- At the present time, four out of five new jobs are developed as a direct result of foreign trade.
- Over six-thousand American companies have branches overseas.
- The reverse is also true. Over six-thousand foreign companies have branch offices in the United States.
- The impact of all this change is obvious when we think that Honda of Ohio now exports automobiles to Japan. (p. 166)

Because American society, in particular, is a global society, American students need instruction that helps them make sense of their roles as global citizens. Students need to be provided with instructional activities that enable
them to develop a relevant global perspective of American society and the skills and knowledge necessary to participating effectively as global American citizens. Without global instruction, American citizens will not be prepared as effective decision makers of American global polity, economy, ecology, and culture.

As the final tenet to his rationale for global education, Anderson (1990) argues that education mirrors society. He explains, therefore, that, given the changes in the social structure of the world and the globalization of American society, American education has also changed. He reasons that education systems change to reflect and foster the realities of society. Thus, as American society has continued to become politically, economically, demographically, and culturally more global, education has become more global to accommodate these social changes.

B. Factors Specific to Implementing a Global Curriculum

1. Means of Implementation

Arguably, Barbara and Kenneth Tye (1992, 1993) provide the most extensive research data on implementing global education. From their work with the Center for Human Interdependence (CHI), an organization formed in 1984 to assist teachers in southern California to infuse global education into their teaching, Tye and Tye (1992) offer that there are a few broad approaches to implement global
education. First, global education can be implemented by outside agencies. The Center for Human Interdependence and the Massachusetts Global Education Program, for example, were established to assist school districts in implementing global education. Outside agencies can provide a number of instructional resources as well as the organizational structure needed by teachers and administrations to affect district-wide global change. According to Tye and Tye, global education can also be implemented by outside agencies assisting and supporting particular schools or teachers in effecting global change. Instead of providing for a complete change of a school district's curricula and instruction in order to accommodate teaching for a global perspective in all subject areas throughout an entire year, outside agencies can provide support for specific schools or teachers to complete discrete global projects.

An additional benefit of using outside agencies to implement global change is they provide the potential for research. Outside agencies can organize researchers to document the implementation processes of global instruction which can not only guide their continued practice but also, through adding new and practical knowledge to the literature, provide help to other teachers and administrators interested in teaching for a global perspective.
Though the use of an outside agency can be an effective means to implement global education, Tye and Tye (1992, 1993) warn that outside agencies should not try to sell a school district on global education or "twist arms" of teachers to get them to adopt teaching for a global perspective. Instead, outside agencies should simply offer their resources and support to those schools and teachers who are open to the agency's involvement.

There are additional problems that could possibly occur as a result of relying upon outside agencies to implement either broad or discrete education changes. There are only a few global education agencies across the nation. Teachers do not have the ready access to global education programs that would provide the needed structure, materials, and inserviceing to affect global change. Therefore, if teachers and schools are dependent upon outside agencies to initiate teaching for a global perspective, it may not occur in some regions and, even if it were to occur, it may not be for quite awhile. This situation is cause for concern given the immediate need to prepare students for successful participation in a society that is becoming more global every day. Second, even if there were an ubiquitous supply of global education programs, teachers and schools resist change initiated from the outside-in. (See K. Tye, 1990; B. Tye, 1990; Tye and Tye, 1992, 1993; Gilliom, 1993; Goodlad, 1984; Sarason, 1982). For example, in addressing
the problem of mobilizing preservice teacher educators (in colleges of education as well as in other departments) to support and implement the goals of global education, Gilliom (1993) explains that there is lacking a system of rewards that recognizes the value of international experiences. He explains that there are not enough incentives to encourage teacher educators to adopt teaching for a global perspective; and yet, Gilliom reasons, that "the support of faculty is crucial to the success of the entire global education movement" (p. 40). Additionally, Gilliom (1993) points out that "the top-down approach [to effecting global change] doesn't work" (p. 41). He explains that "although administrators in higher education increasingly are voicing a belief in the importance of internationalizing campuses, no amount of administrative fiat or public posturing will lead to real change if faculty members as well as administrators are not aboard from the beginning" (p. 41). Likewise, at the secondary and elementary school levels, even if outside agencies were more accessible to teachers and schools across the nation, their efforts may be thwarted by mistrust, skepticism, or other forms of resistance by teachers and schools.

The final, and possibly most promising, means of implementing a global education that Tye and Tye (1992) present is global infusion. (Also see Kniep, 1989; Crabbe, 1989; DeKock and Paul, 1989; Cushner, 1990; Gilliom and

Advocating the infusion method of global curriculum change, Kniep (1989) explains that "an important goal of the social studies is to help students develop the skills and abilities that citizens need to make informed judgments" (p. 399). Of these abilities, Kniep explains that one of the most important is developing a global perspective which he explains to include: "identifying perspectives, seeing patterns, tracing linkages and cause-and-effect relationships, and expanding the repertoire of choice in solving problems" (p. 400). He clarifies, however, that "it is important that we state these goals in the context of our other goals and pursue them holistically in our curricula" (p. 399).

Cushner (1990) is another vocal proponent of the infusion method. Wisely, he proffers that teaching for "a global perspective should not be viewed as an add-on to an already crowded curriculum" (p. 168). He explains that, "without and large-scale change, an international perspective can be integrated into the curriculum through international focus courses, internationalizing the
disciplines, and internationalizing instructional methods and activities.

Infusion involves looking for points of entry into particular schools and community cultures and pre-existing curricula. All schools and districts have climates, goals, and means of achieving its goals. For example, schools and school districts have particular means of assessment, textbook adoptions, curriculum development, and scopes and sequences which are not easily changed. As members of the school cultures and communities, teachers know and can respect the deep structure. As insiders, teachers are in a position to understand, appreciate, and work with the deep structure of schools. Applying their insider's knowledge and privilege of access, teachers and administrators can find points of entry to infuse global instruction into specific curricula, school cultures and climates, state/county assessments, and etc. Therefore, it is more practical and effectual for them, being on the inside, to identify and access places (e.g., units, projects, integrated themes, and instructional strategies) to complement global education and/or allow for its infusion than for outside agencies (that would have to spend valuable resources learning about the local context) to come into a school or district to help foster global change.

Though the infusion (inside-out) approach to implementing a global curriculum may be more practical and
effectual, it does take more time to affect change and the results are not as comprehensive (Tye and Tye, 1992). (Also see Gilliom 1993 and Cushner, 1990.) The deep structure of schools is resistant to change. Even when accessing an insiders's privilege and knowledge, it takes time to find points at which to infuse and ways to sustain global instruction. Gilliom and Remy (1978) explain, global lessons and materials often compete for limited curriculum time (e.g., with traditional and newer subjects and reforms). They conclude that, because of all the different curricular demands placed on teachers, teachers often resist or find it difficult to infuse a global perspective into their instruction.

Addressing concern for time needed to infuse teaching for a global perspective, Cushner (1990) articulates that "Americans in general, and educators in particular, have a history of searching for the 'quick fix' to complex educational and social problems" (pp. 166-167). He cautions that:

in the areas of international and intercultural education, there will be no shortcuts; no band-aid approaches. It is the small incremental steps that, when finally brought together, make the big picture possible. As such, we must be willing to measure our successes, not in miles, but in inches. (p. 167)

Likewise, Gilliom (1993) has noticed that "persons committed to global education sometime seem an impatient lot, hoping to stir up sweeping change and reform overnight--after all,
the world is changing rapidly and the need for global education seems to intensify daily" (p. 41). Gilliom points out, however, that colleges/universities and faculty members "respond to these imperatives much more deliberately--excruciatingly slowly at times" (1993, p. 41). He reasons that if the goals of global education are worthy of support, colleagues are kept abreast of global education efforts, and students reflect positive effects of being exposed to global instruction and materials, faculty support will follow.

When faculty members begin to show their backing, Gilliom (1993) suggests then:

The time is right to take next steps, be it reforming the total curriculum, adding new globally oriented courses to the curriculum, reshaping existing courses, creating a forum for the discussion of global topics, sponsoring workshops, or organizing professional conferences. (p. 41)

2. Knowing Local Contexts

After considering the possible options to affect a global curriculum, I realized that, given my particular situation, the infusion approach was really my only choice. My instructional milieu offers no local global agencies from which to access instructional or organizational support, and neither my school nor school district are committed to implementing a global education program as a means for school reform. Nevertheless, I accepted that, being one teacher, I could still implement a global curriculum and that, even if the changes would be slow, I could affect
significant and lasting change by using the infusion method to implement global instruction.

Having no outside agency or district/school direction, I relied upon the research literature to guide and sustain my efforts to affect global change. Tye and Tye's (1992, 1993) research specific to the collaborative success of CHI and teachers of southern California was exceptionally resourceful. Following the advice of Tye and Tye (1992), as well as the insights of others (e.g., C. Anderson, 1990; Boston, 1990; Gilliom, Remy, and Woyach, 1980; Tye, 1990 A; Lamy, 1990; Thorpe, 1988; and Schukar, 1993), I accepted that, in order to succeed at infusing a global curriculum, I first needed to know my instructional context. I needed to know my colleagues, students, parents, board of education, and community resources.

a. Knowing Your Colleagues

The global education literature reveals that, in order to affect change, one has to work with members of the community in which change is desired rather than impose change from the outside in or from the top down (Tye, 1990 A; Tye and Tye, 1992, 1993; Gilliom, 1993; Goodlad, 1992; and Boston, 1990). Boston shares that "the outsider can be facilitator, coach, and information source; but he cannot carry the vision for the school or exercise leadership" (p. 88). In order or change to be effectual, insiders--those
who are being affected by the change—must perceive the need for change. And, the school culture and climate must support change efforts. In answering the rhetorical question, "Who then must carry the initial vision to focus a school's change efforts," Boston (1990) answers:

It may be a key district administrator (superintendent, curriculum coordinator), a site principal, a teacher leader, or a community member (usually a board member). The degree to which that individual holds a clear vision, has the requisite skills to share and actualize it, and understands her own school's culture (including the larger context of the school district and community), the greater the chance a strong global education program will be established. (p. 88)

Addressing problems of effecting global change in colleges and universities, Gilliom (1993) explains that, "if faculty members who are to carry out the initiatives are not involved in the early stages of conceptualizing and planning, the effort is likely to fail" (p. 41). To illustrate his point, he shares the following story:

I am reminded of a dean in a midwestern college of education a number of years ago who all but mandated that global education become a major focus in the college mission. He announced this as his intent, invested a substantial amount of money in the effort, and frequently referred to global education in his public pronouncements. Unfortunately, he failed to discuss his ideas with faculty members—particularly those who were opinion shapers—and he neglected to invite them aboard as colleagues and equal partners in the venture. As a result, the effort to internationalize the curriculum remained 'his idea.' (p. 41)

The dean's approach to change was top-down, outside-in, and he was heavy-handed in his execution of the plan. Because
of the dean's approach and manner, change was never effected. The dean would have been more effectual in globalizing his college if he would have included his faculty in the development and implementation of the change. Then he needed to offer assistance, organization, and resources whenever possible to his faculty as they became increasingly involved in the efforts to effect global change.

If a person wishing to effect global change marches into a school (or department or district or . . .) and attempts to impose change or presents change to teachers and administrators in a condescending way, resistance to the change agent and the program will inevitably result—making it highly unlikely that change will be affected. Boston (1993) suggests that, if global reform is to be effected, understanding of school leadership and culture must be broadened to included the following:

- Principals must communicate to others their strong belief in the importance of global education and support that assertion by providing resources and time for teachers to design, implement, and assess curriculum and teaching practice, as well as upgrade their own knowledge and skills.
- Norms of the school culture must support change efforts, collegial interaction, and respect for teachers as professionals.
- Teacher leaders must share a strong vision of global education with others in their school and direct their change efforts toward that vision. They must recognize their own accountability to the larger context of their school, district, and community.
- Outside agencies supporting school change in global education must ensure that their efforts are built around a clear vision that is held by school leadership--principal and teachers. (pp. 97-98)
b. Teacher Leaders as Global Leaders

Having an insider’s knowledge and experiences, a change agent can assist other teachers and administrators by helping them identify places to infuse global education and by providing them with lessons, ideas, structural planning and scheduling, materials, and etc. that are necessary for infusion to succeed (Tye and Tye, 1992, 1993). As indicated in the previous paragraphs, change agents who hold leadership positions (such as principal, team leader, department chair, curriculum specialist, or school improvement team member) or who are teachers that are committed to global education and/or are held in high esteem by their colleagues are in particularly influential positions to affect change (Boston, 1990; Tye and Tye, 1992; Kirkwood, 1990; and Gilliom, 1993). Through their influence, they can direct and assist other teachers and leaders to adopt global change. Since the staff already perceives these colleagues as leaders and are looking to them for guidance and focus, it is easier for them to introduce and help develop global educational reform.

Principals are of particular importance regarding the realization of change (Boston, 1990; Tye and Tye, 1992; Tye, 1990; Kirkwood, 1990; and Sarason, 1982). As a part of the deep structure of schools, school leadership is still perceived and actualized as hierarchical. The principal makes the decisions and the teachers implement them. Of
course, during the past two decades, patriarchal, hierarchial authority has been questioned and change is apparent. For example, the wide-spread presence of school improvement teams that are being lead by teachers to identify and address school concerns is evidence that some change is occurring in the structure of top-down leadership (B. Tye, 1990). However, at present, principals play a vital role in assuring the success of a global curriculum (Tye and Tye, 1992; Boston, 1990; and Kirkwood, 1990; and Sarason, 1982). In particular, Boston (1990) explains that, in schools with effective global education programs, it appears that principals possess specific "beliefs and behaviors." That is, they:

- Communicate the importance of a global education and articulate its rationale in ways that create shared meaning with others in the school.
- Demonstrate trust in the ability of teachers to make professionally responsible decisions about curriculum and their own professional development.
- Participate actively with the staff on matters of importance (e.g., setting goals for a global education program).
- Organize school resources and structures so that they support and facilitate work toward agreed-on goals . . . .
- Identify outside resources that support work toward the school’s goals and facilitate their use.
- Provide information that increases the staff’s ability to mediate and integrate the multiple demands on their time, attention, and resources, allowing continued focus on shared goals.
- Encourage and facilitate the leadership of others.
- Support a school culture that acknowledges the need for recognition, risk taking, and regular reflection. (p. 89)
In spite of recent changes in the structure of school leadership (B. Tye, 1990), principals are still very much the leaders of schools. Their support of a global curriculum is essential for lasting change to be affected. Without their support, it is difficult, if not impossible, for global change to be achieved.

c. Teacher Cross-Cultural Experiences:

Local-Global Resources

There is an increasing amount of research indicating that teachers' cross-cultural experiences are an exceptional and possibly even essential resource for teaching for a global perspective (Barnes and Curlette, 1985; Gilliom 1981, 1993; Cushner, 1990; Thorpe, 1988; Wilson, 1982, 1983, 1990, 1991, 1993; Merryfield, 1992 A, 1992 B, 1993; Gilliom and Farley, 1990; Tye, 1980; and Tucker, 1983). Recognizing the influence of cross-cultural experiences on effective teaching and learning of global perspectives, Gilliom (1981) asserts that teachers are a key agent in introducing global education, and, therefore, should keep up-to-date on international affairs. He suggests that teachers:

should possess a global perspective and a sensitivity to the challenges and promises that are a part of living in a complex, interdependent world. As much as possible, they should serve as living examples of the globally concerned citizen they are attempting to produce. (p. 171)
In explaining how teachers best become "living examples" of global citizens, Gilliom (1981) offers:

Teachers whose first hand contacts with other cultures and whose international experiences have been limited can take steps to alleviate that situation. In virtually every community, for example, there exist opportunities to mix with people of other cultures and to become acquainted with the food, crafts, and customs of various ethnic groups through activities sponsored by universities, churches, and neighborhood organizations. International travel and study are invaluable for exploring other ways of life and for collecting teaching materials for use in the classroom. (p. 172)

Cushner (1990) also recognizes an important relationship between cross-cultural and professional experiences and the effective teaching and learning of global perspectives. He suggests that adding an international dimension to curricula must begin with the individual, i.e., "change must ultimately occur in the individual" (p. 169). He reasons that if:

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

Cushner asserts that teachers may engage in international travel and accept overseas's teaching placements as well as take courses offered by colleges and universities in order "to increase the international dimension in their professional repertoire" (p. 169). Additionally, he explains that strategies are available that have been found to be effective in sensitizing teachers to cross-cultural
interaction, improving problem solving abilities, and decreasing culture shock resulting from the international exchange student situation, e.g., the culture-general assimilator (Brislin, Cushner, Cherrie, & Young, 1986).

Additional research supports the supposition that international experience is primary to the development of global perspectives (Thorpe, 1988; Wilson, 1991; Merryfield, 1992 A). Thorpe (1988) explains that background experiences, such as preservice and inservice training, study tours, travel abroad, contact with international visitors, and access to materials and colleagues, have a significant impact on the enhancement or inhibition of implementing a global curriculum. Wilson (1991) reports similar findings from her research on the effects of cross-cultural experiential learning. In summarizing her rationale for cross-cultural experiential learning, Wilson (1991) concludes:

that teaching is itself a cross-cultural encounter;
that cross-cultural experience aids self-development;
that cross-culturally effective persons have characteristics desirable for effective teachers; and
that cross-cultural experience leads to the ability to teach from a global perspective. (p. 2)

Additionally, through her analytic research on the reflective thinking of 28 students who participated in the Conversation Partner Program (a program for students planning to student teach overseas), Wilson concluded that students: (1) learned that communication with someone from another culture can be difficult and scary; (2) gained
knowledge about another culture; (3) experienced attitudinal changes from having their prejudices challenged; and (4) began to feel more comfortable interacting with people who are different from themselves.

From her work with 90 practitioners (classroom teachers and administrators), Merryfield (1992 A) found that there are a number of professional and personal experiences that teachers perceive to be positively related to effective teaching for a global perspective. Her research reveals that teachers greatly value interactions with colleagues as prize resources for global instruction. Merryfield (1992 A) reports that "over two-thirds of the practitioners mentioned working with other teachers, across disciplines, in teams or groups, with people from other cultures or countries, across school districts and grade levels, or with experts or organizations" as valuable experiences for teaching for a global perspective (pp. 8-9). Additionally, upon asking the practitioners to explain constraints on effecting global instruction, Merryfield (1992 A) reveals that many practitioners identified their lack of cross-cultural experience. One teacher explained, "I need to travel, to experience other cultures. Then I could teach more globally" (p. 12). Another responded, "My biggest constraint is my own biases and experience. I still feel uncomfortable talking to foreigners and people who don't speak English. I need to work at erasing my negative
stereotypes of other peoples" (p. 12). Still another offered, "It's so difficult to teach cross-cultural understanding in an all white district" (p. 12).

Teachers are themselves valuable resources for teaching a global curriculum. Actually, it is likely that teachers' cross-cultural experiences have led them to global instruction (Merryfield, 1993). The implications of the research for infusing global education, therefore, are significant. First, it is likely that a number of teachers have had meaningful cross-cultural experiences. Second, in that cross-cultural experiences are likely to predispose and prepare teachers for global instruction, it is reasonable to anticipate that teachers and administrators, other than the global change agent, are equally inclined, from similar personal and professional experiences, to teach for a global perspective. Third, it is efficacious for global change agents to know their colleagues well enough to identify professional and personal experiences that may serve as stimuli for adopting global instruction. Through knowing their colleagues, global change agents are in a position to assist colleagues in developing a global perspective and in teaching from this experience to prepare students to achieve the goals of a global education. Furthermore, change agents are able to apply their knowledge of colleagues' cross-cultural experiences to access often ignored local-global resources for class instruction. Ultimately, by exploring
and accessing colleagues' cross-cultural experiences, global change agents are better able to assist colleagues in developing and teaching for a global perspective and to maximize use of local-global linkages as instructional resources.

d. Student Cross-Cultural Experiences: Local-Global Resources

In addition to the benefits of knowing and accessing school leadership and experiences of colleagues, research reveals that the presence and use of student cross-cultural experiences can be of particular advantage in effecting global instruction (Wooster, 1993; Urso, 1990; C. Anderson, 1990; Merryfield, 1992 A, 1992 B; and Wilson, 1993). From her study conducted "to document how exemplary teachers make instructional decisions about teaching about the world," Merryfield (1992 B) documents a number of teacher explanations specific to student cross-cultural experiences and the development of a global perspective (p. 2). She reports that a high school global history teacher explained:

Last year my Chinese student provided Chinese perspectives on current events, helped us explore Asian history from the inside and sparked considerable interest in Chinese culture past and present. This year I don't have a Chinese student, and my students have learned much less about China and Chinese perspectives. (pp. 6-7)

Concerning the relation between content and the students' local environment, knowledge, and/or experiences, Merryfield
provides Rachel's description of her seventh grade world history class:

We teach a lot more about Japan because of all the Japanese kids in the school. We have to counter Japan-basking in the community. (p. 7)

Jeanette explained:

Some of my students or their families have traveled or lived abroad. So when we study that part of the world they bring in photos or artifacts and share them with the class. It makes the countries more interesting to them and the rest of the class. (p. 9)

Jessie shared:

I only have one African American boy, but he has really influenced the class. . . . He wanted to know more about African Americans and his own heritage and background. His interest led to other students asking questions about slavery. . . . Now they [other students] what to learn about African jewelry and customs. All because of one boy's interest and questions. (pp. 12-13)

From her research, Merryfield concludes:

Given the realities of cultural diversity in the United States and the increasing interconnectedness of the world's peoples, the schools have a critical role to play in helping young people appreciate and learn from people who are different from themselves. Classes of heterogeneous students led by teachers who take advantage of their diversity may be powerful instructional tools in bringing about competencies needed for our global age. (p. 20)

More than anything else, the literature reveals a lack of substantial knowledge specific to the use of student experiences to affect global instruction. Nevertheless, from what sparse research we have, it is apparent that teacher access to and use of student cross-cultural
experiences can advance teaching for a global perspective. If teachers are serious about implementing a global curriculum, therefore, they would be sapient to explore cross-cultural experiences of students and their families as resources to achieve the goals of a global education (e.g., cross-cultural awareness and perspectives consciousness). Many students and their families have traveled overseas, are ethnically diverse, make-up cross-ethnic families, have international business relations, maintain cross-cultural friendships and relations, and have experienced many cross-cultural encounters. By interacting with the students, their parents, and other members of the community, global instructors attain an exceptional opportunity to learn of and tap relevant cross-cultural experiences as references, demonstrations, and materials for classroom instruction. Without knowledge of and interaction with the community, global instructors are likely to lose invaluable resources for teaching a global curriculum that are local, apropos, usually easily accessed, and affordable.

e. The Community:

Tapping Local Global Resources

In addition to knowing and accessing experiences of colleagues and students relevant to effecting global change, there are a number of local-global community linkages from which students can learn (Gilliom, Remy, and Woyach, 1980).
Knowing of and providing students with activities to explore the variety and number of local-global linkages in their communities is a natural, relevant, and practical means for teachers to affect student development of a global perspective. (See C. Anderson, 1990; Chartock, 1991; Urso, 1990; Alger, 1974; Kniep, 1987; Kirkwood, 1990; Gilliom, Remy, and Woyach, 1980; Tye and Tye, 1992; Wooster, 1993; and Tye, 1990). One of the best and most adapted methods for helping students learn about global interdependence, perspectives consciousness, and 'state of the planet' awareness through study of community connections to our global society is Alger's (1974) "Columbus and the World." Any variation on this idea is sure to help teachers, administrators, parents, and students realize how intricately their community is connected to distant peoples, cultures, regions, and nations (e.g., "Orange County in the World," Missouri in the World, and Resources International, Columbus, Ohio). By providing students (and their parents and other members of the community) with the opportunity to explore the variety and number of ways their community is connected to other peoples and places of the world, students experience and realize the need for global instruction. Once they see the "world in their community and their community in the world," they understand more clearly how they are related to other peoples and places of the world and perceive their need to attain a global perspective.
Additionally, tapping resources in their local instructional milieu as local-global linkages, teachers help students realize their responsibility: (1) to understand how they are affected by and affect other peoples and places and (2) to make and understand decisions that have ramifications for others. By making local-global connections, teachers ultimately enable students to grasp the relevance of their learning to their roles as global citizens.

The work of Resources International is an exemplary illustration of how community resources can be tapped to educate a community on its interconnections with other peoples and nations of the world. Resources International is an organization based in Columbus, Ohio that was developed to connect local elementary and secondary teachers of central Ohio with resource people who have extensive cross-cultural and/or international experiences and international experiences in business, banking, and other professions; or who are members of ethnic groups or international organizations (Gilliom, Remy, and Woyach, 1980). Through Resources International, teachers have been able to tap local-global community linkages to infuse teaching for a global perspective (into all curriculum areas) without "discarding or radically chang[ing] their curriculum" and "to make instruction about internationally relevant topics personally meaningful to students" (Gilliom, Remy, and Woyach, 1980).
f. The Community:

Avoiding Conflict

As well as needing to know the community, global change agents need to know the cultures and climates of their communities. As the literature reveals, global education has attracted a number of critics (e.g., Schafly, 1986; Ryerson, 1988; Cunningham, 1986; and Buehrer, 1990). Of the criticisms to teaching for a global perspective, it has been argued that global education promotes an utopian, new age vision; undermines the authority of Judeo-Christian values and norms; advances eastern mysticism; vilifies capitalism; champions moral relativism; and deters patriotism through liberal re-socialization of students. Fundamentalist Christian and ultraconservative political and social organizations have been particularly active in their opposition to global education (e.g., the Eagle Forum, Citizens for Excellence in Education, and National Council for Better Education).

In order for global education to be implemented successfully, teachers, administrators, and school boards have to be sensitive to the concerns of local community members. Schukar (1993) explains that "failure to correctly assess the values, needs, concerns, and interests of various groups and communities has resulted in numerous challenges to global education programs and materials" (p. 57). Teachers need to know their communities so their materials
and activities do not encourage community resistance to global education. If teachers know the concerns and interests of their community, they are better able to present potentially controversial activities and materials in a way that is less likely to offend or concern the community. Additionally, through interacting with and learning about their communities, teachers can actually create support for global education (C. Anderson, 1990 and Urso, 1990). By involving parents in student learning, teachers create a safer environment in which students and the community can learn more about and feel more comfortable with the goals of a global education.

There are those situations, however, when more knowledge does not lead to more comfortable feelings. It is quite possible that teachers may wish to affect global change in an ultraconservative area or in a location that is known to have ultraconservative organizations. It could then be possible that, even if they knew more about the rationale for a global education and the materials and activities teachers use, particular members of the community would not be any more comfortable with global education. Nevertheless, this is not an excuse to exclude controversial issues from the classroom. Instead, teachers need to learn "to understand and apply the principles of teaching controversial issues in the classroom" (Schukar, 1993, p. 57). According to Schukar, teachers need to learn to "(a)
understand the nature of controversial issues, (b) develop skills for productive inquiry into, reflection upon, and resolution of controversy, and (c) learn strategies and methods for teaching these understandings and skills in the classroom" (p. 55). Additionally, teachers need to work continuously to identify and understand their own perspectives and biases and "balance their own views with contending views" (Schukar, 1993, p. 56). If teachers are prohibited from addressing and leading student examination of controversial issues, we deny students the opportunity to develop knowledge of and skills necessary to address the issues facing today's global citizens (Lamy, 1990 and Schukar, 1993).

C. Teacher Resistance to Change

Even though global change agents may know their local contexts and may be able to tap a number of local-global resources through interactions with colleagues, students, parents, and other members of the communities, Tye and Tye (1992, 1993) identify a number of reasons teachers may be resistant to change. Global change agents need to be aware of and address effectively the causes for teacher resistance to global instruction in order to advance teaching for a global perspective beyond the scope of their classrooms.

Tye and Tye explain that teachers may be burned out. Teachers are already doing a number of things for their
students which may be leaving them exhausted (e.g., see Urso, 1990). Gilliom, Remy, and Woyach (1980) explain that "busy teachers under pressure to teach the 'basics' often find it hard to integrate a global perspective into their instruction when such behavior means dropping something else they are already doing" (p. 252). Furthermore, teachers are now expected to participate in any number of at-risk programs, programs to prevent and attend to teenage pregnancies, drug/alcohol abuse prevention programs, AIDS prevention and awareness programs, community tutoring, and Big Brothers-Sisters, not to mention all of the sports programs (Urso, 1990). Irrefutably, teachers are spread thin. And, increasingly they are asked to do even more with what little resources they have. To ask them to globalize the curriculum, therefore, may seem laughable. Hence, it is of great importance that global change agents present a strong rationale for global education and that they present it in a way that helps teachers meet their pressing needs. For example, drug abuse and drug trafficking, AIDS, and family instability are world problems. Teachers can help students realize they are not alone with their problems and help them realize the global implications of their actions. Additionally, by pulling together to do global integrated teaming, teachers may be rejuvenated (Urso, 1990). They can come out of isolation and enjoy the support of their colleagues. There is strength in numbers. Coming together
may empower them to work together to solve their common concerns.

Teachers may simply refuse to adopt global instruction (Tye and Tye, 1992, 1993). They may be so exhausted that they just cannot give any more or they may have been "burned" through involvement in similar programs and activities and refuse to get involved again.

Closely related to refusal, Tye and Tye (1992, 1993) explain that, because they are so overwhelmed by professional commitments or because of negative prior experience, teachers may pay lip service to global instruction but may avoid taking any actions to implement it.

Teachers may also withdraw (Tye and Tye, 1992, 1993). They may start off in support of global education but, after getting started, may back off. Again, this is a sign that teachers are approaching, if they are not already at, burn-out.

Another means of resisting global instruction is negotiation (Tye and Tye, 1992, 1993). Teachers may perceive global education as just another band wagon and may negotiate teaching global education only in the absence of doing something else, eg., cooperative learning, TESA, or Essential Elements of Instruction. (Also see Gilliom, Remy, and Woyach, 1980.)
Finally, teachers may resist change through selective participation (Tye and Tye, 1992, 1993). Teachers are often resistant to change because they do not perceive the benefits to be gained from change and because change is being implemented from the top-down or outside-in. (See previous discussions and references to Gilliom, 1993; Sarason, 1982; and B. Tye, 1990.) Teachers cannot resist all changes, usually, but they can be selective about what they commit to. If global instruction is optional, teachers may select not to get involved. They may perceive that they are already expected to do too much and choose not to participate in a global program or decide only to take part in a selected global project.

What can global change agents learn from Tye and Tye’s (1992, 1993) research on teacher resistance to global education, as well as from other authors? (For example, see Gilliom, 1993; Gilliom, Remy, Woyach, 1980; Urso, 1990; Sarason, 1982; Cushner, 1990; and Schukar, 1993.) First, global change agents can provide teachers with a strong rationale for global instruction. They can demonstrate to wary teachers that global education enables them to present curricula in ways that reflect the interdependent and systematic realities of today’s global society and that prepare students for active and successful global civic participation. Teachers need to realize the rational and practical needs for adopting global instruction rather than
see it as just another band wagon or add-on. Second, global change agents can provide their colleagues with the support, resources, and insights needed to identify and access places for infusing global education. They can help teachers identify and attain relevant and interesting resources to affect teaching for a global perspective through study of their curricula. Finally, global change agents can demonstrate how teaching for a global perspective involves instructional strategies that teachers are already using. Teachers need to see from global change agents' examples that global education is reliant upon and compatible with cooperative learning, authentic assessment, reading recovery, portfolio assessments, and other methods of instruction related to effective teaching and learning.

D. Global Education is Good Teaching

Before implementing a global curriculum, it is important to know the appropriate instructional activities and strategies to employ and the academic areas and proficiency levels for which a global curriculum is appropriate. A review of literature reveals that global education is not just for higher achieving students and that interdisciplinary instruction and cooperative learning are preferred activities and strategies of global education.

Cooperative learning is an excellent means to conduct simulations, role plays, case studies, moral dilemmas, and
other student-centered activities associated with a global curriculum. While engaging students in these types of activities, it is suggested by a number of researchers that students be provided cooperative learning activities in order to learn through working within groups that are diverse in cultural backgrounds and ability levels (e.g., Becker, 1990; Begler, 1993; Mattingly and Lennon, 1991; Schukar, 1993; Cushner, 1990; Brislin, Cushner, Cherrie, and Young, 1986; Tye and Tye, 1993; and Kniep, 1989). In particular, Becker (1990) explains that teachers need to examine methods of instruction in relation to the increasingly diverse nature of today's global society so students will be offered lessons that better prepare them to assume their responsibilities as global citizens. Teaching students to attain goals as individuals through instructional methods that ignore pressing needs for global cooperation hinders student preparation for competent civic participation. Becker suggests that global citizens need to be able to work together with people who are different from them in a variety of ways, e.g., culturally, economically, and ability-wise. He explains that "cooperative learning methods assume heterogeneity and emphasize interactive learning opportunities. They are better designed to cope with the diverse needs of students and the requirements of success in an interdependent world. [Therefore,] cooperative
learning is an important element of global education" (Becker, 1990, p. 81).

The literature also reveals many advocates of an interdisciplinary approach to global instruction (e.g., Becker, 1990; Urso, 1990; Tye, 1990; Ramler, 1990; Kniep, 1989; Cole, 1984; C. Anderson, 1990; and Tye and Tye, 1992). Because of their shared purpose of citizenship preparation, global education is often thought to be a "social studies thing." (See Cushner, 1990). Kniep (1989) suggests, however, that "we should emphasize the interdisciplinary nature of social studies itself, since the future is likely to require more integrative thinking and integrated problem-solving, not less" (p. 399). In order for students to become competent global citizens, all of their learning must be relevant to and reflective of the interdependent nature of the world. Therefore, all teachers need to approach their curricula from a global perspective. For example, while students are attaining objectives specific to language arts, science, math, physical education, art, home economics, and etc., they need to be developing an understanding of how their learning relates to their needs as global citizens. Becker (1990) reasons that "improved understanding of key issues such as food, energy, pollution, defense and security, resource use, and human rights . . . probably requires an approach that goes beyond the treatment offered within a single discipline" (p. 80). Gilliom (1981)
offers that "global education should not be viewed as the private domain or responsibility of any one teacher or any single subject area. Nor should it be equated with discreet subjects such as history, Spanish, or geography. The subject matter of global education permeates the total curriculum" (p. 170). Urso (1990) explains that "real-life issues can best be taught from a holistic perspective, bringing the various disciplines to bear on one issue and incorporating many modalities of learning, such as simulation, role playing, experiential learning, and integration of the arts" (p. 103).

Though a comprehensive social studies curriculum is essential to global citizenship preparation (e.g., skills and knowledge specific to geography, history, economics, polity, cultures, and the environment), in order to be competent global citizens, students also need to be proficient in reading, writing, scientific reasoning and research, mathematical calculation, and etc. Lamy (1987) explains that "the business community in the United States has emerged as a strong advocate of global education programs; corporate leaders want their future employees to develop a mastery of skills which are essential to doing business in a global community" (p. 1). As examples of these skills, Lamy (1987) includes the "awareness of basic geography, foreign languages, history, cultural studies, economics, critical thinking, decision-making, and, of
course, the basic skills of reading, writing, and computation" (p. 2). Without these skills, students are grossly under-prepared for adept involvement in our global society. Likewise, if students are skillful readers, writers, scientists, mathematicians, artists, and athletes but their learning has been attained in isolation of today's global realities, students are at a loss as to how to apply and advance their skills for effectual results.

Though only scant, there is literature on achievement level of students specific to attainment of a global perspective. Many teachers perceive global education as being for the higher achieving students (Tye and Tye, 1993). However, Tye and Tye's research reveals that global education is for and is attainable by all students (Tye, 1990; and Tye an Tye, 1993). All students are global citizens and need to be prepared for capable interactions in our global society. It is not only the higher achieving students who will be making decisions and being affected by and effecting others. We are all in this together.

Cooperative learning assumes and accommodates heterogeneity because our global society is heterogeneous (Becker, 1990). Our society consists of citizens with a wide variety of abilities. Therefore, all students need to develop the skills and understanding necessary of global civic and economic participation.
E. Conclusion

Conducting a review of the global education and research literature was essential to my purposes of conducting a "systematic self-critical inquiry" (Stenhouse, 1978) into effecting global instruction. It sharpened my focus on concerns and issues specific to effectual implementation of a global curriculum.

The literature provided me with a strong rationale for teaching for a global perspective. World systems, e.g., economic, environmental, cultural, and political, are becoming increasingly global. Students need to develop a global perspective and learn content skills and knowledge as they relate to roles of citizens of a global society.

I learned of alternate ways of effecting global education. Global change can be implemented from the outside-in by global agencies. Second, global agencies may attempt sweeping changes to include entire curricula and districts or they may simply choose to complete isolated global projects. I learned that a major problem with implementing change from the outside-in or top-down is people resist change that originates from the "outside" or "top." Therefore, it became clear that it may be more practical and effectual to infuse global education from the "inside." Finally, global change agents may apply their insiders' privilege and knowledge to identify and access points into which goals of a global curriculum can be
infused. However, in order to infuse successfully global education, global change agents first must know their local context, e.g., their colleagues, students, administrators, and community.

I learned from a review of the literature that, by relying upon their knowledge of and access to points of entry to infuse a global curriculum, global change agents reduce the likelihood of causing resistance to a global curriculum by staff, students, parents, and community. Nevertheless, the literature reveals that, for a number of reasons, teachers may be predisposed to resist adopting a global curriculum (as well as any change in curriculum or instruction). Accepting the reality of this situation, global change agents are in an optimal position to address teacher concerns which increases their chances of effecting global instruction.

After reviewing the literature, I adapted the infusion method of implementing global curriculum change. I lacked the presence of an outside agency; therefore, in order for global reform to be achieved, it was necessary that I infuse global education into my particular curriculum by using my access as a teacher and leader.

I also learned that I needed to prepare for and address staff, student, and community resistance to global instruction. I learned that I should be sensitive to criticism of global education and continually develop
pedagogical skills specific to teaching controversial issues. A review of the global education literature further reveals that I would be judicious to know my instructional milieu well in order to tap cross-cultural experiences of my staff, students, parents, and other community members as local-global resources.

Finally, I learned that I am professionally and ethnically responsible to provide all students with opportunities to develop a global perspective. All students are members of our global society and need to develop the skills and knowledge of a global curriculum in order to successfully assume their roles as global citizens. Furthermore, in order to prepare students adequately for their roles as global citizens, I learned that, in conjunction with a variety of student-centered activities, I needed to apply cooperative learning and interdisciplinary instruction.
CHAPTER III
CRITICAL TEACHER ACTION RESEARCH:
A REVIEW OF LITERATURE

A. Different Perspectives of Teacher action research

It took little reading to realize that teacher action research was and is still being defined in a variety of ways. For example, consider the following attempts to describe teacher action research:

Action research is a form of 'collective' self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. (Kemmis and McTaggart, 1988, p. 5)

[Action research is] the study of a social situation with a view to improving the quality of action within it. (Elliot, 1991, p. 69)

Action research . . . might be described as inquiry conducted into a particular issue of current concern, usually undertaken by those directly involved, with the aim of implementing a change in a specific situation. (Hitchcock and Hughes, 1989, p. 7)

The process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions is what a number of people have called action research. (Corey, 1953, p. 6)

I shall begin by hazarding a minimal definition: research is systematic self-critical enquiry. (Stenhouse, 1985 A, p. 8)
While perspectives and methodologies vary, by ‘action research’ here we mean inquiry teachers undertake to understand and improve their own practice. (McCutcheon and Jung, 1990, p. 145).

We propose that teacher action research, which we define as systematic, intentional inquiry by teachers, makes accessible some of the expertise of teachers and provides both university and school communities with unique perspectives on teaching and learning. (Cochran-Smith and Lytle, 1993, p. 5)

For the purposes of my systematic self-study of the implementation of a global curriculum, I adapted an amalgam of those definitions suggested by Stenhouse (1985 A), McCutcheon and Jung (1990), and Cochran-Smith and Lytle (1993). I proposed to engage in a systematic, self-critical inquiry of my practice as global instructor in order to: (1) understand better and improve my implementation of a global curriculum; (2) provide other teachers with detailed and practical data specific to effecting a global curriculum in order to encourage and guide them in their efforts to teach for a global perspective; and (3) add to pedagogical knowledge a teacher’s perspective of effective teaching and learning for a global perspective.

1. Alternate Teacher Action Research Paradigms

Though I had chosen to conduct teacher action research, I still needed to identify the philosophical perspective from which I would conduct my study.

McCutcheon and Jung (1990) identify three alternate perspectives on teacher action research: (1) a positive
perspective; (2) an interpretivist perspective; and (3) a critical science perspective. They recognize that, even though it is rejected by many action researchers, some teacher action researchers ascribe to a positivist paradigm. (See Taba and Noel, 1957 and Gregory, 1988.) McCutcheon and Jung (1990) explain that positivist action research is guided by a number of assumptions. They explain that positivist teacher action researchers maintain that behavior is objective and measurable and that there is a separate relationship between the knower and the known. Positivist teacher action researchers hold that human behavior can be tested to produce generalizations, predictions, and quasi-laws of human action. They assert that researchers can select methodologies that assure reliability and validity. Furthermore, positivist teacher action researchers follow specific steps of scientific inquiry. McCutcheon and Jung cite Taba and Noel (1957) to illustrate these steps. They include:

(a) identifying problems,
(b) analyzing problems and determining some pertinent causal factors,
(c) formulating tentative ideas about crucial factors,
(d) gathering and interpreting data to sharpen their ideas and to develop action hypotheses,
(e) formulating action, and
(f) evaluating the results of action. (p. 146)

McCutcheon and Jung (1990) surmise that among the key characteristics of positivist action research are: (1) focus on generalization, (2) emphasis on cause-effect
relationships between variables, (3) isolation of variables that may contaminate findings, and (4) adherence to the procedures of scientific inquiry.

An interpretivist perspective is the second theoretical approach to teacher action research presented by McCutcheon and Jung (1990). (Also see, Nind, 1986; Bissex and Bullock, 1987; Rowan, 1981; Berthoff, 1987; Atwell, 1987; Waxman, Freiberg, Vaughan, and Weil, 1988; and Reason, 1981). Among the key assumptions sustaining the interpretivist perspective on teacher action research is that the nature of reality is "multiple, constructed, and holistic" (p. 147). Interpretivists recognize that there are a number of ways of understanding reality and, therefore, are flexible in encouraging teacher action researchers to apply a number of interactive and phenomenological epistemologies and methodologies to understand their social interactions. Second, an interpretivist teacher action researcher sees reality as mutually constructed through dialectical reasoning. The knower and the known are interrelated through dialogic interaction. Understanding is achieved "through active mental work, interactions with external context, [and] transactions between one’s mental work and the external context" (McCutcheon and Jung, 1990, p. 147). The ultimate goal of interpretivist teacher action research is understanding phenomena and the multiple meanings people make of them. Additionally, McCutcheon and Jung (1990)
explain that, because of its dialogic nature, interpretivist teacher action research involves intervention as well as investigation. Teacher action researchers assume a self-reflective posture in interacting with students and, from the dialogic meaning that is constructed, take action to enhance teaching and learning. Furthermore, because of its highly contextual nature, interpretivist teacher action researchers are not usually concerned with generalizing across classrooms. Instead, interpretivist teacher action researchers are interested in addressing a particular concern within a particular context (e.g., what teaching strategies enable my sixth period, lower achieving students to apply understanding of cross-cultural awareness or how does heterogeneous grouping affect my teaching of a global curriculum?).

McCutcheon and Jung (1990) explain that a critical science perspective is another paradigm that can be applied by teacher action researchers. (Also see Kemmis and McTaggart, 1988; Carr and Kemmis, 1986; Cochran-Smith and Lytle, 1993; Stenhouse, 1985 A, B, C; Tripp, 1990; Kincheloe, 1991; and Carson, 1990). McCutcheon and Jung (1990) explain that praxis (i.e., "the emancipatory interplay between action and reflection") is the capstone to critical social theory (p. 147). According to critical theorists, reflection and action (i.e., theory and practice) become haphazard and ineffectual when they are employed in
isolation of each other. McCutcheon and Jung (1991) offer that:

Action by itself is directionless and reflection by itself is aimless. The dialectical movement between action and reflection takes into account the complexities of the practical, sociocultural factors and the construction of meaning. This dialectical movement then makes possible the uncovering of basic inequities, which in turn makes possible a movement to emancipation. (p. 147)

McCutcheon and Jung explain that critical teacher action researchers perceive that reality is social and economic by nature and that it is characteristically inequitable and hegemonic. They reason that critical teacher action researchers attempt, through self-reflection on practice, to "uncover and understand what constrains equity and supports hegemony to free oneself of false consciousness and change practice toward more equity" (p. 147). According to McCutcheon and Jung, critical teacher action researchers reflectively examine assumptions and institutionalized structures of teaching and learning in order to identify and address impediments to social and economic equality that are set in schooling. From working dialogically and reflexively from theory to practice, critical teacher action researchers attempt to participate in the construction of knowledge in order to liberate themselves (and their students) from the deception of false consciousness that perpetuates oppression, hierarchy, and
authority associated with present social and economic
ingequality and hegemony.

In applying critical teacher action research, teachers may ask questions such as:

Whose interests are being served by curriculum C? What are the socioeconomic factors at work in this school? How can the students learn and their teachers teach history (or English or math) in an emancipatory way? What can art reveal to children about social stratification, oppression, gender issues, ethnic/race issues? What kinds of knowledge must be experienced and investigated in order to be owned? (McCutcheon and Jung, 1990, p. 147)

Ultimately, critical teacher action researchers apply praxis to identify and understand the deeply embedded social and economic constraints to equity that are present in teaching and learning, so they may adjust their practice to promote justice for all people.

Through examining my rationale for teaching for a global perspective and reflecting on the instructional activities and materials I employed for student attainment of a global perspective, I realized that, at least in part, I was reflectively examining my assumptions about, as well as the institutionalized structures of, teaching and learning in order to know and address social and economic inequalities that are embedded in schooling. For example, I was questioning and addressing the inequality and hegemony characteristic of instructional practice that prohibits lower achieving students from participating in cooperative learning activities and attaining global objectives because
they do not possess the social skills (social capital) to participate in these activities without causing disruption. I realized, through reflection on my practice, that I was not just conducting teacher action research but teacher action research from a critical science perspective.

2. Building a Rationale for Critical Teacher Action Research: A Review of Literature

a. A Need for Critical Teacher Action Research

In this section, I explain the need for critical teacher action research. I reveal that, for the past twenty-five years, education research has been dominated by positivist (process-product) and interpretivist research which have served to separate theory from practice and research from teaching. I explain that, through critical teacher action research, teachers reclaim their personal authority (practical knowledge) (Kincheloe, 1991)—which has been wrested from them by researchers—and become creators and evaluators, rather than dispensers, of knowledge. Ultimately, I argue that, through assuming the role of critical teacher action researcher, teachers reconcile theory with practice, assert the validity of their personal authority, and establish their own criteria for knowledge.

Shulman (1986) explains that, for the past two and a half decades, education research has been dominated by the
process-product and interpretivist research paradigms. Relying upon Shulman's work, Cochran-Smith and Lytle (1993) explain that process-product research rendered effective teaching and learning to be specific teacher behaviors employed to affect particular student responses. A review of the literature supports this conjecture (e.g., see Anderson, Evertson, and Brophy, 1979; Duke, 1979, 1982; Brophy, 1982; Doyle, 1986; Travers, 1973; Whitrock, 1986; Kounin, 1970; Brophy, 1983; Flanders, 1970; O'Leary and O'Leary, 1977; and Lortie, 1973). Cochran-Smith and Lytle (1993) explain that process-product research assumes that teaching is "a primarily linear activity wherein teacher behaviors are considered causes and student learnings are considered effects" (p. 6). According to Cochran-Smith and Lytle (1993), process-product research "emphasizes the actions of teachers rather than their professional judgments and attempts to capture the activity of teaching by identifying sets of discrete behaviors reproducible from one teacher and one classroom to the next" (p. 6).

According to Shulman (1986), the second most prominent research paradigm of the past twenty five years is interpretive research of "classroom ecology." Through thick descriptions of classroom demographics (e.g., content, teaching strategies, student and teacher interactions, and ethnic diversity), researchers attempted to make sense of classroom and school culture, climate, and experience, as
well as explain further the relationship between theory and practice in the classroom. Researchers and writers (e.g., Jackson, 1968 and Smith and Geoffrey, 1968) "revealed the complexity of social arrangements in classrooms and stimulated interest in knowing more about how classroom events were enacted by teachers and students" (Doyle, 1986). However, as concluded by Cochran-Smith and Lytle (1993), interpretivist research "often constructs and predetermines teachers' roles in the research process, thereby framing and mediating teachers' perspectives through researchers' perspectives" (p. 7).

Undeniably, process-product and interpretive research have provided insightful data pertaining to teacher and student experiences in classrooms and schools and have added to the general understanding of teaching, learning, and other experiences associated with the schooling process. Yet, the benefits of process-product and interpretive research are limited and some of the most lasting effects have actually been harmful.

Arguably the most injurious result of education research characteristic of the past twenty five years is that it has served to separate theory from practice and teaching from research. Because teachers were considered either not qualified by the research community to conduct research (e.g., see Corey, 1953; Stenhouse, 1985 A; and Kincheloe, 1991) or were constrained by factors such as lack
of time, pedagogical and academic skills, access to publication, and incentives to conduct research (e.g., see Kincheloe, 1991; Altrichter and Posch, 1989; Hitchcock and Hughes, 1989; Stenhouse, 1985 A; Porter, 1988; Maeroff, 1988; Oldroyd, 1985; and Apple, 1986), teachers were, more or less, condemned to a life of routinized pedagogical practice divorced from generating and testing theory. At the same time, process-product and interpretive research paradigms branded university researchers as outsiders of classroom teaching and learning, banishing them to a life of theorizing that had little or no practical relationship to teaching and learning. Ultimately, process-product and interpretive research paradigms isolated theory from practice.

Cochran-Smith and Lytle (1993) address the divorce between theory and practice in comparing research on teaching with teacher action research. Referring to the work of Apple (1986), they argue that process-product research relegates teachers to the role of technician "wherein the teacher's primary role is to implement the research findings of others concerning instruction, curriculum, and assessment" (p. 6). Likewise, as previously explained, they articulate that most interpretive research is written by and for university-based researchers which "constructs and predetermines teachers' roles in the
research process, thereby framing and mediating teachers' perspectives through researchers' perspectives" (p. 7).

Cochran-Smith and Lytle (1993) explain "that current research on teaching within both process-product paradigms and interpretive paradigms constrains and at times even makes invisible teachers' roles in the generation of knowledge about teaching and learning in classrooms" (p. 7). They contend that education research is missing "the voices of teachers themselves, the questions that teachers ask, and the interpretive frames that teachers use to understand and to improve their own classroom practices" (p. 7). Ultimately, they argue that research on teaching through the dominant research paradigms lacks theoretical frameworks that are "derived from the knowledge of professional practice and from disciplines related to teaching, learning, and schooling" (p. 12). Theory does not support and drive practice and practice does not produce theory.

Kincheloe (1991) also recognizes the divorce between theory and practice and the absence of teachers' voice in the construction of knowledge. Arguing from a critical social science perspective, he explains that "personal authority has been undermined by the authority of professional experts who gain unquestioned knowledge through rigorous (methodologically exacting) social scientific research" (p. 1). Kincheloe argues that the advent of scientific management and the advancement in the role of
"experts" in today's corporate world have resulted in new forms of knowledge and control that challenge personal authority. Professional experts have developed and employed scientific research methodologies to construct, evaluate, and control knowledge in order to secure their own interests through exercising authority over "ordinary citizens" (Kincheloe, 1991). They have established laboratories on university campuses to employ their epistemologies and methodologies to generate and test theories.

Before the expansion of the expert, knowledge was constructed through and tested against practice. People knew from doing and held knowledge accountable to practice. Theory was grounded in practice. Practitioners were grounded theorists. However, with the advent of professional (expert) authority, practical knowledge (personal authority) was rendered inferior and ultimately invalid. The university laboratory replaced the world of practice as the source for knowledge production, and theory began to be generated from and based upon abstract, hypothetical premises—not complex, contextually rich, practical realities. Theory and practice, researchers and teachers, experts and ordinary citizens, professional and practical authority, were estranged.

Recognizing the hegemonic relationship of expert researchers to teachers and the segregation of theory from practice, Bissex and Bullock (1987) offer that teacher
action research is a means to rectify the inequitable relationship between researcher and teacher and to conciliate theory and practice. They argue that many teachers (individuals):

have found that empirical research, with its treatment and control groups, its statistical analysis and reliance on numerical validity, offer little of value to them as they confront the wonder and mystery of children, adolescents, and adults struggling with meaning as expressed in writing. To counter this dissatisfaction, teachers have begun to do research on their own—but research based on a single student, or perhaps two or three, closely observed and interviewed, their writings kept and carefully studied. (p. xi).

Bissex and Bullock (1987) explain that "the teachers who are conducting this research are changing the definition of teaching and of their roles as teachers" (p. xi). They explain that the "classroom becomes a place of inquiry, where questions are explored in meaningful contexts and teacher and students collaborate to seek answers" (p. xi). The role of these teachers has changed. They are "no longer dispensers of curricula designed by 'experts' from universities, textbook companies, or their school districts but have become experts themselves, bringing knowledge and confidence to their teaching and showing that they are professional educators to be respected within schools and without" (p. xi). These teachers, and others like them, are asserting the validity of their personal authority and are defining for themselves the criteria for constructing and evaluating knowledge. Ultimately, in expanding their
professional roles as critical teacher action researchers, these teachers are wrestling from the experts their right to construct and possess knowledge and are providing for the reconciliation of theory and practice.

In order for ordinary citizens to regain and protect their personal authority from the experts, and for theory to be reunited with practice, individuals must recover their voice in society, e.g., the workplace, school, and relationships "between experts and ordinary citizens" (Kincheloe, 1991). Specific to teaching and research, teachers must insist on participating with the experts (researchers) to produce the knowledge upon which corporate society and expert authority is based; they must "take the solution of their problems into their own hands"; and "create their own 'communities of competence'" (Kincheloe, 1991, p. 2).

Critical theorists encourage individuals to assert the validity of their personal authority, develop and establish their own criteria for knowledge, and, ultimately, mend the fractured relationship between theory and practice. Critical theorists advocate that there is an inseparable relationship between theory and practice. They proffer that individuals apply self-reflection to determine appropriate actions in order to free themselves from society's dogmatic and dominant perspectives and practices (e.g., see Habermas 1971, 1973; Apple, 1986; Giroux, 1986; Grundy, 1987;
Lather, 1986; and Kincheloe, 1991). Critical social theorists advocate that individuals apply critical self-reflection to identify emancipatory interests and develop and implement actions that facilitate attainment of enlightened self-interests. Kincheloe (1991) explains that critical social theory is concerned that individuals recognize that they are social beings and that, through critical self-reflection, they examine and understand "how, why, [their] political opinions, religious beliefs, gender roles, or racial perspectives [have] been shaped by dominant perspectives" (p. 2). Through critical self-reflection, individuals become conscious of how and why their ideologies have developed and then are able to take action to further their emancipatory interests. Kincheloe concludes, therefore, that critical social theory is inseparably related to practical action, i.e., "critical theory provides a framework of principles around which action can be discussed" (p. 3).

b. A Critical Resolve

Realizing the constraints and limitations of positivist and interpretivist research, I resolved to conduct a systematic self-critical inquiry into my practice. I did not want to test the effectiveness of a specific instructional strategy on student development of a global perspective. Nor did I wish to study how another teacher
was effecting a global curriculum. What I needed to know was how, in my instructional setting, I was teaching for a global perspective. Through conducting critical teacher action research, I studied my instruction to know what practical actions I was taking to effect a global curriculum; and to understand the theory sustaining my practice.

"The questions that teachers ask, and the interpretive frames that teachers use to understand and to improve their own classroom practices" are lacking (Cochran-Smith and Lytle, 1993, p. 7). Realizing the lack of teachers' voices in education research, I attempted, through critical teacher action research, to add to the pedagogical knowledge another teacher's perspective and voice on effective teaching and learning for a global perspective; and to provide other teachers with theoretical frameworks that are "derived from the knowledge of professional practice and from discipline related teaching, learning, and schooling" (Cochran-Smith and Lytle, 1993, p. 12). I share, from a teacher's voice and perspective, with other teachers and teacher researchers my research findings (i.e., my actions and theories pertaining to teaching for a global perspective) as they originated from practice, offering a practical example to encourage others engaged in similar endeavors.

Furthermore, through critical teacher action research, I began to reclaim my role as theorist and to rectify the
fractured relationship between theory and practice. I redefined my role as teacher to include the tasks and power of research by which my classroom began to become a "place of inquiry, where questions are explored in meaningful contexts" (Bissex and Bullock, 1987, p. xi). I questioned and defied the role of teacher as a dispenser of knowledge through asserting the validity of my professional authority to establish the criteria by which I construct and evaluate knowledge.

The rationale for conducting critical teacher action research on my global instruction is, therefore, three-fold: (1) it enabled me to study my instruction specific to effecting a global curriculum and to establish more just practice through critical examination of the theory sustaining my practice; (2) it provided a means by which to add to the research data a teacher's perspective and voice on effective teaching and learning for a global perspective; and (3) it empowered me to reclaim my role as theorist, reconciling the fractured relationship between my theory and practice.

C. Making a Case for Using Case Writing in Teacher Action Research

1. A Call for Case Writing

In order to claim the authority of their knowledge and actively participate in the construction of knowledge,
teachers must be able to present their research findings to the public so that it "becomes part of a community of critical discourse" (Stenhouse, 1985 A, p. 17). A review of literature reveals much endorsement and illustration of teacher action researchers presenting their research findings (e.g., see Cochran-Smith and Lytle, 1993; Stenhouse, 1985 A; Shulman, 1992; Hitchcock and Hughes, 1991; Kincheloe, 1991; Bissex and Bullock, 1987; Carnegie Task Force of Teaching as a Profession, 1986; and Budd and Kelly, 1970). In particular, the literature indicates that, during the past decade, there has been an increase in the general interest of using case studies in education (e.g., see Shulman, 1986; Doyle, 1986; Greenwood and Parkay, 1989; and Russo, 1990).

Judith Shulman (1992) explains that "cases could provide opportunities for perspective teachers to grapple with the ambiguities and dilemmas of schooling, such as grading, racism, plagiarism, diversity, appropriate instruction, and uncooperative students" (p. xiv). Lee Shulman (1992) asserts that cases of teachers' practical wisdom is essential to the knowledge base of education. He explains that, through case analysis, teachers can grapple with conflicts and challenges teachers are facing daily in the classroom. He suggests that case analysis (usually through case methods) allows "careful confrontation of principles with cases, of general rules with concrete documented events--dialectic of the general with the
particular in which the limits of the former and the boundaries of the latter are explored" (p. 13).

In attempting to establish a "pedagogy of cases," Lee Shulman (1992) explains that using case methods (in order to analyze cases) in teacher education most likely arose as a viable method because professors were looking for a better way to prepare pre-service teachers. He explains that:

Case methods are expected to be more engaging, more demanding, more intellectually exciting and stimulating, more likely to bridge the vast chasm between principle and practice, and more likely to help neophytes to learn to 'think like a teacher.' (p. 1)

According to Lee Shulman (1992), there are a number of benefits to using cases and case methods. First, they are a means of teaching theoretical principles. Case analysis offers teachers the opportunity to explore and understand theories in relation to specific practice. Second, case methods and cases can be employed to teach "precedents for practice." Shulman explains that "when a case presents the portrayal of a problem situation confronted by a teacher, a variety of possible approaches that could have been taken, and some account of how the problem was resolved, readers may treat that teacher's actions as a model for practice, a kind of precedent for future action" (p. 5). Stenhouse (1985 C, D) makes a similar point in suggesting that teachers can study cases and apply their professional judgment to identify ways in which their situations are similar to those presented in cases and then apply the case findings as they see
appropriate. Third, according to Shulman, cases and case methods can be used to teach moral and ethical principles. Cases, very much like fables, parables, and stories, can be employed to help teachers examine ethical and moral behaviors. Fourth, Shulman explains that "strategies, dispositions, reflection, and habits of mind" can be taught through cases and case methods (1992, p. 7). Contextually rich and realistic problem situations can be presented through cases, allowing preservice teachers opportunities "to practice 'thinking like' a professional" (1992, p. 7). Fifth, especially critical to beginning teachers, cases and case methods can serve as "visions of the possible." Shulman explains that many student teachers, interns, or apprentice teachers can become overwhelmed with the routinized and mundane practice of teaching. Or, they may become overwhelmed with the many and various demands placed on teachers. This "dose of reality" may shatter their hopes and ideals for education. Shulman (1992) explains that, "case studies of unusually visionary yet well-grounded exemplars of good practice may present the ideal middle ground between the unfettered fantasies of the dreamers and the unimaginative practices of the uninspired" (p. 8). Furthermore, Shulman explains that case writing offers teachers a means by which they can reflect to improve their practice and receive respect for their professional knowledge.
In articulating the benefits of case studies specific to teacher action research, Stenhouse (1985 D) explains that, unlike results of positivist research, case studies provide teachers with data that allow them to reference, understand, judge, and change their own experiences and situations. From a critical theorist's perspective, he argues that, in order to make generalizations, positivist researchers strip away contextual variants. Yet, contexts are where teachers practice. Teachers do not teach from generalities in undefined locals. They are concerned with contextually unique details of the learning environment in order to provide effectual and relevant practice. Therefore, Stenhouse explains that, by writing case studies, teacher action researchers provide each other with the necessary thick descriptions of contextually rich educational settings that enable them to inform better their practice. He argues that, instead of over-generalized accounts of teaching and learning, teachers need descriptive case studies. From these cases, teachers are able to apply professional judgment to determine which findings are relevant to their particular situations.

From his experience of developing case studies for teaching about race relations, Stenhouse (1985 C) explains that:

We hope to provide the information that will allow a teacher to judge whether his situation would fall within a target population represented by the situations sampled in the research [case study]. But we also want to put him [teacher] in a position to judge that some particular situations within the sample cast light on his own,
either because of similarity or because of a contrast which clearly defines features of the teacher's own case.

This illumination of one's own circumstances by access to the experience of others depends upon the possibility of recognizing similarities and differences between other cases and one's own. Such recognition depends upon the existence of portrayals of experience and this is the role of descriptive case studies in the present project. (p. 38)

Also arguing for the develop of case studies through teacher action research, Bissex (1987) contends that:

Traditional research in education has tried to isolate and measure the effect of single factors . . . over a large population of subjects. Case studies, by looking intensively at individuals, encompass 'many' factors that influence their behavior. (p. 11)

Bissex explains that, because (positivist) science aims to establish general laws of behavior, contextual factors and the effects of the researcher are attempted to be minimized. She argues that separating teachers from their students, ignoring student and teacher backgrounds and contextual particularities is antithetical to teaching, learning, and research. Bissex argues that people "live and learn in particular contexts, such as families, classrooms, and cultures. We can neither live nor learn anywhere else. These contexts shape our experiences and what those experiences mean to us" (p. 11).

Relying upon Mishler's (1979) sentinel work, "Meaning in Context: Is There Any other Kind?," Bissex explains that when studying teaching and learning, researchers must consider the contexts in which teaching and learning are being conducted. Knowing and understanding contextual factors help teachers to
teach, learners to learn, and researchers to know. Furthermore, Bissex explains that positivist methodologies assume that students are receivers not creators of knowledge, that teachers dispense knowledge, and that knowledge is created by researchers. She contests that this approach is hegemonic and exploitative.

Bissex reasons that, by creating case studies, teacher action researchers create thick descriptions of educational environments that allow for "a more holistic view than the results of laboratory experiments" (p. 11). By creating detailed accounts of the research environment (e.g., including information on ability levels of students, family experiences of students, personal and professional experiences of teachers, and classroom/school climate and culture) teachers are collecting data for analysis that can lead to more articulate, insightful, and useful research results. Furthermore, through case writing and analysis, teachers empower themselves to inform, direct, and control their own practice. They claim the validity and authority of their professional voice and knowledge.

2. Anticipated Benefits of Cases Writing

The rationale for writing a case on my efforts to effect a global curriculum is seven-fold. By writing a case I provide a context within which teachers, teacher educators, and administrators may address concerns specific to teaching
for a global perspective (e.g. those specific to time constraints, materials, student ability levels, and sensitive topics). Second, I provide a teacher’s voice to the growing education literature base, explaining practical instructional concerns and related theory. I encourage teachers to "explore ever deeper reasons for applying principles in particular ways" as they attempt to effect global instruction (Shulman, 1992, p. 3). I "instantiate and contextualize principles through embedding them in [a] vividly told stor[y]," hoping that, through analysis of the narrative text, other teachers will learn better not only how but also why to teach for a global perspective (Shulman, 1992, p. 5). Third, speaking from no illusion of grandeur, to a modest degree I, as well as other case writers, provide teachers with a "model of practice" (Shulman, 1992, p. 5) to which to refer when considering alternatives to addressing specific situations. As they attempt to teach for a global perspective, teachers may apply their professional judgment to analyze my case, determining the appropriateness of my decisions and actions specific to effecting a global curriculum in their particular milieu. Fourth, through providing teachers and teacher researchers with contextually rich data pertaining to global instruction and teacher research, I illustrate how I acted and thought like a researcher and global educator. Through study of my case, other teachers and teacher researchers (especially those just starting out) can identify and adopt "strategies,
dispositions, reflection, and habits of mind" specific to global instruction and teacher research. Fifth, adopting teaching for a global perspective, as well as any new endeavor, can be overwhelming. Having a example case to study, teachers are safe to plan for some of the obstacles that can arise and identify accessible resources that they may not have considered previously. Such preparation can help ease pressures of effecting a new program. Sixth, case writing and analysis enabled me to monitor, evaluate, and improve my practice. Through case writing, I learned about my instructional setting, gathered formative and summative data on my practice, evaluated actions in reference to my thinking, and effected change to enhance my practice as a global instructor. Finally, through case writing, I recovered my authority and knowledge as an educator and am now attempting to participate in the construction of knowledge specific to effective teaching and learning for a global perspective.

D. Learning from the Literature

A review of teacher action research literature reveals that, as with any research, there are a variety of ways and perspectives from which a study can be conducted. (See McCutcheon and Jung, 1990.) The dominant approaches to teacher action research originate from positivism, interpretivism, and critical social science. Specific to the purposes of my research, the literature provides a rationale
for critical teacher action research. (See Cochran-Smith and Lytle, 1993; Kemmis and McTaggart, 1988; Carr and Kemmis, 1986; Stenhouse, 1985 A; Tripp, 1990; Kincheloe, 1991; and Carson, 1990). The literature reveals that critical teacher action research is concerned with reflexive praxis. Critical theorists promote reflexive movement between theory and practice to enable teacher action researchers to identify the systemic causes of hegemony and equity in teaching and learning, as well as in society at large, to empower them to affect change that promotes justice and liberty for all.

Case writing was identified and illustrated to be a preferred means by which to present teacher action research data. (See Cochran-Smith and Lytle, 1993; Rudduck and Hopkins, 1985; Stenhouse, 1985 A, C, D; Shulman, 1992; Hitchcock and Hughes, 1991; Kincheloe, 1991; Bissex and Bullock, 1987; Carnegie Task Force of Teaching as a Profession, 1986; and Budd and Kelly, 1970). The literature reveals overwhelming endorsement for teachers reporting their research findings and explains the professional need and benefits of doing so.

Ultimately, a review of literature reveals that teacher action research is a means by which teachers can identify and plan to effectively address concerns or interests within their classrooms. Teacher action research enables teachers to reconcile theory and practice and, through employing critical self-inquiry, reveal and generate knowledge about teaching and
learning. Utilizing critical teacher action research, teachers are empowered to claim their roles as theorists and assert their authority for constructing knowledge.
CHAPTER IV

AN EXPLANATION OF THE METHODOLOGY:
CRITICAL TEACHER ACTION RESEARCH AS A MEANS OF
INQUIRY INTO THE IMPLEMENTATION OF
GLOBAL EDUCATION

A. Introduction

Upon returning to the classroom in the fall of 1993, I was challenged to improve my professional practice by including teaching for a global perspective. Additionally, I was invigorated and inspired by my "new and improved" professional role as critical teacher action researcher. I was going to assume responsibility for improving my practice and constructing and reporting knowledge specific to teaching and critical teacher action research. Ultimately, through systematic self-critical inquiry into my practice as a global instructor, I purposed to identify and describe, from a teacher's perspective, practical issues associated with implementing a global curriculum (e.g., the concerns, constraints, and resources specific to global instruction) and those issues related to conducting teacher action research on one's own practice.

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B. A Rationale for Critical Teacher Action Research

As explained in chapter three, teacher action research has been, and is still being, defined in a variety of ways. The definition I adapted for my systematic self-critical inquiry into affecting a global curriculum is an amalgam of those suggested by Stenhouse (1985 A), McCutcheon and Jung (1990), and Cochran-Smith and Lytle (1993). For the purposes of my research, I proposed to engage in a systematic self-critical inquiry of my practice as global instructor in order: (1) to understand better the practical aspects of implementing global education in order to achieve more efficaciously global instruction in my local context; (2) to provide other teachers with detailed and practical data specific to implementing a global curriculum in order to encourage and guide them in their efforts to teach for a global perspective; and (3) to add to pedagogical knowledge a teacher's perspective of effective teaching and learning for a global perspective.

1. Locating Myself in the Research:
A Brief but Necessary Detour

As also explained in chapter three, the methods of inquiry specific to teacher action research vary according to researchers' perspectives on teacher action research and educational research in general. The three dominant perspectives driving teacher action research are the
positivist, interpretivist, and critical social science paradigms.

At the beginning of my research, I was concerned about not identifying with a specific research paradigm. I thought researchers' purposes, assumptions, and beliefs about and for research needed to be pristine, definitive, neat, before beginning their studies. After conducting a year long systematic self-critical inquiry of my global instruction, I realize that my thinking was in error.

Only after conducting teacher action research was I able to identify, clarify, and evaluate thoroughly and articulately my epistemological and methodological beliefs, assumptions, and theories. It actually occurred that, while I was inquiring into my practice of global instruction, I unearthed practical and theoretic knowledge that I already had and was using but of which I was not consciously and critically aware. Hence, from critical self-reflection applied through teacher action research, I was not only able to develop theories specific to teaching and learning for a global perspective but was also able to discover deeply set theories that have been guiding and informing my actions through the span of my life.

McCutcheon and Jung (1990) recognize the validity of teachers' practical theories. (Also see Ross, Cornett, and McCutcheon, 1992; Clark and Peterson, 1990; and Louden,
In examining the relationship between theory and practice, McCutcheon and Jung (1990) explain that:

teachers develop, through their actions, interrelated sets of beliefs and practices about matters such as how students learn, what they should learn, and how motivation occurs. These interrelated sets of beliefs and practices constitute personal theories and practices. p. 144

McCutcheon and Jung (1990) reason that it is teachers' personal theories and practices that enable teachers to identify a research problem, choose appropriate methods of study, and finally make sense of research data. They assert that teachers rely upon their "lived theory" and practice to frame a research problem and to work toward its resolution. (Also see Cornett, 1990 and Boomer, 1987). McCutcheon and Jung (1990) reference Hanson (1958) in arguing that "the invariable presence of such a theoretical perspective or framework is a part of our nature as intelligent actors" (p. 144). Furthermore, in addition to other researchers (e.g., see Bissex and Bullock, 1987; Cummings and Hustler, 1986; and Cochran-Smith and Lytle, 1993), McCutcheon and Jung (1990) explain that teachers do not need, nor will they be able, to understand and explain thoroughly their personal theory of practice before they embark upon research. Rather, through active inquiry, teacher action researchers "become fully aware of the existence of what has been tacitly there as theory" (p. 145). They conclude that it is actually through conducting research that teachers can identify, examine, and understand more completely the origin
and impact of their lived theory as it relates to teaching, learning, and schooling.

From conducting a systematic self-critical inquiry, I realize the truth and authority of McCutcheon's (1988, as cited in McCutcheon, 1993) postulate of "teacher personal theory of practice." Prior to my research, I did not know as articulately and definitively as I now do the beliefs, assumptions, and purposes of my study. Through conducting teacher action research, I was able to identify my teacher personal theories of practice and examine how they have informed, directed, and shaped my actions. Furthermore, before conducting my research, I was not articulate in explaining how I make sense of experience. Through my research, my goals, beliefs, and assumptions specific to the construction, nature, and origins of knowledge became much more clear.

Through research experience, I ultimately learned that, even though theories and hypotheses are essential for guiding research, it is not essential, and maybe even impossible, for them to be absolute, thorough, definitive, and explicit at the inception of a research project. (See Bissex, 1987). It is more reasonable to suggest that through research, one becomes aware of the tacit assumptions, biases, and rationale that drive action. At the beginning of my research, I did not understand as completely as I do now the epistemological theories
underlying and driving my research. I was beginning a systematic and self-critical inquiry into my practice of which epistemological and methodological examination and development were a part. Hence, as McCutcheon and Jung (1990) suggest, I did not need to be concerned about adopting an official theory; "teachers already have a theory of action that works in most instances, guiding their planning and actions" (p. 145). While reflecting on my thoughts and actions through the teacher action research process, I was able to identify and explain the tacit theories sustaining my actions. (For an illustration of how I unearthed my critical theorist's perspective, see Appendix A.)

Furthermore, from generating and unearthing theory through teacher action research, I sharpened the dialectic exchange between theory and practice. From applying critical self-reflection on my practice, my thoughts and actions (in and out of the classroom) became more cogent and mutually supportive. I identified, examined, and explained more articulately my epistemological theories and moved toward reconciling theory and practice through claiming my role as theorist and practitioner.

2. A Rationale for Critical Teacher Action Research

Critical theorists advocate that there is an inseparable relationship between theory and practice. They
proffer that individuals apply self-reflection to determine appropriate actions to free themselves from society's dogmatic and dominant perspectives and practices (e.g., see Habermas 1971, 1973; Apple, 1986; Giroux, 1986; Grundy, 1987; Lather, 1986; and Kincheloe, 1991). Through critical self-reflection, individuals become conscious of how and why their ideologies have developed and then are able to take action to further their emancipatory interests. Ultimately, critical theory encourages individuals to assert the validity of their personal authority, develop and establish their own criteria for knowledge, and mend the fractured relationship between theory and practice.

As a teacher, I believe that I have been denied the role of researcher and, therefore, have not been able to participate in the construction of knowledge—even that knowledge specific to my instruction. My practice was separated from theory. For the most part, like many teachers I know, I usually did what administrators and researchers told me to do. I was a "doer" not a "thinker," and my teaching did not allow the time for a reflexive relationship to develop between theory and practice.

Upon completing my doctoral course work in global and social studies education and planning to return to the classroom, I decided that, for a number of reasons, this arrangement was no longer appropriate. As explained more fully in Chapter III, Bissex and Bullock (1987) recognize
the hegemonic relationship of "expert" researchers to teachers and the segregation of theory from practice. (See Kincheloe, 1990.) They offer that critical teacher action research is a means to rectify the inequitable relationship between researcher and teacher and to conciliate theory and practice. They argue that many teachers:

have found that empirical research, with its treatment and control groups, its statistical analysis and reliance on numerical validity, offer little of value to them as they confront the wonder and mystery of children, adolescents, and adults struggling with meaning as expressed in writing. To counter this dissatisfaction, teachers have begun to do research on their own—but research based on a single student, or perhaps two or three, closely observed and interviewed, their writings kept and carefully studied. (1987, p. xi)

Bissex and Bullock (1987) explain that "the teachers who are conducting this research are changing the definition of teaching and of their roles as teachers" (p. xi). They reason that, for these teachers, the "classroom becomes a place of inquiry, where questions are explored in meaningful contexts and teacher and students collaborate to seek answers" (p. xi). The role of these teachers has changed. They are "no longer dispensers of curricula designed by 'experts' from universities, textbook companies, or their school districts." They have "become experts themselves, bringing knowledge and confidence to their teaching and showing that they are professional educators to be respected within schools and without" (p. xi). These teachers, and others like them, are asserting the validity of their
personal authority and are defining for themselves the criteria for constructing and evaluating knowledge. Through critical teacher action research, these teachers are wresting from the "experts" their right to construct and possess knowledge and are providing for the reconciliation of theory and practice.

My doctoral program was empowering. Through my course work, reflection in and on practice, supervision of preservice teachers, and opportunities to conduct research, I recognized the divorce between theory and practice that had characterized my previous years of middle school instruction. I decided that I no longer wanted to be simply a "doer." I did not want to be a delivery boy of knowledge. I wanted to share in the power and wealth of knowledge construction. I came to believe that there is an inequitable distribution of wealth and power in education. Knowledge is power and power can assure wealth. Those who can construct knowledge can obtain power and wealth. Researchers construct knowledge; therefore, they have power over the operation of things. Teachers have not traditionally constructed knowledge. They have received and dispensed it. Therefore, teachers have usually been powerless compared to researchers. Even in their classrooms, teachers have been subjects of researchers (as well as curriculum planners, textbook publishers, administrators, parents, and etc). I decided that I no
longer wanted to be a subject. I wanted my freedom—to think and act in cogent, liberating, and just ways. As a teacher, I wanted my humanity and dignity back. I wanted to think—not just do. Ultimately, I wanted to claim my right to theorize—the liberty to reconcile theory with practice.

Also during my graduate training, I came to see the classroom as a place of inquiry—not as a dispensary of previously established knowledge. The research with which I and other teachers are being presented often has little to do with our classroom instruction. Specific to my particular research problem (i.e., describing and analyzing practical factors specific to implementing global instruction), the global research literature, though insightful and inspiring, has little to say. The vast majority of the global education research literature is written by university professors/researchers, addressing their concerns and interests (e.g., how to prepare teachers for teaching for a global perspective). Therefore, like an increasing number of teachers, I claimed my role as researcher, applying my graduate research training to find the answers to my specific questions.

Employing critical teacher action research, I identified the materials, local resources, activities, teaching strategies, constraints, and etc. specific to global instruction in my particular milieu. Critical teacher action research allowed me, a teacher and
researcher, to regain and protect my personal and professional authority from the experts (researchers), and to restore theory to my practice. I recovered my professional voice in the construction of knowledge and in my relationships with the experts. (See Kincheloe, 1991.) I positioned myself to participate with the experts to produce the knowledge upon which corporate society and expert authority is based and took "... the solution of [my] problems into [my] own hands" (Kincheloe, 1991, p. 2). Through critical teacher action research, I enabled myself to add practical knowledge, from a teacher’s perspective, to the education data base that encourages and guides other teachers in their professional efforts as global instructors and critical teacher action researchers.

C. Axioms and Criteria of Critical Teacher Action Research

1. Axioms of Critical Teacher Action Research

Through conducting critical teacher action research on my practice as a global instructor, I recognized my adherence to and my being motivated by the following assumptions that have been identified by McCutcheon and Jung (1990) to be specific to critical teacher action research:

Axiom 1: The nature of reality is social and economic. Embedded within reality are problems of social and economic equity and hegemony. Through critical examination of socio-historic and economic contexts of inequity and hegemony and
critical self-reflection, individuals expose systemic causes of injustice and identify and execute emancipatory actions.

Axiom 2: The relation between the "knower" and the "known" is developed through social interaction. Truth is defined in terms of social and economic equity and is multiplicatively constructed by individuals. Knowledge is perceived as the means to emancipation. The key to critical theory is praxis.

By praxis, critical theorists mean the emancipatory interplay between action and reflection. Action by itself is aimless. The dialectical movement between action and reflection takes into account the complexities of the practical, sociocultural factors and the construction of meaning. This dialectical movement then makes possible the uncovering of basic inequities, which in turn makes possible a movement to emancipation. (McCutcheon and Jung, 1990, p. 147)

Axiom 3: The nature of understanding is defined in terms of social and economic restraints to equity. Through critical self-reflection and critical examination of the socio-economic and socio-historic contexts of the construction of meaning, individuals can expose social and economic inequities and take actions toward emancipation.

Axiom 4: The role of values in research is specific to values of equity. Critical teacher action researchers gain the skills to examine their own practices and assumptions in order to make practices more theoretical and just.

Axiom 5: The purpose of critical teacher action research is "the uncovering of basic inequities, which in turn makes possible a movement to emancipation" (McCutcheon
and Jung, 1990, p. 147). Through critical teacher action research, teachers unearth constraints on their abilities to think and act (theorize and practice) in a just, equitable, and rational manner. Critical teacher action researchers attempt to identify assumptions and beliefs that they have accepted or developed (i.e., "false consciousness" according to Habermas, 1972) and examine them for possible constraints to equity and as supports for hegemony. The ultimate purpose for this critical inquiry is to reflexively take action to increase equity and decrease hegemony. (For an explanation of how I have personally experienced the axioms of critical theory, see Appendix B.)

2. Criteria of Critical Teacher Action Research

The primary purpose for critical teacher action research is empowerment of teachers through praxis. Through critical teacher action research, I developed the necessary skills and resources to examine my practice to assure that my actions were meeting my enlightened self-interests. I reflexively considered my teaching to make necessary changes for more rational and equitable instruction. Also, I began to free myself from the internalized assumptions and rote practices that were accommodating hegemony and inequity among peoples, (e.g., teachers and parents, teachers and researchers, and lower-achieving and higher-achieving students).
According to Carr and Kemmis (1986), in order to achieve critical teacher action research, it was necessary that I meet a number of criteria.

**Criterion 1:** I had to see educational issues as political and ethical—not technical. Education takes place in society, which by nature is social and economic. There are obvious social and economic inequities in education. This has become increasingly clear in my local community. Parents have successfully rallied to halt heterogeneous grouping because they do not want their "honors" students in the same classes as "rednecks." Therefore, the higher and lower-achieving students are in separate classes, receive separate educations, and are prepared for separate roles and positions in society. Surely, education is political and ethical, and, as a critical teacher action researcher, I had to recognize these characteristics of education.

**Criterion 2:** I had to recognize and examine the relationship between individual values and practice. As a critical teacher action researcher, I needed to be aware of my values and how they affect my practice. Additionally, I needed to understand the values of others, especially the dominant culture, and identify how they affect my practice and the established purposes of education. For example, in my community, I needed to understand the values and assumptions of the parents arguing for homogeneous grouping and examine them for equity and justice.
Criterion 3: I needed to be aware of illusory beliefs (i.e., "false consciousness" according to Habermas, 1972) that may support social contradictions and injustices. In trying to understand my values and the values of others, I may jump to a conclusion or make a false assumption with very little or no rationale. I had to be aware that I make assumptions, and I needed to examine my assumptions for evidence of rationale.

Criterion 4: I needed to expose and understand the aspects of the dominant social cultural that may thwart just, equitable, and rational practices. For example, I needed to examine the "deep structure" (Barbara Tye) of schooling to identify and counter those that constrain efforts to emancipatory practice, i.e., practice for achieving equity and justice. A specific example of a constraint on just practice is not having the time to reflect on practice and conduct research as a means to participate in the construction of knowledge.

Criterion 5: Finally, as a critical teacher action researcher, I needed to ensure that my research related to practice. The purpose of critical teacher action research is practical. Through self reflection, I need to identify and address obstacles in my way of acting in a rational and just manner.
D. Planning for Critical Teacher Action Research

A number of action research planners and texts have been developed during the past fifteen years to guide teachers' research of their practice. (See Hopkins, 1992; Eisenhart and Borko, 1993; Kemmis and McTaggart, 1990; Hitchcock and Hughes, 1991; and Altrichter, Posch, and Somekh, 1993.) Though the literature reveals that most teacher action research models differ to some degree, the differences are usually the result of different research paradigms and methodologies being applied by teacher action researchers.

All teacher action research originates from Lewin's work (1946, 1947); therefore, without exception, all teacher action research models, including critical teacher action research, include the four basic stages characteristic of Lewin's action research spiral (cited in Tripp, 1990), i.e., plan, act, observe, and analyze/reflect. Additionally, though not included as one of the four stages of his teacher action research spiral, Lewin (cited in Tripp, 1990) explains that research must begin with "reconnaissance." Teacher action researchers must survey and know the environment in which they seek to make change.

Tripp (1990) explains that action research is a continual progress. Once researchers move through the four stages, "the cycle is repeated to form a spiral: reformulated plan, revised action, more fact-finding, [and]
re-analysis" (p. 159). Tripp reasons that the cycle is characteristically reflexive in that there is dialectical movement through the stages. Researchers continually move from self-critical reflection (analysis) of situations to planning and acting for further change. Once plans for change are made (in reference to the findings from reflection/analysis) and actions for change have been taken, researchers re-analyze the situation to feed back their findings into future planning, acting, observing, and analysis.

In adopting the teacher action research spiral for my study and applying the four stages of teacher action research to meet the criteria of critical teacher action research, I examined and described my local milieu in relation to my concern (i.e., the need to teach for a global perspective). Second, knowing my situation, I devised a plan to teach from a global perspective. Being that I had just come off a two-year professional leave of absence during which I completed doctoral work in global and social studies education and that I was returning to a school district in which I had worked for four years, I knew the needs of my school community for a global curriculum. Likewise, much of my instructional planning was completed. Third, I put my theory into practice. I returned to the classroom and proceeded to reveal, develop, and apply theory to my practice of global instruction. This step was the
most demanding and crucial. It was the heart of my study. It included the lessons, activities, materials, resources, experiences, content, constraints, and objectives I experienced while teaching for a global perspective.

Fourth, I collected data on my practice. I kept a daily reflection journal, wrote monthly synopses and analyses of my findings, employed student learning logs, and received input from my research committee members. I used these data to represent and characterize my practice and student learning specific to global instruction. Fifth, I analyzed (reflected on) my data. I examined, described, coded, interpreted, and evaluated my data through self-critical inquiry. Finally, putting theory into practice and allowing practice to reveal "personal theory of action," I began the cycle again. My practice was reflexive. I systematically analyzed, interpreted, and evaluated my practice as a global instructor in order to facilitate more effective and efficient practice.

E. An Explanation of the Critical Teacher Action Research Process

1. Home Sweet Home: Knowing the Local Milieu
   a. Connecting Essential Curriculum and Global Education Goals

I knew the environment in which I desired to effect global instruction. I lived and taught in the community for
four years prior to conducting my research and stayed in continuous contact with teachers, parents, students, administrators, and board of education employees of this community while being on professional leave. Additionally, I conducted research on my practice as a seventh grade social studies teacher, an assignment with which I had approximately three years of experience. Therefore, I was confident that I adequately knew my local environment. I only needed to reflect on my knowledge of the instructional milieu in light of my research problem.

I wrestled with the question, "What do I know about my teaching environment and how does what I know relate to global instruction?" To answer this question, the first of many to follow during my year-long inquiry, I examined and reflected on what I already knew about the community. As a means to systematize my observation and analysis, I constructed daily reflective narratives in a professional journal. The reflection journal included field notes that I wrote daily to describe my instruction, the teaching/learning environment, student attainment of a global perspective, and the critical teacher action research process. I recorded daily my thoughts, feelings, beliefs, actions, impressions, and experiences as they related to global instruction and critical teacher action research.

From reflecting on my prior knowledge of this particular instructional locale, as well as recording and
reflecting on new data I collected through the year, I developed a detailed and operational understanding of my teaching and learning environment. Consider the following excerpt from the analysis I recorded on June 23, 1993, two months before I began teaching. I needed to know how my curriculum relates to the goals of a global education. My reflective notes reveal that, being intent on effecting global instruction, I identified the global education goals to be accomplished and determined how and where they fit into my curriculum. Through document analysis of my district’s "essential curriculum" for seventh grade social studies, I connected the goals of global instruction with the goals I was required by my district to meet. This document analysis provided a framework within which I would be able to infuse global instruction throughout the school.

June 23, 1993:

I have identified the goals of global education in relation to the "essential curriculum" for the seventh grade. From doing this, I hope that, even before I begin my planning, I will be able to know what global education goals are to be accomplished, how they are to be accomplished and when they are to completed.

Essential Curriculum Specific to Global Education Goals

1. Perspectives consciousness:

   Current Events
   . Gather information, think critically, and solve problems
   . Analyze events from different perspectives
   . Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives
   . Investigate various world cultures
. Examine the contributions of different ethnic, racial and religious groups
. Describe the multiethnic composition of Anglo American countries.
. Describe the variety of backgrounds and cultures reflected in social classes and life-styles of Latin America

Citizenship and Government
. Interact positively through self-respect and enhanced appreciation of social diversity

2. "State of the Planet" Awareness:

. Gather information, think critically and solve problems
. Define problems, propose solutions and draw conclusions based on data
. Make decisions and evaluate consequences
. Identify environmental issues and recommend ways to protect the environment
. Identify current events relating to countries studied
. Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology and the environment
. Locate places and cultural/natural features by interpreting maps, using directions, legends, grid systems, boundaries scales, and political units
. Describe how the geographic factors affect an area’s climate
. Analyze patterns of population growth and settlement
. Show the influences of transportation and communication on the movement of people, goods, and ideas
. Define the terms, "First World," "Second World," and "Third World" nations
. Give examples of how technologies, institutions, languages and beliefs link different peoples
. Identify scarcity in decision making and cite examples of economic interdependency using case studies
. Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives
. Tell how people change their environment for economic needs and consequently change their lives
. Tell how individuals and groups advance/impede change through voting, lobbying, and demonstrating
. Show how technological change and resources determine economic growth
. Identify situations demonstrating respect for majority rule and individual rights
. Analyze consequences resulting from the exercise/denial of rights and responsibilities.
. Give examples of how individuals and groups bring civic improvement.

(For the full reflective journal entry, see Appendix C.)

b. Accessing Demographic Information of the Local School Community

Reflective writing (and metareflection—i.e., reflection on reflecting) also resulted in identification of demographic information essential to implementing a global curriculum. Consider the following reflective journal entry I made on May 11, 1993. You realize that, upon reflecting on my prior knowledge of and experiences in living and working in this community, I provided even more contextual information from which I could infuse global instruction. Without accessing my prior knowledge and experiences or without having them to access, my research would have been set back by at least a year. Having decided that infusion of global objectives was my best option for affecting a global curriculum (see Tye and Tye, 1992 and chapter two of this study), it was essential that I knew the environment in which I was to effect change. Reflecting on my prior knowledge and experiences allowed me to identify and access resources and data that proved invaluable to global instruction. For example, as illustrated by the May 11, 1993 reflective journal entry (also see chapters four and five of this document), I knew of a number of reasons for my
staff, community, and students to resist global instruction. Having this information, I was able to take precautions to reduce resistance to effecting global change (e.g., gather resources for teachers to use, make connections between different curricula to encourage integrated instruction of global units, and tap teacher and student cross-cultural experiences as local-global resources). An excerpt from the May 11, 1993 journal entry follows:

May 11, 1993:

Especially throughout this first year, I will have to get to know the staff much better than I know them now. This will help me to respond better to my particular situation. However, there are some characteristics that I already know that should help me as I begin my work as a global educator.

My school is a middle school, grade levels 6-8th, which is located in a solid middle class, white (almost rural) suburb. From my reading and research on global education (e.g., Tye and Tye, Merryfield, and Bennett), I know that it can be difficult to teach effectively about global perspectives in a school or classroom that is not multicultural. That is, students, teachers, and parents may lack an appreciation for understanding the interrelated nature of the systems of the world (i.e., technological, ecological, economic, cultural, historical, and political systems) due to their lack of exposure to evidence of these interrelationships. Hence, they may not perceive the need for teaching global perspectives.

I do know that our district is very much a part of the effective schools movement (Lazote) which is test driven. Proficiency test scores are the measure for improvement. So, I know that if global education is perceived as a threat to high test scores or if it is not a means to high test scores it will not be acceptable to other teachers and the administrators. This is a big concern. Though I know good teaching and I know "teaching for the test," I also know that it is difficult to introduce yet "another" program to
teachers who are forced, above all else, to produce high test scores.

I realize that all teachers in my district have been inserviced and expected to demonstrate competence in Teacher Excellence Student Achievement (TESA), Madeline Hunter’s Essential Elements of Instruction, Dimensions of Learning, interdisciplinary teaching, cooperative learning strategies (Slavin, Johnson and Johnson, and Kagan). If they see global education as just another fad or band wagon, as I am sure from a top-down approach they would, neither I nor global education have a snowball’s chance in hell to succeed.

I also know that some of the teachers in my school will most likely resist my efforts to infuse global perspectives. According to Tye and Tye (1991) there are a number of defensive moves taken by teachers to resist global education or any other program. From my previous four years of teaching in this district to which I will be returning, I can anticipate that a number of these means of resistance will be employed. These are burnout, refusal, avoidance, withdrawal, negotiation, and selective participation. From my experience as a teacher, a school improvement team member, and team leader in this district, I know that defensiveness is a very real problem. Many teachers may simply be burned out from all the other programs they are expected to participate in, e.g., TESA, the School Improvement Team (and its many committees), cooperative learning, Essential Elements of Instruction, extracurricular activities, higher level thinking training, textbook adoption committees, advanced placement and gifted programs, and all the at-risk programs—not to mention all the problems associated with opening a new school building (which my new staff will be doing). Teachers may simply not have the energy or time to engage in learning to teach from a global perspective. Hence, they may simply refuse to do it. They may throw their hands up and say, "Not another band wagon!"

(For complete journal entry of May 11, 1993, see Appendix D.)

c. Tapping Leadership Experiences

Having previous leadership experience was also helpful. Because I had experience as a team-leader and facilitator of
a school improvement team in this school district, I was offered the position of department chairperson. Being department chairperson in an opening school, I was able to order teaching materials (including textbooks) that support teaching for a global perspective. Likewise, knowing the social studies curricula as well as I did, I was able to assist my colleagues in global instruction. Consider the following reflective journal entries.

June 16, 1993:

I am very familiar with the texts being used by my department which will help me help them teach global perspectives. I have actually taught out of all but one of them. The unfamiliar text is new. So, being quite familiar with the texts and the curricula, I anticipate being able to help my teachers teach global much more easily. I anticipate being able to give suggestions that will guide them in teaching global systems, state of the planet awareness, perspectives consciousness, etc. This should make it easier for them.

June 25, 1993:

Another benefit from being a department chair is I was asked to be involved in the software review committee. I have actually been able to select software that will enable me, as well as other teachers, to meet better the global objectives, e.g., World Geograph, Macglobe, Earthquest, Simcity, and Writing Workshop. Additionally, since only a few teachers were available for the software review, I was able to order software for other departments. While doing so, I was thinking of integrating the curricula and also helping other teachers teach global. I wanted to order software that would help them connect their curricula to reality of today's global society. This would make it easier for them to learn and to teach global and it would help me to help them in this endeavor. Being able to select materials as a department chair is an incredible advantage. This position is allowing me to set up my department so that teaching global is much more easy and likely to be achieved.
August 27, 1993:

The great thing about being a department chair is I can really influence the selection of materials. Hence, I am buying materials that will help students learn more about the peoples and cultures of the world— I can order materials that help me help students develop cross-cultural awareness and perspectives consciousness, understand human choices, etc. As department chair, I have the power to determine, in large part, what is going to be taught. That is really scary. It puts a lot of responsibility into my hands and others. We really do have a lot of influence on what materials teachers have to teach from and therefore what they are going to teach. That is, if the teacher has the materials, they are more likely to use them rather than create their own because it would be too time consuming to do otherwise.

October 19, 1993:

The great thing about today is I finally received global materials that I ordered about three weeks ago. I am so excited about their arrival. I really want learning to be interesting and enjoyable as well as real for students. I do not want them to learn a bunch of textbook information that will change in a few years. I want them to understand global concerns and, in particular, the interdependent nature of global systems. I believe these materials will help me do this. I will have to take time tonight to sort through some of them. I am so glad that I was able to order these materials as the department chair so that my department can teach about peoples of this world more effectively. As dept. chair in a new building, I had a lot of power in deciding what texts to purchase, what materials of instructions, and what other support resources we could purchase. Plus, having the start up fund that is characteristic of opening a new building made it very nice. If I had not decided to apply for this new school, I would have ended up in a previously established department with old materials. Choosing to be in this new facility and accepting the position of department chair was a really wise decision in relation to my desire to implement global education. I have state of the art technology and the lastest materials—that have been chosen with the teaching of a global curriculum in mind.

(For additional excerpts to support this point, see Appendix E.)
d. Gathering In the Field

Reflective journal writing was an even more resourceful means of collecting and analyzing contextual data throughout the year. As demonstrated by the following journal entries, continual collection and analysis of data throughout the year (via reflective journal writing) provided precious contextual information that continuously enhanced my knowledge of the teaching/learning environment and allowed for more effective global instruction.

August 19, 1993:

I have told teachers (and the principal) that I will contact the Holocaust survivor to arrange for an assembly for the seventh and eighth grades. This is really terrific. Exactly what I want to be doing. Because I have an interest in teaching for student attainment of a global perspective, I am looking for ways to make it happen. Having a Holocaust survivor come to the school is a great way to make this happen. Not only are my students getting to see her and hear her story. All seventh and eighth graders are as well. I am really glad to see how the infusion process can work. It encourages me for the rest of the year.

Also, while discussing the assembly with my team, one of our teammates offered that she knows of other POWs. Great—even more opportunities to illustrate local global historic connections. Supposedly, these POWs were imprisoned in a "local" work camp during WWII. She seems confident that she will be able to get them to visit our school. This is just terrific! I really had not thought about it until this team meeting, but the American Legion and local veteran organizations would be excellent to contact for guest speakers. And, Fort Dodge is right in Summerston. There must be a local global connection there. Both ideas will most likely only take a couple of calls to find out what is available.
October 11, 1993:

Friday went very well. I talked to Diane about her ESOL students and my students being pen pals. We will start tomorrow. I am very excited about the possibilities. People from all over the world are in our ESOL program. Diane has students from Asia, Central America, South America, and Europe. They have come to this country for a variety of reasons. My students will be able to find out why they are here and better understand how our local community is connected to other countries and peoples of the world.

Diane said that her students will take this activity very seriously. I know that mine will too. Plus, she has suggested that the students could make a video taped presentation and even have a pot luck dinner at the end of the year to get to know our pen pals. I am really excited about this.

November 16, 1993:

Today in eighth period we wrote letters. The first letter went to Steve Kemp. He is in the Navy and the brother of one of my students, Lisa Kemp. He will be going to Haiti in December to help enforce the economic sanctions against Haiti. Students and I have been studying Haiti in current events for about three weeks. This is an opportunity to make global local. Lisa is right in our class and she is being affected by having her brother enforce U.N. economic sanctions. Wow. This is definitely different than when I was in the seventh grade. By having students write to Steve, I am hoping they are drawn into to what happens there and feel more connected to Haiti and the UN actions. Steve’s presence should make the event more personal to them.

Additionally, Steve will possibly be able to come into our class in December to speak to our students. Again, this is right before he leaves for Haiti, so maybe we can have a good luck party for him and even have students stay after school. This should really tie them into the Haiti situation and help them realize how serious military action really is and that it is not as glamorous as TV and movies make it seem. Students in the seventh grade really have a naive view of the world and think it is "cool" if people are killed or mass disaster strikes. Actually, I do not believe they really feel or think this but their joking is sometimes conveys this attitude. Anyway, I am hoping that by
having Steve come into class that students will take military involvement much more seriously. Furthermore, I want them to realize how globalized government has really become. The U.N. is telling a country how to run its affairs. The U.N. is an example of a global organization and it enforces global laws. I am hoping through their relationship with Steve that my students can understand better how our community is affected by it global interdependence to other places and peoples in the world.

We also wrote letters to the ESOL students. Students were to ask some very general questions of interest that they may have about an adult who has come to the US. For example, they may ask if their family is with them, what they most like and don’t like about the US, where they are from, when they got here and why they came. This is hopefully going to be a way to get my students connected to people from other parts of the world. I also want to do this in First period. I think they will be more mature about the assignment and there are less of them. Maybe Diane will be able to get other teachers involved in this assignment. That would be great. Local global connections. These ESOL students are cultural envoys who can teach my students about their worlds. I will talk to Diane to see if I can go to class to see if any of these students can come into my classes or if I can even better tap them as resources. Additionally, I want my students help teach these people about America through the eyes of an adolescent. Let’s hope this goes well. There is a lot of potential here.

(See Appendix F for more excerpts.)

Through reflective journal writing, I was able to recover, analyze, and apply prior knowledge and experience as well as the information and experience I gained from each day in the field. Reflective journal writing, therefore, proved to be an effective means to gather, organize, analyze, and apply information specific to contextual demographics which is essential to infusing global instruction. Applying "reconnaissances" through critical
teacher action research enabled me to gain requisite information for effecting global change.

2. Planning for Global Change

a. Research Goals

Having identified, gathered, and analyzed information specific to my field of inquiry, my next step in applying critical teacher action researcher was to develop a plan to address my research problem within this particular context.

My research plan was to identify and describe a teacher’s practical concerns specific to global instruction. I wanted to learn more about practical concerns a teacher faces when affecting change to attain the following objectives:

GOALS OF A GLOBAL EDUCATION

The goal of school programs will be to enable all students to develop:

1. Perspectives Consciousness— the recognition or awareness that:
   . one’s view of the world is not universally shared
   . one’s view of the world has been and continues to be shaped by influences that often escape detection
   . others have views of the world profoundly different from one’s own.

2. ‘State of the Planet’ Awareness
   . of prevailing world conditions and developments including emergent global trends

3. Cross-cultural Awareness
   . of the diversity of ideas and practices to be found in human societies around the world
   . of how such ideas and practices compare
   . of how one’s own society might be viewed from other vantage points
4. Knowledge of Global Dynamics; including
   . comprehension of key traits and mechanisms of the world system
   . consciousness of global change
5. Awareness of Human Choices, especially
   . the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands (Hanvey, 1987, p. 114).

The questions driving my systematic self-critical inquiry of global instruction were inclusive of, but not necessarily limited to, the following:

1. What possible constraints can a teacher expect to encounter?
2. What types of local-global resources can be accessed?
3. What teaching materials are most helpful?
4. What types of teaching strategies are successful?
5. What types of assessments can be used?
6. Is global instruction appropriate for lower achieving students?
7. What is the relationship between critical teacher action research and effective global instruction?
8. What are the costs and benefits of critical-self inquiry?
9. How is critical teacher action research related to theory and practice?

b. The Reflexive Relationship between Planning and Doing

As explained in Chapter III, critical teacher action research is reflexive. Each step of the research process proceeds to and from the others so that teacher theory feeds into practice and practice sustains theory. The planning stage possibly demonstrates best the reflexive nature of critical teacher action research.

My planning for infusing global instruction proceeded from a prior inquiry and theory (see Chapters I and II). I
knew from reflecting on my previous teaching experiences in this particular context that my instruction was not preparing students for their roles as global citizens. (This problem was the catalyst for my research). From many cross-cultural experiences and my graduate course work in global and social studies education, I developed a global perspective. (The need to effect a global instruction became acute.) Subsequently, a basic theory that I developed specific to the nature of world is it is characteristic of a network of interdependent systems (e.g., geographic, cultural, economic, historical, and political) that results in the formation and operation of a global society.

Through personal attainment of a global perspective, I accepted that it is essential for students to develop a global perspective. A major implication of this particular teaching theory (or reason for why and how I teach) is people, having different experiences, perceive and interpret situations differently; and, therefore, for teaching to be effective, it must provide students with a variety and number of opportunities to examine and understand different perspectives and their ramifications in order to prepare students to function effectively in a global society.

Keeping a reflective writing journal enabled me to document a priori and developing teaching theories of action and facilitated planning for actions that are congruent with
my theories. The reflexivity between theory and practice (i.e., thought and action) is vividly illustrated through analysis of the following journal entry:

December, 1993:

A Formative Analysis: 
The "Global Decision Making Role Play" and 
Student Achievement Level

As a culminating activity for the global economics unit, students participated in the "Global Decision Making Role Play." Students assumed the role of corporate executives who, on teams, were charged to collect data specific to key factors of production, e.g., wages, import/export regulations, transportation systems, government stability, and skilled labor, as they affect the cost of production of an automobile. Next, after evaluating the data, students were to choose from among the five selected countries, i.e., China, Japan, Portugal, Mexico, and the United States, the most cost efficient country for producing automobiles. Finally, the teams of corporate executives debated against each other in order to win direct foreign investment dollars. The team of executives who argued most effectively by relying upon the most appropriate and convincing data won the investment dollars.

I was very pleased with this activity. First, it brought together all the objectives of the unit. That is, it enabled students to describe the concept of a multinational corporation and to became familiar with several examples. Students learned to identify and explain incentives that influence decisions of multinational corporations specific to the location of production facilities. It offered students the opportunity to collect, analyze, and evaluate data on five countries relative to opportunity costs specific to investment decisions of a multinational corporation. Finally, students were able to identify and explain some effects of the global nature of production systems on consumers, workers, producers, investors, and society in general. Furthermore, the role play allowed students to assume true to life roles of corporate executives who were responsible for determining the best location for production facilities. Additionally, the role play provided students with a means to work
together as a team to meet set objectives which stimulated student interest in other countries. Ultimately, the role play demonstrated to students the need to know about other peoples and nations of the world in order to make sound financial investments, and it revealed to students the interrelations of government, culture, and economics within and across nations.

I truly was impressed with the activity. And, best of all, students really enjoyed the activity and were able to meet success. In particular, at the beginning of the school year, I was quite concerned that sixth period would not be able to function well during cooperative learning activities. About a third of them have been diagnosed with attention deficit hyperactive disorder and most do not have the team building and maintaining skills necessary for cooperative learning to be successful. However, this, and other cooperative learning activities, proved to me that the sixth period students are capable of developing the skills they need to work cooperatively, the very skills they will need to function in our global society.

The "Global Decision Making Role Play" allowed students the opportunity to learn how to work with others of different achievement levels and talents. Students learned how to work out differences among themselves without calling for the teacher to negotiate differences. They learned to accept team and individual responsibility for their success and how to delegate responsibility, work as a team to achieve a common goal, and stay on task. These work habits are necessary to the global workplace and through activities such as the "Global Decision Making Role Play," students are enabled to prepare themselves for the challenges of the global workplace as well as project themselves in these positions. I am very pleased that I did not give up on the sixth period merit/directed students, but instead insisted on providing them with activities to develop the very skills they need in order to do the cooperative learning activities. It proved to me that lower achievement level students can work in cooperative learning groups and that they are capable of learning through many of the same teaching strategies as honors students.

(Additional excerpts are provided in Appendix G.)
An a priori theory that became clear during my research on my practice of global instruction is the critical theory that lower achieving students are just as much (if not more) in need of and have just as much right to preparation for global citizenship as higher achieving students.

Reflective analysis on my practice revealed that my prior practice did not exhibit belief in equitable and just instruction for all ability levels of students. It exposed that my practice was oppressing student rights to an equal education that would adequately and justly prepare students for success in a global age. Reflective analysis empowered me to recognize and rectify (through critical planning) the injustice of my previous practice and reflexively reconcile (through critical planning) my theory and practice.

By the end of September, my ideals for education were again being tested. It is easy to "say" all students need to develop cooperative learning skills but often quite difficult to actually achieve this goal. Because of the lack of time and the ability to rationalize, before this year, I rarely consciously reflected on my practice. I was a "doer." I do not say this with "much" judgment because I recognize that the education systems in which almost all teachers work do not encourage or provide much time for "thinking" (theorizing). Teachers do not even have enough time to complete all the tasks being demanded of them (e.g., the parent contacts, creative integrated lesson planning,
teaching, grading, staff meetings, and the many duties such as hall and bus duties); let alone take (create) even more time to "think." This year, however, was different for me. I took (created) the time to think. I reflected on my teaching to assure that my thinking (theory) was congruent with my doing (practice).

Through instructional planning in September and analysis of this planning and subsequent actions, I found that, after the newness of being back in school and student self-control was wearing thin, I was concerned that my lower achieving students would not be capable of cooperative learning—which I believe is essential to global instruction. Reflective analysis of my teaching revealed that I practiced and believed that strategies of effective teaching and learning are not entitlements but are to be earned by students. I rationalized that all students did not deserve the same education but that, regardless of their needs and abilities, students should earn the right to an education that would adequately prepare them for today's social realities. Upon "critically" analyzing (applying a critical theorist's perspective to) my previous practice and uncovering the theory that supported it, I was able to adjust my practice to provide all students with learning opportunities that more equally and justly prepare them for success in a global society. Reflective analysis revealed that I used to provide cooperative learning ("fun")
activities only to students who earned them—only to students who demonstrated that they could already act cooperatively. Through reflexive inquiry into my practice, I was able to identify this rationalization, expose it for the social and economic injustice and oppression it perpetuates, and modify my practice to reflect my belief that all students are entitled to an adequate and just education—regardless of the social capital they bring into the classroom. Through critical teacher action research, therefore, I was able to identify a prior theory, evaluate its relationship to my practice, correct it in light of its unjust and oppressive assumptions, and, subsequently, adopt a new theory (i.e., a critical global theory) that provides for more just and liberating practices. Ultimately, through critical teacher action research, my instructional planning became reflexive so that my teaching practices were informed by scrutinized theory and my theory grew from an analytic evaluation of my practice.

3. A-C-T! I-O-N! ACTION! ACTION! WE WANT ACTION!:

Infusing Global Education

In order to meet the global objectives identified in section E. 2. b., I "planned" the following actions:

1. To provide a number and variety of instructional strategies (e.g., role plays, simulations, dramatizations, guest speakers, discussions of moral dilemmas, debates, research projects, construction projects, and group and individual presentations);
2. To identify and access local-global resources for classroom and school use (e.g., guest speakers, student and teacher cross-cultural experiences, agencies/organizations with global ties, and cross-cultural pen-pals);
3. To employ cooperative learning strategies;
4. To develop and administer authentic activities and assessments;
5. To have students complete reflective journal writing specific to attainment of global goals;
6. To access, analyze, and apply prior and continual learning of local instructional environment through reflective journal writing;
7. To access and apply leadership positions in school and community to foster teaching for a global perspective;
8. To reflexively analyze educational theory and practice in relation to each other through reflective journal writing in order to continually improve rational practice.

Again, the underlying question guiding my actions was:

What are practical concerns a teacher confronts when effecting global instruction? The following is a list of typical "action" questions I attempted to answer through my research:

1. How did this lesson or activity help/hinder student attainment of a global perspective?
2. What are reasons for teacher resistance to implementing global instruction?
3. How do the goals of my 'essential curricula' relate to goals of a global education?
4. How does my curriculum connect to math, science, language arts, health, home economics, technology education, etc.?
5. How open is the community to global education?
6. What is the relationship between cooperative learning and global instruction?
7. What is the relationship between authentic assessment and global instruction?
8. What can be learned by analysis of student reflection journals?
9. What is the relationship between critical teacher action research and effective global instruction?
10. What is the relationship between theory and practice and teacher reflective journal writing?
4. Gathering Data

a. A Brief Purpose for Gathering Data

Critical teacher action researchers are usually not concerned with generalizations. They are interested in finding practical solutions to classroom concerns. Generalized findings are often of little value to them. Quantitative researchers label contextual variables as contaminating variables and isolate them from the classroom setting in order to get valid results. Yet, any teacher can tell you that it is the contaminating variables (which they cannot isolate from their classes) that often make the most difference in their instruction, e.g., race/ethnicity, gender, ability level, socioeconomic status, and school site). Instead of being concerned with the generalization of research findings, teachers are interested in transference of practical knowledge. By applying "professional judgment" (Stenhouse, 1985 A, C), teachers identify whether their situations fall within the bounds of a targeted population and either reject or accept the findings for their practice.

Critical teacher action researchers respect the need of teachers to transfer findings to their teaching situations and their ability to make professional judgments. They accept that their findings are context-dependent and that any application to other settings is dependent upon contextual similarities (and sometimes on contextual
contrasts). Therefore, rather than attempt to make sweeping generalizations, critical teacher action researchers attempt to provide thick descriptions of contexts and research processes to allow other teachers to judge for themselves the degree of transference of research findings to their particular situations.

As a critical teacher action researcher, I collected very descriptive data of my teaching practice as well as the research process in order: 1) to improve my practice through knowing better what is involved in implementing a global curriculum and conducting critical teacher action research and 2) to help other teachers in their efforts to effect global instruction by encouraging them to use their "professional judgment" to determine the transferability of my findings to their particular situations.

Additionally, I constructed thick descriptions to increase the trustworthiness of my data. According to Lincoln and Guba (1985) there are a number of ways to increase the reader's faith in a researcher's data. I employed a number of these strategies in collecting my research data. First, I provided thick descriptions of my teaching and research. Through constructing a narrative of the self (found in Chapters V, VI, VII), I presented a detailed, analytic, evaluative description of my practice as a global instructor. Second, I used reflexive journal writing to reflect on my daily field experiences, thoughts,
insights, feelings, assumptions, and beliefs. (Also see Harris, 1993; Jumpp and Strieb, 1993; and Johnston and Ochoa, 1993.) Daily reflexive writing provided me with hundreds of pages of data that describe my global instruction and critical teacher action research. The third means I used to increase the trustworthiness of my data is "referential adequacy" (Lincoln and Guba, 1985). At the end of each month, I wrote a formative analysis of my research data. I compared these findings to the notes (raw data) that I had taken, coded, and interpreted during that month. I then looked for discrepancies between my analyses and notes (e.g., the topics that emerged most frequently from my data compared to those themes I focused on in the analyses). Furthermore, at the end of the year, I constructed a summative case study (a narrative of the self) on my practice as global instructor (and critical teacher action researcher). My narrative of the self was constructed from daily reflexive journal entries and monthly analyses. Fourth, I intentionally resumed classroom instruction (rather than studying the instruction of another teacher) in order to allow for "prolonged engagement" in the field (Lincoln and Guba, 1985). This technique was of particular import and benefit. Having been out of the classroom for two years before conducting research on affecting global instruction, I had already begun to romanticize about teaching. Interestingly enough, I had forgotten (repressed)
many of the frustrations, anxieties, pressures, etc. associated with being a classroom instructor. Through resuming the role of teacher, as well as expanding my professional responsibilities to include critical teacher action research, I was able to regain my teacher perspective and voice.

The final measure I took to assure the trustworthiness of my data was "persistent observation" (Lincoln and Guba, 1985). Just as with prolonged engagement, persistent observation is part of the critical teacher action research process. As a critical teacher action researcher, I was called upon to identify the pertinent questions, concerns, issues, and information of my study in order to address adequately my problem. Since I had owned the problem, my focus was quite keen. Conducting a systematic self-critical inquiry demanded that I focus on the relevant data. I had to solve my problem. No one else was going to do that for me. Therefore, I needed to ask the right questions, look in the right directions, collect the right data. I had no choice but to be persistent in my observations. I needed trustworthy data to effect a global curriculum.

b. Teacher Reflective Journal Writing: A Means to Observe My Practice

I used daily reflective journal writing as my primary means of data collection. (See Harris, 1993; Jumpp and
Strieb, 1993; Johnston and Ochoa, 1993; and Lincoln and Guba, 1985.) My reflective journal included daily written narratives describing and analyzing my global instruction, as well as explaining how my practice was affected by the teacher inquiry process. On a daily basis, I recorded my thoughts, feelings, beliefs, actions, impressions, and experiences as they related to implementing global education and teacher inquiry. The following are excerpts of daily reflective journal writing:

September 9, 1993:

Today, during 8th period, a student shared that she was born in Trinidad and that she is a legal resident of the USA. I will definitely have to talk with her to see what she would feel comfortable sharing with the rest of the class. And since Trinidad is a part of Latin America, maybe she could even help me teach about Trinidad or Caribbean cultures in general. I will talk to her and see what she has to offer, e.g., photographs, artifacts, and stories. I want her to share with me what it is that she knows about the peoples and cultures of Trinidad and explore with me how we could share it with my other classes.

December 6, 1993:

Today, sixth period was a little out of hand. I do not know if it is because it is Monday or if it is that they are getting restless with the activity. They have collected data, as cooperative learning teams for about a week. Tomorrow they will participate in their first round of "Teams, Games, and Tournaments." Hopefully, their performance will stimulate them into collecting better data. Plus, I have to get up the maps for the race so students will have a visual image of the goal they have to reach. I am trusting that this will also encourage students to work better together. (I could give points to the teams that work best together.) I will have to allocate points too and measure their progress via the dots. All of this takes a lot of planning time and I simply do not have it. Next year,
and I keep saying that, I will be much better. I will have identified a number of global activities, and I will know how well they have worked or ways to make them better.

March 20, 1994:

Tomorrow I will give Freda T., Madonna A., and Lynda M. the questions I wrote asking them to explain how their education has been affected by race or people's perceptions of race. I will meet with them on Friday. That will give them some time to look at the questions and think about how they want to answer them. Again, I am hoping that I will learn better their perspective(s) as African Americans and how it affects their learning about other peoples and nations of the world. Knowing this may help me understand better how to teach global. My hypothesis is that their being different may encourage them to be more empathetic to other peoples of the world or may spark interest in studying about other peoples. I guess this [hypothesis] comes from personal experience. Being gay and knowing how different I felt as a child, how exposed, condemned, and persecuted I felt for being different, I believe has led me to want to know more about different peoples of the world and has made me more empathetic of minority struggles. Knowing what it is like to be discriminated against for being different and being able to empathize with others who are also different and discriminated against is the very reason I am so attracted to teaching global education. It allows me to explore the struggles and victories of other peoples. I gain hope and even answers to my questions from their experiences and wisdom.

May 14, 1994:

In order for global peace and prosperity to be achieved, all global citizens must have access to knowledge and must be empowered through education to make sense of information in practical, problem solving ways. Therefore, I cannot allow myself to think, "These are the lower ability level students. They are just not capable of learning." Instead, I must embrace the fact that most people in the world are and were not honors students and that in order to have a global society that is demonstrative of equity, liberation, and justice, all peoples must have the abilities to access and make sense of data. This means, all of my students must receive a quality education, one that
enables them to develop the cognitive, affective, psychomotor, and social skills necessary to assume and fulfill their responsibilities as global citizens. Hence, regardless (and possibly because) of diverse and discrepant ability levels, I must take guard not to fall prey to expecting less learning of slower achievers. Rather, I must find and develop activities and materials that enable these, as well as the more motivated and able, students to develop the skills and achieve the understanding that is essential to global citizenship.

The activities I need to implement will have to emphasize the attainment of skills and knowledge that is authentic to and reflective of those skills found in the global workplace. My lessons, therefore, will have to be cooperative and authentic in nature. My professional challenge then is not deciding what types of lessons to implement but "how" to provide these lessons for all students when my lower achieving students do not have the cooperative learning skills to actually work together on projects and activities that could be found in the workplace.

(For additional excerpts, see Appendix H.)

c. Student Reflective Journal Writing

My second means of data collection was student reflective journals. (See Jumpp and Strieb, 1993 and Lumley, 1993.) Usually on a bi-monthly basis, students explained in writing what it is they have learned respective to particular goals of global education. Additionally, students were encouraged to probe their feelings, thoughts, and beliefs regarding particular global issues. Student reflective writing was a means by which I could interpret and evaluate student attainment of global objectives. Excerpts from student reflective journals follow:
Regarding the effects of global production on consumers, workers, and producers,

Tammy P. shared:

Global production helps the producers because it costs less and they can make a bigger profit. It also helps the consumers because it costs less but it hurts the [domestic] workers because the company can move and put alot [sic] of workers out of a job.

Atasica S. wrote:

To consumers it helps them because they don’t have to pay as much but it could also hurt them because their product might not have as good of quality. Workers mainly complain about global production because many of them lose their jobs and most of them can’t afford that. It helps producers cause [sic] they don’t have to pay their workers as much.

Peter R. explained:

I[t] helps the consermers [sic] because they get cheaper products. It hurts the worker[s] by moving their jobs to other countries. It greatly helps the producer because he [sic] can make the product for a very cheap price and sell it for alot [sic] more and make a big profit.

Gabriel J. reasoned:

If a factory is in the U.S. and decides to move to Mexico so people will work for less. Therefor [sic] the U.S. workers get hurt because they don’t have a job. The U.S. consumer gains because the factory can produce more cheaply because of wages so the prices will be lower. Mexico workers gain because they will get jobs. The Mexican consumer gains because the price will be lower because of wages.

(See Appendix I for additional examples.)
d. Critical Readers

The final method of gathering descriptive data on my practice as a global instructor was critical readers (adapted from Lincoln and Guba's concept of "peer debriefed," 1985.) At the end of each month or every other month (depending on the number of "snow days" cutting into the amount of instruction and subsequent data collection), I sent to my dissertation committee members a synopsis and analysis of my research. I presented them with examples of formative data analysis, evaluation, and application and requested from them any insights they might have regarding my teaching and research. The purpose for gathering this data was to help me identify specific data that I was not collecting and analyzing (or not collecting and analyzing enough of) through my reflective journal writing (e.g., data specific to activities and strategies for teaching global and levels of data analysis). My committee's feedback helped to keep me focused on the research question, collect thorough and descriptive data of my practice, and conduct detailed analysis of my data.

I will not overstate the impact of my committee members' critical feedback, for I received little in writing and documented very few notes detailing the few telephone conversations we had. By no means do I make this statement as a criticism of my committee members. A graduate student could not ask for, expect, or receive more support and
guidance than I was fortunate enough to receive from my dissertation committee members. I make this statement only to clarify that, because of conducting research seven hours away from my university and having so many time constraints, my committee members and I were capable of only modest correspondence. Yet, as modest as it was, the critical feedback of my committee members was invaluable. Examples of data gathered from the critical readers follows:

April 2, 1994:

Merry was puzzled by the amount of time and analysis I spent on "time constraints" during my January/February formative analysis. She requested that I start to focus more on the actual strategies, materials, and activities that I am using to teach global. Additionally, she would like to see more analysis of the constraints (besides time) to implementing global education. I shared with her that I did have many notes on these topics but that the most pressing concern I faced in January and February was not having enough time. I explained that I thought it was important that I describe and analyze the effects of time constraints on critical teacher action research and implementing global. She was very supportive. Not reviewing my notes, she only knows about the data gathered through my analyses so if it is not there, she is concerned. Fortunate for me that I have collected and analyzed much data on the activities, strategies, and materials I have been using.

(See Appendix J for additional information.)

5. Means and Levels of Data Analysis

Critical teacher action research is a continuous cycle of inquiry. It begins with analysis (i.e., "reconnaissance") of the local milieu and is followed by systematic planning, strategic action, and scrupulous
observation. The final step in the critical teacher action research process (before beginning the research "cycle" again by feeding study results into subsequent and continuous planning, acting, and observing) is data analysis.

a. The First Level of Analysis:

Reflective Narrative Construction

Analysis of my data was formative and summative with an emphasis on the former. By formative, I mean that I systematically examined my data for findings to ameliorate and enlighten my teaching and research. The first level of my data analysis was formative. At the end of the instructional day (and sometimes during my planning period), I sat down with my lap-top personal computer to reflect on and improve my practice. I reflectively wrote about my objectives, activities, assessments, materials, teacher-student interactions, student-student interactions, parent-teacher contacts, collaborative efforts with my staff, the critical teacher action research process, and any other of the innumerable concerns and interests characteristic of teaching. (See Richardson, 1990, 1994; Harris, 1993; Jumpp and Strieb, 1993; Lincoln and Guba, 1985; and Johnston and Ochoa, 1993.) This initial level of analysis was essential to my research and teaching. Reflective writing on my teaching brought to the surface a descriptive, personal,
narrative account of my global instruction. While constructing the narrative, I was analyzing my practice. I wrote my "story for the day" so that, if other teachers were to pick up my notes, they would know what happened in my class as well as know what was important to me as a critical teacher action researcher. I conjured the conversations the students had with each other and me and the interactions I had with colleagues, administrators, parents, and resource personnel. I recalled images of the activities we engaged in and impressions of student achievement (e.g., the excitement they expressed, the answers they shared, and the level of discussion and complexity of arguments during a debate). Through constructing an analytic narrative account of my day of teaching, I explained what I did, how I did it, why I did it, what I thought about it, and, in light of what I learned from my reflective writing, and what I would do next. For example, consider the following reflective journal entries:

November 30, 1993

Tomorrow is December. I CAN believe it. Teaching has really taken a toll. I stayed with students tonight until five to help them improve the quality of their work. Most of them were staying from eighth and first periods. They needed to improve the quality of their reflection journals. I strongly believe that students should be expected to turn in quality work on time especially when they are given plenty of time to ask questions about the assignment prior to it being due. Most of these students just have not owned their success or failure and many parents don’t want to be bothered with it. For instance, it is an inconvenience for the parents to have to come and pick their children
up after school. (They have jobs.) So they do not want their children staying after. They simply want students to be able to improve the quality of their work and turn it in for the same credit. This is unacceptable. For instance, without any explanation as to why, Lisa F.'s mother refused to allow her to stay after school to improve the quality of her work. I will call her again tomorrow to discuss this with the parent but I have a "feeling" that the parent does not want to have to leave work to pick up her daughter from school. Well, I do not think it is fair to penalize students academically. However, I also do not think it is fair to the people turning their work in on time to give full credit to those turning theirs in late. Hence, rather than punish students negatively, it is rational to have them stay after school to improve the quality of their work and receive any necessary tutoring or to get started on the next assignment. These students pay the consequence for turning in late work but their grades are not affected negatively nor do they lose out on the information and learning. Yet, some parents can only see this as an inconvenience they are not willing to be hassled with or as a power play by the teacher. UGH!!! I really wish they would just get with the program.

Today, sixth period did very well with the data collection. They generally worked very well together and they accomplished much, e.g., they collected much information on Mexico and Guatemala. I think that I will start assigning some homework for the students because they are getting away with very low standards presently. And it will be easy for Melany and me to quickly check the work that is done and divide up the calls home to parents to have students stay after school to make up work. Interesting enough, most of the directed and merit parents do not get bent out of shape about their children having to stay after school and most of their detentions are for behavior problems. UGH!!! By having students do some of the work at home I do think this will increase their level of accountability and increase the amount of management Melany and I have in the classroom. This will also get them more on level with honors students.

George E. has some trouble staying on task. He and Kevin B. kept talking to each other. Melany had to ask Kevin B. to sit down a couple of times and even warned him of being asked to leave the room. Cooperative learning activities are really the only way to go with any of my students. First, I cannot hold every student's captive attention nor do I wish to for the
entire period. Plus, as global citizens they need to learn to work together to help their teams do well on a given task. Working on these data collecting teams help them develop these skills.

I remember being very concerned in September about not being able to teach these students via cooperative learning strategies due to their behavior. (And these students do have excessive needs—at least a third are diagnosed with attention deficit hyperactive disorder and many are on Ritalin.) Now, though it is not always easy, it is really working well. And if I start to give them some homework intermittently, and set goals they will either have to finish at home or in class, I do think that the quality of their work will improve as well as the amount of their time on task. And, they are truly learning to help others get their work done. They are learning to use reference materials such as maps, almanacs, atlases, printed material, and charts. This is great. These students really need to learn how to interpret, gather, evaluate and apply data. Of course, they are not doing all of this now but we are working on this. They will apply this information via projects during this 6 week unit. And, Melany and I will have to think of some very creative and authentic projects for them to create. I also talked with Melany about taking up Tony E. on her offer to help students with writing. She thinks this would be a great idea and Tony E. may even be able to help come up with an authentic integrated project we could do together—writing letters, doing presentations, etc.

I was very glad to see students perusing the almanacs. They found addresses to NFL teams and are very excited about maybe writing to them. Maybe this could be an assignment. Great. Rusty F. even borrowed an almanac to copy addresses from the book. He even came to me to get permission. Incredible. Student interest in teacher materials. I let him take it home.

First and eighth periods did a good job with their posters today. The computers were working in the library so they were able to collect many more resources. Plus I was able to see a few parents to fill them in on their students' responsibilities, i.e., Monica R., Todd H., Scott H., and Rod W. This should help them get their work done on time for Friday and Monday.

I was very frustrated however to learn that there are many, many, many more books on environmental issues in the library than were pulled for me for my classes. I
had them pulled because it is often difficult to schedule library time in advance. (I am not that organized.) So, I had Phyllis and Thelma S. pull me books. They only pulled 15. There are at least 100 down there. This was great to learn for next year but it makes for tough going now. Our reports and posters are not going to be nearly as good as they could have been because they simply did not have the resources at their disposal. Well, the next time I want students to do research I will definitely plan to take them to the library so they can tap the many resources that we have.

Again, I am getting to know the school and the resources that I have. This will take time. It is a process. I will be much better next year than I am this year with implementing global and even better in the years to follow. Starting at a new school with an all new staff does have its negatives as well as positives. We do have many resources (and they are still coming in) but I have to get to know them as I go. This will take time. Of course, just the commodity I don't have enough of.

Regarding student progress, I think they are learning to gather visuals to make a point. I will have them evaluate some of them. This will better allow me to evaluate what they know about how important visuals are. That is, were the visuals informative? How so? Were they clear? Attractive? Which did you like the best? Why? Which did you like the least? Why? What does this tell them about elements of a visual that are important? Good exercise. Of course, this will mean a lot of grading.

Phyllis commented on how well the students worked together. This made me very happy. I was not sure how well they were behaving because I am giving so much individual attention to students—which I love—that I could not really monitor all that was going on—which I do not love. So, it was good to know that Marcia was pleased with how well they worked on task. I will pass this on to the students.

Doing these activities really allows me to work with students. I can get to know them better and my keen mixture between Sagittarian and Lybran is at its best. It allows them the freedom they need to grow independently (because I simply cannot address all of their needs) and they get to learn to be resourceful, i.e., to rely upon each other, their texts and other resource materials, notes, instructions, and other
teachers. This teaches them to think for themselves and to work well with others.

(See Appendix K for additional information.)

From taking these reflective notes, I was able to achieve much initial formative analysis. First, I was able to make my concerns cognizant and concrete. These two days of reflective writing reveal that I had a number of concerns, e.g., time to complete all the tasks expected of a teacher, time for effective assessment, addressing discrepancies between lower and higher achievers specific to attainment of global objectives, need for integrating global instruction with other disciplines, publicizing student work, authentic assessment, written assessment, and benefits of reflective writing for instructional planning. Second, the reflective notes for November 29 and 30 indicate that, while initially analyzing (reflecting on) data through narrative writing, I was able to evaluate student achievement, teacher effectiveness, appropriateness of activities, and availability and value of instructional materials. Third, narrative reflective analysis enabled me to identify and appreciate practical benefits of reflective writing and critical teacher action research for effecting global instruction. Fourth, these notes illustrate that I was able to monitor student and teacher responses, impressions, and feelings specific to my global instruction which allowed for more effective instructional planning and
teaching. Fifth, reflective narrative analysis enabled me to identify and express my beliefs about assessment, teaching, and learning. Sixth, I was able to identify and examine my thoughts and actions specific to parent involvement in student achievement. Finally, the November 29 and 30 narrative accounts of my teaching demonstrate that through narrative analysis of my teaching, I was able to plan for more effective instruction. Ultimately, the above reflective writing indicates that initial analysis achieved through narrative reflection made concrete the sense I was making of my global instruction and allowed me to begin identifying, organizing, interpreting, and evaluating factors specific to teaching for a global perspective.

b. The Second Level of Data Analysis:
Coding Reflective Narrative Data

The second level of analysis I conducted was coding reflective journal entries. (See Lincoln and Guba, 1985, "Processing Naturalistically Obtained Data, pp. 332-356.) From June, 1993 through January, 1994, usually at the end of each week, I searched my reflective journal writing for answers to my research question (i.e., what are some of the particular concerns, constraints, and resources specific to global instruction?). I reflected over (and over and over and . . .) my reflective writing to learn what I was doing to effect global instruction (e.g., what instructional
strategies I was employing, what types of assessment were working best, what support and opposition I was addressing, what local global resources I was tapping, and how self-critical inquiry was affecting my instruction). (Because of inclement weather and physical exhaustion, between February and June, I thoroughly reviewed my reflective writing about every two weeks instead of once a week.) Additionally, the consistency resulting from previous data analyses justified the reduction in frequency.

While examining my data, I identified key words and phrases I used to describe my instruction and critical teacher action research. On the hard copy (the printout) of my reflective notes, I marked all written words and phrases, coding my notes according to themes that emerged from reflecting on my practice (e.g., standardized testing, teacher beliefs, cooperative learning, authentic assessment, parent/student/teacher relations, time concerns, student experiences, and administrative support).

After identifying the emergent themes of my writing, I blocked the codes and "appended" them to separate files. I then looked at the word processor directory to get a byte count of the data I had collected for each of the codes. (Though I have never been one to emphasize quantity over quality, I did find that identifying codes that reoccurred most frequently by monitoring byte counts helped me to
identify and focus on the issues that were most pressing to me.)

Next, I read the appended segments of the codes. For example, I read all of the appended segments on "teacher experiences," "financial concerns," or "teacher beliefs" to see how they fit together—related to one another—and to hear them explain my ideas, feelings, concerns, beliefs, failures, and victories as a global instructor and critical teacher action researcher.

After reading the appended segments, I more sharply articulated the codes. For example, "parent-teacher network" became "parent-teacher relations" and "parent support." After further analysis, some of the data from the "parent-teacher network" data was even merged into "local global resources."

Using excerpts from the reflective narrative written on November 29, I demonstrate my coding process.

The first paragraph of the reflective narrative reflects my concern with time (i.e., having time enough to co-terminously make the adjustment back into the classroom after being on a two year hiatus, make the changes necessary of teaching for a global perspective, and conduct critical teacher action research. I blocked the following section and appended it to my file of data specific to time concerns (i.e., timcncrn.dis).

[Nov. 29, 1993; "timcncrn.dis"] Another month is almost over. I can hardly believe it. Though I do not
like making a practice of wishing my life away, truly I cannot wait until this year is over. Collecting data, writing, and starting a brand new year of teaching is no fun. It is a lot of work. But it keeps me off the streets.

The next two paragraphs were divided into five categories of data, "global activities and strategies," "authentic assessment," "teacher pedagogical beliefs," "time concerns," and "integrated instruction." Because I did not want the "appended" notes to be completely fragmented (causing them to not make sense), I often blocked and appended large sections of my narrative. When writers are at their best, narration flows with description. I tried to be as descriptive of my teaching as time would allow. So as not to fracture the flow or deplete the description, many of my blocks often overlapped.

The main theme of the next two paragraphs was the construction of environmental posters by first and eighth periods. This was a global activity so it was blocked as "global activities and strategies" and appended to the file of this title (glbat&st.dis).

[Nov. 29, 1993; "glbat&st.dis"] Today, my first and eighth periods began their charts on environmental issues that I want to hang in the cafetorium. To have them come up with really good data and then to convert it into a graph or chart of some kind is expecting too much. Students really need more time rehearsing this skill. This is understandable. Graphing information is a very complex and sophisticated analytic tool. Students need to be able to learn to take information and then represent it via different charts and graphs. However, I really do not have the time to teach them statistics, and as far as I know, the statistics workshop software that I ordered last summer has not
yet been made available to the school. I will check on this tomorrow. It would really be a good integrated lesson. I will have to check with Scott.

So students more or less found charts and/or graphs that they could replicate and give credit to their appropriate authors. Replicating this information, I am hoping will allow students the opportunity to use data as a means to teach others through visual aids. It would be much nicer if students could create their own statistics but they are only in the seventh grade. So they will simply locate a chart/graph and use it to demonstrate something they have learned about the relationship between people and their environments.

This block of data also revealed concerns with time. Reflective narrative analysis indicates that, though I am pleased with having students apply statistical analysis of data to demonstrate understanding of the content, many students did not have the ability to apply statistical analysis and I did not have the time to teach them these skills because it is not a part of my "essential curriculum." I blocked this section of data and appended it to the file titled "time concerns" (timcncrn.dis).

[Nov. 29, 1993; "timcncrn.dis"] Students really need more time rehearsing this skill. This is understandable. Graphing information is a very complex and sophisticated analytic tool. Students need to be able to learn to take information and then represent it via different charts and graphs. However, I really do not have the time to teach them statistics, and as far as I know, the statistics workshop software that I ordered last summer has not yet been made available to the school. I will check on this tomorrow. It would really be a good integrated lesson. I will have to check with Scott.

The third code identified in this section is "teacher pedagogical beliefs." The narrative analysis reveals that I
believe students should learn to apply statistical analysis and that my beliefs led me to purchase software that would help me achieve this goal. However, the notes also explain that statistical analysis is complex and that students need time to develop proficiency—time that I am not given. Hence, reflective narration reveals the origin of a major frustration, i.e., that I do not have the time to teach in a way that I believe is effective.

[Nov. 29, 1993; "Teachblfs.dis"] Graphing information is a very complex and sophisticated analytic tool. Students need to be able to learn to take information and then represent it via different charts and graphs. However, I really do not have the time to teach them statistics, and as far as I know, the statistics workshop software that I ordered last summer has not yet been made available to the school. I will check on this tomorrow. It would really be a good integrated lesson. I will have to check with Scott.

"Integrated Instruction" was also identified as an emergent code. Because I did not have time to teach students the statistical skills they needed in order to complete the activity, I considered working with a math teacher on my team to enable my students to gain the instruction they needed. This section of the notes was coded "integration" and appended to the "integrated instruction" file, i.e., "integrate.dis."

[Nov. 29, 1993; "Integrate.dis"] Graphing information is a very complex and sophisticated analytic tool. Students need to be able to learn to take information and then represent it via different charts and graphs. However, I really do not have the time to teach them statistics, and as far as I know, the statistics workshop software that I ordered last summer has not yet been made available to the school. I will check on
this tomorrow. It would really be a good integrated lesson. I will have to check with Scott.

The final code that emerged from analysis of this section of the data was "authentic assessment." The narrative analysis reveals that students constructed charts and graphs to represent their understanding. Statistical analysis is core to many professions and life tasks. Having them develop these abilities through instructional activities was preparing them for future responsibilities. This section was blocked as "authentic assessment" and appended to the file titled "Student Assessment."

[Nov. 29, 1993; "stdassmt.dis"] Today, my first and eighth periods began their charts on environmental issues that I want to hang in the cafetorium. To have them come up with really good data and then to convert it into a graph or chart of some kind is expecting too much. Students really need more time rehearsing this skill. This is understandable. Graphing information is a very complex and sophisticated analytic tool. Students need to be able to learn to take information and then represent it via different charts and graphs. However, I really do not have the time to teach them statistics, and as far as I know, the statistics workshop software that I ordered last summer has not yet been made available to the school. I will check on this tomorrow. It would really be a good integrated lesson. I will have to check with Scott.

So students more or less found charts and/or graphs that they could replicate and give credit to their appropriate authors. Replicating this information, I am hoping will allow students the opportunity to use data as a means to teach others through visual aids. It would be much nicer if students could create their own statistics but they are only in the seventh grade. So they will simply locate a chart/graph and use it to demonstrate something they have learned about the relationship between people and their environments.
As a point of clarification and to illustrate the progressive and complex nature of reflective narrative, notes taken about an hour after these notes were written reveal that students were actually able to analyze statistics better than I had thought. Narrative analysis reveals that students were able to construct charts and graphs to represent their understanding of global environmental issues. Consider the excerpt from the November 30 narrative.

[Nov. 29, 1993; "glbat&st.dis"] Back to today . . . . So, in first period I was able to explain the assignment and realize that they did not have enough data on their topics that could easily be expressed through charts and graphs. Hence, I ended up taking the next honors classes to the library. Fortunately, they had not shelved the books we used last week so students could use them to get the information they wanted. Many of the students in the other classes were then able to find information and present it in bar graphs, pie charts, pictographs, and timeliness. They did not have to just copy someone else’s work. Many students had to take the data from lists or charts and make it into graphs. Maybe the exercise is better than I thought. Or maybe my expectations are just too high. I do not know. Anyway, at the very least, the students will convert this data into graphs, charts, and diagrams to explain something they have learned. These posters will be hung in the cafetorium so even more students will learn from them. And, students are learning how to interpret, prepare, apply, and present visual data.

The next section of the narrative analysis was coded into four categories, i.e., "time concerns," "global activities and strategies," "teacher pedagogical beliefs," and "assessment." The main theme of the paragraph is time. The narrative analysis explains that I was concerned about
not having the time to adequately prepare for each day's instruction and was planning on my feet because there was just not enough time to sit down and do it thoroughly before beginning the next day. This section was blocked as "time concerns" and filed under the same code.

[Nov. 29, "timcncrn.dis"] First period did not go as well as the other honors classes because I was simply not prepared. This is very typical. I work out many of the details with first period and so on until I finally have a good lesson for eighth period. I do not do this intentionally. I simply do not have the time to do all that is expected of me. Most important, I cannot have students write as much and grade their work and get it back to them in any timely manner while I have 168 students to teach. It is impossible. I am almost killing myself to get the grading done--late as it is. And I really like my means of assessment. I like students writing about what they have learned and think about global systems. Plus, students really need to learn to express their understanding through the written language. This is an important skill in today's global society. However, in order to help them write better and to express better their understanding through writing, I need more time to work with students and to grade their work. (Can you tell that I spent a great deal of time over Thanksgiving grading?)

Within this same paragraph, I also identified data specific to "teacher pedagogical beliefs." The narrative analysis reveals that I believe students need to learn to apply the written language to express their understanding because written expression is essential to success in a global society. Hence, it is revealed that I believe teaching and learning should reflect practical concerns and reality. This section was blocked and appended to the "teacher pedagogical beliefs" file.
And I really like my means of assessment. I like students writing about what they have learned and think about global systems. Plus, students really need to learn to express their understanding through the written language. This is an important skill in today's global society.

The third code to materialize from analysis of reflective narration is "global activities and strategies." Narrative analysis showed that I respect expression of the written language as a necessary skill for a global citizen and that I employed explanatory essay writing as a teaching strategy to prepare students for their roles as global citizens. The following section was blocked and coded as "global activities and strategies."

And I really like my means of assessment. I like students writing about what they have learned and think about global systems. Plus, students really need to learn to express their understanding through the written language. This is an important skill in today's global society.

The fourth topic to emerge from narrative analysis of the data is "student assessment." The following data explain that I employed explanatory writing as a means to assess student understanding. Narrative analysis reveals that, though I am troubled because I believe teaching and learning through writing is necessary but do not have the time to grade student writing, I have used writing for instruction and evaluation and believe it is necessary to global instruction.

Most important, I cannot have students write as much and grade their work
and get it back to them in any timely manner while I have 168 students to teach. It is impossible. I am almost killing myself to get the grading done—late as it is. And I really like my means of assessment. I like students writing about what they have learned and think about global systems. Plus, students really need to learn to express their understanding through the written language. This is an important skill in today's global society. However, in order to help them write better and to express better their understanding through writing, I need more time to work with students and to grade their work. (Can you tell that I spent a great deal of time over Thanksgiving grading?)

I divided the next two paragraphs into three categories, i.e., "time concerns," "student assessment," and "global activities and strategies." Because the two paragraphs are a continuation of my explanation of the global environmental issues charts activity, they were coded, blocked, and appended as "global activities and strategies."

[Nov. 29, 1993; "glbat&st.dis"] Back to today . . . . So, in first period I was able to explain the assignment and realize that they did not have enough data on their topics that could easily be expressed through charts and graphs. Hence, I ended up taking the next honors classes to the library. Fortunately, they had not shelved the books we used last week so students could use them to get the information they wanted. Many of the students in the other classes were then able to find information and present it in bar graphs, pie charts, pictographs, and timeliness. They did not have to just copy someone else’s work. Many students had to take the data from lists or charts and make it into graphs. Maybe the exercise is better than I thought. Or maybe my expectations are just too high. I do not know. Anyway, at the very least, the students will convert this data into graphs, charts, and diagrams to explain something they have learned. These posters will be hung in the cafetorium so even more students will learn from them. And, students are learning how to interpret, prepare, apply, and present visual data.
Eighth period, though much louder and larger, seemed to pick up the assignment well. They were able to get the data they wanted and then they were able to begin planning their poster. Tomorrow and Wednesday will be the only class time they have to prepare their charts which are due on Friday. UGH!!! Even more grading. Eighth period did seem to get all the information they needed. We will have to see how well they do.

Time concerns were also identified and explained specific to even more grading (assessment). The following section was blocked, coded, and filed as "time concerns."

[Nov. 29, 1993: "timcncrn.dis" ] Eighth period, though much louder and larger, seemed to pick up the assignment well. They were able to get the data they wanted and then they were able to begin planning their poster. Tomorrow and Wednesday will be the only class time they have to prepare their charts which are due on Friday. UGH!!! Even more grading. Eighth period did seem to get all the information they needed. We will have to see how well they do.

The third code to emerge from narrative analysis of this same paragraph is "student assessment." The reflective narrative illustrates my frustration with not having enough to assess students in a meaningful way. The following data were blocked, coded, and appended to "student assessment."

[Nov. 29, 1993; "stdassmt.dis"] Eighth period, though much louder and larger, seemed to pick up the assignment well. They were able to get the data they wanted and then they were able to begin planning their poster. Tomorrow and Wednesday will be the only class time they have to prepare their charts which are due on Friday. UGH!!! Even more grading. Eighth period did seem to get all the information they needed. We will have to see how well they do.

The next paragraph in the November 29, 1993 reflective narrative also deals with "student assessment" and "global
activities and strategies." First, analysis of the reflective narrative demonstrates that the vast majority of the students did well on the reflective journal assessment, i.e., they were able to explain in writing and through references that "we are all interconnected and that we must consider each other (peoples and nations) in order to make wise decisions." Additionally, the following paragraph was blocked, coded, and filed as "global activities and strategies" because it addresses my use of reflective writing as an instructional strategy to teach for student attainment of a global perspective.

[Nov. 29, 1994; "stdassmt.dis"; "glbat&st.dis"]

Regarding performance students generally did well on their reflection journals. At least half of my first period received As and 8th period seemed to do almost as well. I was particularly pleased with the work of David L., Dick F. (thank God!), Scott S., Mark T., Beth R., Steve M. (thank God, again), Robin M., Donna T., Corey S., and Alicia W.. These students were able to express much of what I want them to learn from global education. That is, we are all interconnected and that we must consider each other (peoples and nations) in order to make wise decisions.

The final three paragraphs of the November 29, 1993 reflective narrative were divided into seven codes, i.e., "student ability levels," "integration," "staff support," "reflective narrative as planning," "time concerns," "teacher pedagogical beliefs," and "global activities and strategies."

The main theme of the two paragraphs is the ability level of my sixth period students. Narrative analysis
reveals that I was concerned that my lower achieving students did not have the writing and research skills needed to participate in particular activities. This section of the data was coded "student ability level" and appended to the file of the same name.

[Nov. 29, 1993; "abillev.dis"] Sixth period will not be doing the research. They just do not have the skills that are needed to do the research. Tony E. did approach me last week about helping me with the students' writing. She was suggesting help with the honors students but I need help with sixth period. I will talk to her. Maybe these students could work on an interdisciplinary project for the two of us and Melany helps Tony E. as well. Great. Maybe that would help. At present, however, I cannot have them do the data collecting via the reading resources that I have through the library because they do not have the skills and I do not have the time to commit to such a large undertaking by myself. If Shirley would be willing to help I would be able to help students take the data they are collecting about these countries and write reports and the three of us could split the grading. This would really make me happy. The merit/directed students could learn to do data collecting and then explain it in a well written essay--just like the honors students. And the data is going to be right there. Great. I really do love writing this out it really helps with planning.

As it was, today, students did well collecting data. They are the first students to collect the "Amigo's" (a global simulation) data which is allowing them to race through Latin American. I will have to have them have compete more frequently then at the end of collecting data for 8 countries. They need more frequent reinforcement than that. And having them collect the data and write reports will help them review material for the tournaments. I really do think students will like this. Let's hope.

"Integration" and "staff support" were also identified as emergent themes of this segment of the data. Narrative analysis explained that through the help of a special
education and language arts teacher, I planned to provide students with instructional assistance to demonstrate comprehension of information through writing an explicative essay. Therefore, the following data were also blocked, coded, and appended to the "integration" and "staff support" files.

[Nov. 29, 1993; "integrat.dis" and "stfsuprt.dis"]

Sixth period will not be doing the research. They just do not have the skills that are need to do the research. Tony E. did approach me last week about helping me with the students’ writing. She was suggesting help with the honors students but I need help with sixth period. I will talk to her. Maybe these students could work on an interdisciplinary project for the two of us and Melany helps Shirley as well. Great. Maybe that would help. At present, however, I cannot have them do the data collecting via the library because they do not have the skills and I do not have the time to commit to such a large undertaking by myself. If Shirley would be willing to help I would be able to help students take the data they are collecting about these countries and write reports and the three of us could split the grading. This would really make me happy. The merit/directed students could learn to do data collecting and then explain it in a well written essay—just like the honors students.

Narrative analysis again explains my frustration with not having the time to help students develop rudimentary skills necessary to teaching the curriculum. Therefore, this section of data was also appended to the "time concerns" file.

[Nov. 29, 1993; "timconc.trn.dis"] Maybe these students could work on an interdisciplinary project for the two of us and Melany helps Shirley as well. Great. Maybe that would help. At present, however, I cannot have them do the data collecting via the reading resources that I have through the library because they do not have the skills and I do not have the time to commit to
such a large undertaking by myself. If Shirley would be willing to help I would be able to help students take the data they are collecting about these countries and write reports and the three of us could split the grading. This would really make me happy.

The final paragraph of the reflective narrative identifies and explains another type of teaching strategy I employed as global instructor. This paragraph was coded "global activities and strategies" and filed under the same title.

[Nov. 29, 1993; "glbat&st.dis"] As it was, today, students did well collecting data. They are the first students to collect the "Amigo's" (a global simulation) data which is allowing them to race through Latin American. I will have to have them have compete more frequently then at the end of collecting data for 8 countries. They need more frequent reinforcement than that. And having them collect the data and write reports will help them review material for the tournaments. I really do think students will like this. Let's hope.

The final two codes that emerged from narrative analysis are "teacher pedagogical beliefs" and "reflective narrative as planning." As explained earlier, reflective narrative is to flow with description. Preparing for the next level of analysis, I often blocked and filed large "chunks" of data. I attempted to include as much biographical and demographic information as possible in order to develop a more sophisticated (yet practical) understanding of the social, personal, and professional complexities I was studying and describing (see Richardson, 1990). Therefore, to protect the integrity of my narrative,
I often coded and filed large sections of data. This is the case with "reflective narrative as planning" and "teacher pedagogical beliefs."

The following excerpt reveals that I engaged in instructional planning through narrative analysis (i.e., at the levels of initial analysis--narrative construction--and coding reflective narrative data). Additionally, narrative analysis illuminates the development of my pedagogy and provides opportunity for self-critical inquiry of rational practice. The following excerpt was coded and appended to the "reflective narrative as planning" and "teacher pedagogical beliefs" files.

[Nov. 29, 1993; "refplan.dis" and "teachblfs.dis"]
Sixth period will not be doing the research. They just do not have the skills that are need to do the research. Tony E. did approach me last week about helping me with the students' writing. She was suggesting help with the honors students but I need help with sixth period. I will talk to her. Maybe these students could work on an interdisciplinary project for the two of us and Melany helps Shirley as well. Great. Maybe that would help. At present, however, I cannot have them do the data collecting via the reading resources that I have through the library because they do not have the skills and I do not have the time to commit to such a large undertaking by myself. If Shirley would be willing to help I would be able to help students take the data they are collecting about these countries and write reports and the three of us could split the grading. This would really make me happy. The merit/directed students could learn to do data collecting and then explain it in a well written essay--just like the honors students. And the data is going to be right there. Great. I really do love writing this out it really helps with planning.

As it was, today, students did well collecting data. They are the first students to collect the "Amigo's" (a global simulation) data which is allowing them to race through Latin American. I will have to have them have
compete more frequently then at the end of collecting data for 8 countries. They need more frequent reinforcement than that. And having them collect the data and write reports will help them review material for the tournaments. I really do think students will like this. Let's hope.

c. The Third Level of Analysis:

Referential Narrative Analysis

At the end of each month, I wrote a more summative analysis of my research data. I constructed a referential narrative analysis—a summary constructed from daily narrative reflections to more acutely identify and define my focus and increase the trustworthiness of my data (adapted from Lincoln and Guba's "referential adequacy" check, 1985, pp. 289-331.) Through referential narrative analysis, I identified the most frequently occurring themes as well as "outliers" and curious themes. The purpose for constructing referential narrative analyses was four-fold. First, I wanted to get a clearer perspective on what I was doing. I wanted to distinguish and know better what I was doing to achieve the goals of a global curriculum, e.g., the materials being used, the activities being employed, the content I was covering, the local global resources being tapped, the constraints I was addressing, and the support I was garnering from my colleagues and administration. Second, I wanted to reflect on and evaluate my experiences as a critical teacher action researcher. Constructing referential narrative analyses enabled me to determine more
formatively and conclusively what it means to conduct critical teacher action research and what relationship exists between systematic self-critical inquiry and global instruction. Third, referential analyses, though not absolutely conclusive, were monthly and quarterly summations of my instruction and research. These summative narratives revealed, detailed, and explained my progress as a global instructor and critical teacher action researcher. They are descriptive accounts of what I knew about and had accomplished while teaching global education and conducting critical teacher action research. Therefore, as much as they were summative, the referential narrative analyses were also evaluative. Monthly summative narratives became benchmarks of my progress as a global instructor and critical teacher action researcher. Finally, because summative narratives enabled me to evaluate what I had accomplished, I was able to direct future planning and actions to enhance my teaching and research. I assessed from where it was that I had progressed, determined where it was that I needed yet to go, and planned how I could best go about getting there.

As explained in the "Brief Purpose for Gathering Data" section presented earlier in this chapter, an additional purpose for constructing monthly synopses of the raw data was to establish the trustworthiness of my data. I knew that, if I waited until the end of the year to construct and
reference analyses with the raw data, my final analysis would not be as articulate or trustworthy. Therefore, on a monthly basis I constructed summative analytic narratives and compared these findings to the data contained in the daily narratives from which they were constructed. I sought to avoid discrepancies between my summative analytic narratives and the daily narratives in order to assure the credibility of my data.

I present the following excerpts to illustrate the process of and the formative and summative purposes for developing referential analytic narratives.

In developing the March/April 1994 referential analytic narrative, I explained first why I wrote about specific themes and described the temporal characteristics of my data. I reasoned that because of the uniquely high number of "snow days," the interruption of spring break, and the need to allocate time to other research tasks, one referential analytic narrative would be written for the months of March and April.

April, 1994:

I have done a formative analysis for two months of reflective narrative i.e., for the months of March and April. There are three reasons for doing so. First, April was a short month. Because of spring break we had only a three week month and of that we had only two weeks of instruction due to the political cartooning Criteria Reference Evaluation System test. Second, we still lost time in March due to inclement and were trying to make up for all the lost time in January and February. Third, after I met with two key members of my dissertation committee on April 1, I committed to
completing an extended outline for my dissertation. This project, plus a substantial amount of reading on teacher inquiry and critical teacher action research, consumed the entirety of my spring break and what seemed to be all my non-instructional time during the couple of weeks to follow. Thus, I just could not devote the time to a separate formative analysis for March and April. I did, however, code each month’s notes and wrote up an informal analysis, i.e., notes that explained emergent and persistent themes, so that I could continue to be guided in my instruction through reflection on my work.

Next, I identified that no new themes emerged during the months of March and April. I reasoned that, by this time in the year and after such a lengthy and intense engagement in the field, it is not surprising that new codes had not surfaced. Furthermore, I add that more descriptive data had been collected and analyzed specific to previously identified themes.

April, 1994:

As could be expected, since I am nearing the end of the data gathering stage of my research, I have not gained any completely new insights or discovered the emergence of any new themes specific to teaching global. Instead, I have collected more data that enrich my understanding of previously identified themes. In particular, I have collected more data describing, explaining and probing teaching activities, strategies and materials and student ability levels as they relate specifically to teaching global.

As an aside, most of the themes (codes) emerged at the beginning of my year-long study. Of course, this was to be expected. As with most qualitative research, I started off immersed in more general themes (findings) and then narrowed my focus on those themes that appeared to be most relevant,
persistent, unique, and frequent. Rather than finding newly emerging themes at the same velocity and in the same volume as I did in the beginning stages of my research, the focus of my inquiry began to narrow on the most pressing, recurrent, and practically relevant themes. (See Appendix L for an illustration of how my focus narrowed with the continuance of my research.)

The third step taken to construct a referential analytic narrative is interpreting the coded data "chunks" as they relate to similarly and differently coded data as integral facets of the same machine, as different pieces of the same picture. I examined the coded files of the most recurrent, intriguing, curious, and practically relevant data to uncover, focus on, and interpret the images they created of my teaching and research. The following experts demonstrate this process.

As is demonstrated more fully in the final narrative case analysis (my narrative of the self as a global instructor and teacher researcher), "student ability level" frequently emerged as a relevant theme. The data chunks that follow are examples of the data from the March and April reflective narratives that were coded and filed as "student ability level." After coding, blocking, and appending these data to the file, I examined the collection of data for coherent interpretation of the relationship between "student ability level" and effective global
March 14, 1994:

I thought that it would be interesting to have the students analyze the film for cross-cultural awareness, global dynamics, perspectives consciousness, state of the planet awareness, and global issues. Of course, being that only sixth period was ready to start something new, I began with them. I was nervous and still am. This is my directed/merit group and they do not have the study and writing skills that are necessary for explaining their comprehension of these complex concepts as they are illustrated through human and environmental interaction. What is interesting is they are able to explain very well concepts and relationships, e.g., how we are connect to Mexico historically because we both have connections to Native Americans as the aborigines of the Americas, but since it is not easy for them to write what they know in a way that expresses adequately what they know they understand I am always reluctant to start these types of lessons with them. Actually, what I need to do is talk with Melany tomorrow. I already talked to her briefly today (she was not in the room because she was direct teaching Sam Shell, Chrystal N. and Jeff A.); but we agreed to talk tomorrow about what I did in class today. What I can do as I work with her is ask for suggestions on assessment. She is a special ed. teacher. She must know how to assess students by ways that do not frustrate students but allow them to truly demonstrate what they know. Good. This could really help. Today, I did have them list some information, i.e., similarities, differences, ideas, and impressions (Mexican and American of each other) but I think that if I had focused the lesson more and had just one visual organizer for the students to use that they would have done a lot better. Actually, I can review the visual organizers that I have and make them some handouts of the information. Since we did not have the time to debrief all the information offered on the video, we can use one or a number of the diagrams to help students organize better what they remember about the video. Then with whatever Melany and I come up with the students will have organized information to apply for assessment. Great. I feel much better. I really do think that using the goals as directly as this is really a good idea. I think the honors
students will be able to use it even better. They have the study and learning skills, the motivation, and writing ability to apply the analysis in writing. However, I am sure that whatever Melany and I come up with I will be able to offer it to the Honors students as well.

Something interesting occurred today as we were defining cross cultural awareness. Christopher Z. asked, "What about the similarities. Can we identify them?" Great question. It actually pinpointed something that has been bothering me all year. As goal, global education should not be looking just for the differences between cultures but just as fervently for the similarities. Hence, we should be trying to achieve an awareness that cultures are different and the same. This was very interesting. I think that it would be more beneficial to seek an awareness of how people live their lives then c/c how it is similar and different from what we know. To just celebrate diversity is reactionary and not holistic. Instead, we may benefit more from looking at what it is that we share so we are more comfortable looking at and accepting the aspects of others' lives that are different.

March 24, 1994:

Yesterday, sixth period took the CRES (i.e., Frederick County's proficiency test entitled the Criterion Reference Evaluation System) on Latin America. From the questions students asked, it was obvious that many of them are not self directed. It seemed as if most of them are just not capable of reading a multiple choice question and responding adequately to it. They can finally achieve the task if I, the teacher, direct their reading and comprehension. I am confident that they can complete the tasks, just not by themselves. They seem to lose the purpose of what they are doing if I am not there to direct them.

The directed/merit students do not seem to have the learning skills needed to read and respond to material in order to demonstrate learning/achievement. Of course, what I need to do is help them learn these skills. Students need reading comprehension, writing, evaluation, analysis, synthesis, description, generalization, etc. skills in order to research, understand, and address current global issues and concerns. Students will not simply be able to compute some numbers and write a few sentences adequately
address our global concerns. They will have to be able to describe, code/decode information, and apply it to meeting their needs as global citizens. They have to be effective problem solvers. And, since most data is still in visual, linguistic form, students are called upon to be able to read and respond to written data accurately and effectively. Additionally, students will need higher level and critical thinking skills in order to be discriminating consumers of information. For these reasons, I actually support the CRES test and am glad that students are being assessed on how well they can use maps while applying these skills. However, implementing the CRES test raises my awareness that many of my directed/merit students do not have these essential skills.

April 12, 1994:

Going back to a point I brought up earlier, I am very pleased about the cooperative learning working allowing me to spend individual time with students. While they are working in small groups, I am free to travel around the class to monitor student effort and give input and guidance when and where needed. This is really important in sixth period. Having the students write a news brief (about one page in length) was a lot to ask of my Merit/Directed students. First, many of these students do not feel comfortable writing or do not like or enjoy it (e.g., Sam S., Tim T., Chrystal N., Geri W., Kelly C., and Rodney S.) To ask them to create a story from a particular perspective these students needed particular attention. Sam basically wrote the topic sentence and two supportive positions for the conflicting sides. Dennis L. accomplished nothing on paper. He kept stating that he did not understand. Frankly, he may not have. However, Melany-our special ed. teacher and an excellent instructor, and I both explained the assignment to him personally as well as with the group. Interestingly, every time I turned around Dennis was off task. I think Dennis just did not want to do his work. In this class, it is really hard. Students have many challenges and hinder their being able to express their thinking. I thought that this activity might make the difficulty seem less so. This may have happened but not completing. Melany and I were running from student to student without a break just to address all students' needs.

All in all, the activity went really well all the classes did well in that they really got into the activity. Even the majority of students in sixth
period were interested or even excited about the lesson. And because they were working in groups I was able to get around to the many students with all their needs. Also, having Melany in class was also great. She was able to help by going from table to table to help students understand the information. And, with her expertise in special ed., she is quite capable of explaining activities in ways that make sense to these students. Cannot always say that about my directions and explanations. Hence, I am really glad about this activity. Even the direct/merit students enjoyed it and most of all the students worked really hard to present the perspective their group was given. Doing so they were able to question and apply what they now about perspectives and their prevalence in the media. Great!

April 19, 1994:

In sixth period today we played "Numbered Heads review," a cooperative learning activity. However, instead of as a review, we used "Numbered Heads" to familiarize and acquaint students with new material. This worked beautifully. The students worked well together. They identified a number of correct answers regarding the colonization of Northern America, and they enjoyed the class. Learning and applying reading and writing skills was fun. This was terrific. For example, I actually witnessed Sam S. find a difficult answer in the text for his team. This was great. Sam has a great deal of trouble reading and writing but during the past two days he has done great. It could be because there are candy incentives but I don’t think that is all there is to it. I very frequently give candy or treats to students. I believe that Sam’s success, therefore, is due at least in part to the fact that we were doing a cooperative learning activity. He was not alone or singled out. He was working with others and he was able to contribute a great deal. Sam knows how to skim text and how to find key words and phrases. It is possible that he has developed this skill as a coping response for having to read much more text than is possible for him or than is interesting to him. But, for whatever reason, Sam is able to skim text and locate key information very quickly. This made Sam, an otherwise slow achieving and non-resourceful student, a great asset to his team. Also, Crystal N. found a number of answers for her team. This was incredible. Crystal is a new student and is very slow but very hard working. She does not always achieve in the class. Today she did. For example, one
of the questions was to find the definition of "transcontinental." The word was not in the glossary in the back of the book so they had to go hunting for it in the text. Crystal actually checked the index and found that the word is on page 104. Doing so, she was able to direct her team to that page and her team (the only one) found the answer. Great. She was so pleased with herself. As she left the class, she told me, very proudly, how well she did and that she found a number of answers for the team. I responded that I saw that and that I was quite impressed.

After examining these data, I was able to generate the following interpretation in the form of a referential narrative analysis of the data collected in March and April, 1994. (Only an excerpt of the original referential narrative analysis follows. For the complete March/April referential narrative analysis, see Appendix N.)

STUDENT ABILITY LEVEL AND TEACHING GLOBAL
All Students are Not Created Equal

March 24, 1994:

Yesterday, sixth period took the CRES (i.e., Frederick County’s proficiency test entitled the Criterion Reference Evaluation System) on Latin America. From the questions students asked, it was obvious that many of them are not self directed. It seemed as if most of them are just not capable of reading a multiple choice question and responding adequately to it. They can finally achieve the task if I, the teacher, direct their reading and comprehension. I am confident that they can complete the tasks, just not by themselves. They seem to lose the purpose of what they are doing if I am not there to direct them.

The directed/merit students do not seem to have the learning skills needed to read and respond to material in order to demonstrate learning/achievement. Of course, what I need to do is help them learn these skills. Students need reading comprehension, writing, evaluation, analysis, synthesis, description, generalization,
etc. skills in order to research, understand, and address current global issues and concerns. Students will not simply be able to compute some numbers and write a few sentences adequately address our global concerns. They will have to be able to describe, code/decode information, and apply it to meeting their needs as global citizens. They have to be effective problem solvers. And, since most data is still in visual, linguistic form, students are called upon to be able to read and respond to written data accurately and effectively. Additionally, students will need higher level and critical thinking skills in order to be discriminating consumers of information. For these reasons, I actually support the CRES test and am glad that students are being assessed on how well they can use maps while applying these skills. However, implementing the CRES test raises my awareness that many of my directed/merit students do not have these essential skills.

Reflection on my practice has heightened my awareness that all students are not created equal. As John Goodlad (1984) has explained, students enter school with a variety of levels of social capital, e.g., abilities to learn and achieve, parent support, and nutrition. My directed/merit students are not as self-directed as my honor's students and many of their parents do not seem to have the same parenting skills and resources as many of the honor's students' parents. Additionally, most of them have trouble reading, comprehending, writing, and applying higher level thinking skills. Having remedial ability levels, therefore, makes it difficult for the directed/merit students to achieve. Yet, they too are global citizens and are called upon to make decisions that demand levels of abilities that they presently do not have. This being so, it seems necessary and urgent to provide students with opportunities to learn these skills, e.g., problem identification, description, analysis, synthesis, inference, evaluation.

If students are not enabled to develop these skills, they most likely will be less capable to affect change to enhance their lives. They may very well end up not having access to the social power, economic base, and global information necessary to achieve their personal and social goals. Therefore, as a global instructor, I am called upon to offer my students instruction that will empower them not only to identify and work toward
meeting personal needs but also the needs of this world and its many peoples.

The Global Soap Box

In order for global peace and prosperity to be achieved, all global citizens must have access to knowledge and must be empowered through education to make sense of information in practical, problem solving ways. Therefore, I cannot allow myself to think, "These are the lower ability level students. They are just not capable of learning." Instead, I must embrace the fact that most people in the world are and were not honors students and that in order to have a global society that is demonstrative of equity, liberation, and justice, all peoples must have the abilities to access and make sense of data. This means, all of my students must receive a quality education, one that enables them to develop the cognitive, affective, psychomotor, and social skills necessary to assume and fulfill their responsibilities as global citizens. Hence, regardless (and possibly because) of diverse and discrepant ability levels, I must take guard not to fall prey to expecting less learning of slower achievers. Rather, I must find and develop activities and materials that enable these, as well as the more motivated and able, students to develop the skills and achieve the understanding that is essential to global citizenship.

The Confession of A Sinning Pedagogue

Being challenged to meet my remedial students' learning needs is really not a matter of not knowing what types of learning activities to apply. I had concluded long before I began teaching global that learning needs to reflect the skills and knowledge that students will be expected to have as adults. Therefore, the activities I need to implement would have to emphasize the attainment of skills and knowledge that is authentic to and reflective of those skills found in the global workplace. My lessons, therefore, would have to be cooperative and authentic in nature. My professional challenge then was not deciding what types of lessons to implement but "how" to provide these lessons for students when these students do not have the cooperative learning skills to actually work together on projects and activities that could be found in the workplace.
It seemed, therefore, that I was caught in a vicious cycle. The very skills I wanted to have my students develop were needed in order to do the activities that would prepare them for their global responsibilities. And, for those readers who think "vicious cycle" is a dramatic and hyperbolized analogy of the situation, I can only say that my first four years of teaching were actually that. I recall, quite vividly, my sixth period (the on-grade class I taught right after lunch) that I had during my fourth year of instruction—the year before I started as a full-time doctoral student in the global education program at the Ohio State University. I was so very frustrated. It was my only class in which the students generally did not do their homework, seemed to care less about passing, and frequently disrupted the class during instruction. Interesting, I offered this class very few cooperative learning activities. I "justified" this action saying, "If they cannot do their work they do not deserve the reward of doing the more enjoyable activities." Well, I could not have been more wrong. Enjoyable activities, especially those that foster the development of skills and knowledge specific to adult roles should not be rewards. Rather, these activities are the students' entitlement. Students are entitled to an education that adequately prepares them for their adult lives. Yet, instead of providing these students with the learning activities necessary for their adult success, I played a power game. I was determined to break their wills. I even recall coming into the planning room one afternoon and exclaiming to my team members, "Well, I have just declared war on sixth period, and I never begin a war that I cannot win." Of course, I write this with great shame and embarrassment. However, it is important that I share this experience because it illustrates where I was and now am as an instructor. I now realize that as a teacher dedicated to preparing students for their global responsibilities that I have no option but to offer lessons that inspire student intrigue and learning specific to abilities and understanding demanded of our global society. I am not "justified," therefore, in expecting students to have the skills that are needed for learning before I offer the activities that will help students develop these skills. Nor is it acceptable to provide enjoyable activities that reflect true-to-life skills and exercises only as rewards for good behavior. Instead, I must offer ALL students opportunities to develop these skills and knowledge through the activities I offer.
"Times, they are a changin'..."

As reflected in my classroom notes, I am pleased to share that my commitment to this philosophy, i.e., student active learning of global skills and information, is now visible in my classroom. For example, on April 14 I shared:

I am really pleased regarding the lesson today (and yesterday). Students actually assumed the roles of newscasters. I was quite impressed especially with the directed/merit class. The direct/merit students enjoyed the activity and almost all of the students worked really hard to present the perspective their group was given. Doing so they were able to question and apply what they know about perspectives and their affect on the media. Great!

The directed/merit students did a terrific job. They identified their slant and the slants of the other student reporters as they applied their knowledge of bias. For example, all students—except one—actually created a news story complete with details that reflected the desire to attract a particular audience. This creative writing and simulated presentations demonstrated that students were able to realize that the same stories and information can be presented in different ways based on the audience to which the information is being delivered. This is great.

This activity not only enabled students to enhance their writing and presentation skills, it also encouraged them to be critical consumers of news and information. These skills are essential to global citizens. And this lesson served to emphasize that learning can be enjoyable as well as strong in content and skill development.

Another point about which I am most impressed is the students really got into their roles as newscasters. Some of the students selected their own station names, brought in visuals, and even used reporter lingo (e.g., "now back to you Bob," "this just in," and "stay tuned for more information at 11"). This really pleased me. The activity allows students to be creative (in their writing and presentation) and the students really get into the activity. Also quite impressive, the students were as quiet as church mice while the other students gave their presentations. I cannot
remember ever having students behave so well during student presentations. Great. And, from their body language and eye contact (as well as audience responses) I could tell students really got into the activity. I feel really good about this instruction. This is the reason I returned to the classroom.

Interesting, reflective inquiry reveals that student-active lessons are core to global instruction. As explained, student-active, authentic lessons and assessments help lower ability level students achieve curricular goals by providing them the opportunity to apply what they already know and can do to attaining even more of the knowledge and skills necessary of global living. These activities allow students to apply creativity, imagination, and understanding in ways that ordinary read-response activities and assessments do not. For example, as illustrated by reflection on the simulated news reporting activity, learning through the development, application and critique of a real occupational role can excite students about learning which makes teaching and learning much more enjoyable and attainable, especially for students who traditionally achieve success at a slower pace. My fears, therefore, that only the honors, gifted and talented, motivated, parent-involved students can learn global education through cooperative and student-active lessons (because only they actually have the social and learning skills necessary for this type of learning) are not being supported by the data from my reflective inquiry. Rather, my inquiry reveals that, in fact, cooperative learning and life-authentic activities, which tap student knowledge, can be quite successful for teaching remedial students higher level thinking and problem-solving skills as a part of a global curriculum. This point becomes even more clear with further reflection:

March 12:

Not only is map analysis good for helping students to learn how to interpret and manipulate data, it also helps them to realize how similar the US is to other places in that we use what natural resources we have to produce the many goods that we do. Additionally, Melany and I discussed how well the directed/merit students are doing with cooperative and higher level thinking activities. We shared that the students handle group map analysis very well. We shared that we are very impressed with their ability to look at the map
and its symbols and make sense of the data. We were especially impressed with their ability to make inferences from the map, e.g., that Venezuela, Columbia, and Mexico are important to the US because of their petroleum resources.

Sixth period (the directed/merit) students really are trying hard. They do not have many of the study, social and learning skills that the honors students have but they do have the ability to make sense of data and to apply what they know about their lives in America to other places and people. This is a great resource to be realized by teachers. That is, it is incredibly helpful for teachers to claim as resources what students already know to develop what they do not know. The unknown makes more sense this way and their learning is more rich.

As previously explained, constructing monthly reflective narrative analyses not only enabled me to formatively analyze, interpret, and evaluate my practice in order to plan for more effective instruction and research, it provided me with tentative summaries of my progress as a global instructor and critical teacher action researcher. The above excerpts (and those included in Appendix N) reveal examples of monthly summative findings. I explain that "reflection on my practice has heightened my awareness that all students are not created equal." I explain that analysis of reflective narratives of my practice continually make me cognizant of discrepancies in social capital possessed by my higher and lower achieving students. For example, I am constantly reminded that, in general, my lower achieving students are not as self-directed, have much difficulty with reading and writing, and often lack parent
support. However, reflective narrative reveals that I recognize that all students have the same rights and will be expected to address the same tasks as global citizens; therefore, I concluded that all students are entitled to equitable instruction. Hence, through reflective narrative, I was able to resolve to provide equitable and relevant instruction for all students, not just for those students who are already in possession of the skills and information necessary to achieve in today's society. Second, I tentatively conclude from reflective narrative analysis that student-active and authentic lessons and assessments are central to global education. Having realized the integral relationship between equitable instruction and types of instructional strategies, I conclude that student-active authentic lessons and assessments enable lower achieving students to attain curricular goals by encouraging them to apply what they already know and what they can already do. The third tentative conclusion I was able to make is, through cooperative learning in particular, students are able to employ skills and knowledge that the teacher may not realize students have. We all develop coping skills in order to succeed. Lower achieving students are no exception—except that they may need to develop even more coping skills. Through cooperative learning activities, students are encouraged to apply these skills in order to achieve. By monitoring student actions, teachers can
identify more articulately the skills students possess and employ to learn. Ultimately, through reflective narrative analysis, I was able to conclude, therefore, that cooperative learning, student-active, authentic strategies and assessments are essential to global instruction.

Through generating monthly reflective narrative analyses from my daily teaching stories, I was also able to develop a more holistic perspective of my teaching. Monthly reflective narratives were opportunities for me to look at the forest not just a few of the trees. As illustrated in the March/April reflective narrative analysis, I was not only able to recognize the social discrepancies between lower and higher achieving students but also study the relationship between inequitable distribution of "social capital" and the need for cooperative learning and authentic assessment activities. Additionally, I was able to identify and explain the relationship between "student experiences" and teaching for a global perspective. Ultimately, I was able to develop a more comprehensive understanding of global instruction. I examined particular emergent codes as they relate to each other as integral facets of global instruction which allowed for a more comprehensive understanding of teaching for a global perspective.
F. The Finale:

Using Narrative Case Writing to Analyze, Interpret, and Evaluate Data and Present Findings

The final level of analysis I employed to make sense of my data is narrative case writing. (See Richardson, 1990, 1994 and Reisman, 1993.) At the end of a year-long inquiry into my global instruction, I generated a final and comprehensive summative analysis from the daily and monthly data I collected in the form of reflective narrative accounts of my teaching and research. The summative narrative case writing process is similar to the monthly formative analysis process. At the end of the year, after all data had been collected, coded, and formatively analyzed, I reflected over the themes, codes, and analyses made during the year; identified and described the most prevalent, unique, interesting, and key themes that emerged; explained their significance and meaning to my instruction and research; and reasoned how the analyses of the codes and themes affected my instruction and research. Ultimately, I explained and described the implementation of global education as revealed through teacher inquiry.

There are significant differences, however, between the monthly formative analyses and the final narrative case. The differences result from there being different purposes and criteria for writing the narrative case. The immediate and primary criterion for generating daily and monthly
analyses was to improve my practice through knowing better what is involved in implementing a global curriculum and conducting critical teacher action research. The daily and monthly analyses were formative. They provided me with thorough description and evaluation of my practice which I used to enhance my practice. It is true that the daily narrative accounts and the monthly formative narratives were somewhat summative. They were a means by which I distilled daily and monthly experiences. I identified, explained, and evaluated significant and unique themes of my practice as they emerged in my reflective writing in order to improve my global instruction and critical teacher action research.

Whereas the major objective for daily and monthly narrative analysis was to improve my practice, the primary goal for writing the summative final case was to determine and present what I had learned so other teachers could transfer, when they deemed appropriate, the findings from my research in order to improve their instruction and research. As explained in a previous section ("A Brief Purpose for Gathering Data"), teachers are interested in finding practical solutions to classroom concerns. Generalized research findings are often of little practical value because "contextual variables" have been isolated from the classroom setting in order to get valid results. Teachers cannot isolate these variables from their classes, and, even if they could, they would not because they often make all
the difference in instruction. Instead of being concerned with generalizability of research findings, teachers are interested in transferability, i.e., professionally judging (Stenhouse, 1985 A, C) whether their situations fall within the bounds of a target population and either rejecting or accepting the findings for their practice. Hence, respecting the need and ability of teachers to transfer findings to their teaching situations, the major criterion for generating a summative case was to provide thick descriptions of the instructional context and research process to allow other teachers to judge for themselves the level of transferability of the findings to their particular situations. Therefore, I collected very descriptive data of my instructional setting and the research process not only to improve my practice through knowing better what is involved in implementing a global curriculum and conducting critical teacher action research but also to create a summative case to help other teachers in their efforts to effect global instruction by encouraging them to use their professional judgment to determine the transferability of my findings to their particular situations.

The daily and monthly narrative accounts were not only different from the final narrative case in that the former are more formative and the later more summative. The summative narrative case analysis was written as narrative fiction to explain and describe reality and knowledge.
whereas the daily and monthly narrative accounts were written as autobiographic (factual) narrative accounts. (See Richardson, 1990, 1994.)

Being candid, at the time of actually writing the narrative case, I was not thoroughly conscious of the rationale for presenting my data as narrative fiction. Nor did I focus on the fact that reporting research as fiction is rare, unique, strange, criticized, creative, encouraged, etc. Writing narrative fiction simply made sense to me. But why? Again, in order to learn as much as I could from the process of research and global instruction, I sought to understand my reasons and actions within the context of my research. I critically examined why writing narrative fiction intuitively made sense to me. Additionally, I referred to the qualitative research literature to hopefully established a rationale for what I had done. With much relief, I am pleased to report that, at the end of this "detour," I was not only able to contextualize my subjectivity within narrative analysis but I was also able to establish a rationale for narrative analysis and provide guidelines for writing my narrative case.

1. The Writing of Science:

"I Swear to Tell the Truth, a Synecdoche of the Truth and Nothing but a Metaphor of the Truth, So Help Me Science"

The question is not whether we will write the lives of people--as social scientists that is what
we do—but 'how' and for 'whom.' We choose how we write, and the choices we make do make a difference to ourselves, to social science, and to the people we write about. (Richardson, 1990, p. 9)

Approximately two months before starting to "write up" my research findings, I began to think about "how" and for "whom" I would write. At this time, a sage professor suggested that I start by writing the analysis chapter. The reason being that the analysis is what people will read from the dissertation and, therefore, it should be the most creative and interesting chapter(s). It was suggested that, after writing the literature reviews, the methodology chapter, and introduction, I might be too fatigued to "create" an interesting and innovative text of my findings. I greatly respect the experiences and advice of my professors, so, being ready to make sense of my research findings, I decided to write the analysis chapter first.

Am I ever so glad that I did! If I had written the other chapters prior to my analysis (the case), I would have had to rewrite all the previous chapters. I learned from writing my narrative case that I needed to review additional literatures, and I learned to articulate more fully and explicitly the purposes, assumptions, beliefs, and the procedures of my research. In addition to learning about my personal theories of practice, as well as new theories from research, I learned from reflecting on and writing my reflective narrative that writing is, in fact, a "method of
inquiry," not simply an instrument to present findings (Richardson, 1994). Specifically, through reflecting on narrative case writing, I learned that narration is a valid means of representing reality as well as presenting knowledge.

By the time I was ready to "write up" my analysis, I had decided to write a narrative case. I admit, though ironically and possibly heretically and irreverently, it was only after writing my case that I rationally and articulately realized the "how" and for "whom" my research was written.

I simply wrote my analysis chapters in a way that makes sense to me. (See Appendix 0 for further explanation.) Since I have always made sense out of experience through literary narrative, I applied this method of reasoning to make sense of my teaching and research. I wrote a story about a teacher being on trial for "corrupting the youth" through global instruction. Since it tacitly and naturally made sense to me that narrative case writing is a logical means of describing, analyzing, evaluating, and interpreting data, I rationally and naturally turned to narrative writing to explain my research findings.

As any experienced researcher or doctoral student writing a dissertation can probably guess, I was in much need of advice from my sagacious dissertation committee advisor. My advisor was very supportive, as he has been
throughout my graduate experience. Upon reading my narrative analysis, he quite practically explained that my method of analysis needed to be justified. He agreed that narrative reasoning is a valid means of knowing and presenting knowledge but that there are those social scientists among us who are skeptical, if not completely cynical, about the use of narration as a means of presenting the known. Therefore, with my advisor’s support, encouragement, and direction, I resumed a critical self-reflective posture and headed back to my case and the research literature to develop and present a rationale for narrative case writing in the social sciences.

2. A Rationale for Narrative Case Writing

According to Richardson (1994), "writing is a 'method of inquiry, a way of finding out about yourself and your topic" (p. 516). She explains that writing is not an action to be taken or product to be made at the end of a research project but that it is "a way of 'knowing'--a method of discovery and analysis" (p. 516). Confessing her own boredom and displeasure with much qualitative writing, Richardson (1994) suggests that "although our [social scientists’] topics often are riveting and our research carefully executed, our books are under-read" (p. 517). She reasons that the meaning of qualitative research "is in the reading." However, because social science research is not
more interesting, it is not being widely read and is having little impact on society and the practice of social science. As a means to revitalize social science and improve the quality of qualitative research, Richardson suggests that social scientists apply writing as a means of inquiry.

Richardson (1994) shares that "I write because I want to find something out. I write in order to learn something that I didn't know before I wrote it" (p. 517). However, Richardson acknowledges that quantitative science does not condone or encourage writing to be used for the process of learning; rather it is to be used as the product of knowledge. She argues that, through reclaiming writing as a means of inquiry, there is hope and justification for writing to learn.

In her inspirational and liberating treatise, "Writing: A Method of Inquiry," Richardson (1994) explains that social scientific writing is grounded in narration and its related mechanisms (also see Lyotard, 1979). Therefore, it is not a matter of "whether [the] social sciences should use the narrative but what narratives will be provided to the reader and what readers will we write for" (Richardson, 1990, p. 10).

Richardson asserts that in writing science we write narratives. With reference to Bruner (1986), she explains that "narrative . . . is not confined to literature or case studies but is one of the two basic and universal cognitive
modes—"the other being the logico-scientific" (Richardson, 1990, pp. 12-13). She reveals, however, that scientists oppose labeling their writing as prose because they do not want to admit that "science writing, like all other forms of writing, is a sociohistorical construction that is narratively driven and depends upon literary devices not just for adornment but for cognitive meaning" (Richardson, 1990, p. 13).

Richardson explains that, since the 1600s, writing has been divided between literary and scientific writing. Citing Clifford (1986), she argues that, since the seventeenth century, literature has been associated with rhetoric, fiction, and subjectivity—while science has been purported to present unambiguous language, fact, and objectivity (Richardson, 1994, p. 518). From this time, literature has increasingly been thought of as "false" because it is associated with the creation of fiction (through rhetoric) which, Richardson (1990) explains, is interpreted differently (subjectively) by its readers. Likewise, since the seventeenth century, science has continued to be perceived as "true" because it objectively reports facts in "plain language" (Clifford, 1986, cited in Richardson, 1990).

Identifying the influence of a number of philosophers, Richardson (1990, 1994) explains that society's attack against literary writing as limitative and ambiguous
increased during the eighteenth century. She explains that John Locke "urged parents to stifle poetic tendencies in their children" so they would not become confused between "thought" and concrete reality; and that David Hume portrayed poets as "professional liars" (1990, p. 10). Richardson explains that it was within this anti-literary period that the "social sciences" were born. She reveals that even De Condorcet, the philosopher who coined the term "social science," "contended that 'knowledge of the truth' would be 'easy and error almost impossible' if one adopted precise language about moral and social issues" (Levin, 1985, cited in Richardson, 1994, pp. 518-19).

Citing Clifford (1986), Richardson (1994) concludes that:

by the nineteenth century, literature and science stood as two separate domains. Literature was aligned with 'art' and 'culture'; it contained the values of 'taste, aesthetics, ethics, humanity, and morality' and the rights to metaphoric and ambiguous language. Given to science was the belief that its words were objective, precise, unambiguous, noncontextual, nonmetaphoric. (p. 519)

By the late nineteenth century, scientific writing dominated literary writing, reducing it to a "second seat in importance, status, impact, and truth value to science" (Richardson, 1994, p. 519). Recognizing this situation, a number of literary writers attempted to align science and literature. Richardson reveals that Balzac claimed "the novel was an 'instrument of scientific inquiry'" (Crawford,
1951, cited in Richardson, 1994, p. 519). Also, Richardson (1994) identifies that, in "The Novel as Social Science," Zola (1880 and 1965) "argued for 'naturalism' in literature . . . that the 'return to nature, the naturalistic evolution which marks the century, drives little by little all the manifestations of human intelligence into the same scientific path.' Literature is to be 'governed by science'" (p. 519).

Throughout the twentieth century, there have been "crossovers" between science and literary writing. Specifically, Richardson identifies a number of scholars from different disciplines who have critically examined the interrelationship between literary and science writing and demonstrated that "all disciplines have their own set of literary devices and rhetorical appeals, such as probability tables, archival records, and first-person accounts" (p. 519).

In spite of the persistent resistance to acknowledging the dependence of social scientific writing upon literary and rhetorical devices (e.g., synecdoche and metaphor), it still remains true that "social science writing, like all writing, depends upon literary and rhetorical devices to articulate its ideas and make its points, convincingly, credibly, and cognitively" (Richardson, 1990, p. 17). Citing Polkinghorne (1988), Richardson reasons that "'narrative' is [actually] the primary way through which
humans organize their experiences into temporally meaningful episodes" (1990, p. 21). Narrative is the key means by which people make sense of and organize their experiences. It is true that narrative and logico-scientific cognitive modes are distinctly different. Narrative reasoning, for example, attempts to identify and explain relationships between embedded contextual variables in order to understand the function of the whole in reference to its integral parts, whereas logico-scientific reasoning seeks to establish and apply universal truths through empirical observation and testing. However, Richardson clarifies and reminds that narrative and logico-scientific cognition "are [both] framed in metanarratives such as science, the enlightenment, or religion. Narrative structures, therefore, frame both narrative and logico-scientific writings" (1990, p. 21). Hence, she argues that narrative should not be silent in the "human sciences," but that, because narrative is quintessential to human experience, "to suppress it undermines the very foundation of the human sciences" (p. 21, 1990).

3. Experimental Writing: The Narrative of the Self

Attempting to restore humanity to my practice through reflective writing, (i.e., to regain my right to think and act) and assume my right to construct (rather than to simply receive and dispense) knowledge, it only makes sense that I
was intuitively and naturally drawn to a method of analysis, interpretation, and presentation of data that "transgresses [challenges] the boundaries of social science writing genres" (Richardson, 1994, p. 520). Richardson explains that experimental writing is emerging within the postmodernist context. Within a postmodern framework, experimental writers critically examine the relationship between the knower and known and the "knower and teller" (Richardson, 1994, p. 517). Richardson explains that "the core of postmodernism is the 'doubt' that any method or theory, discourse or genre, tradition or novelty, has a universal and general claim as the 'right' or the privileged form of authoritative knowledge" (p. 517). She iterates that postmodernists "distrust all methods" of knowing and representing knowledge and that supremacy is not ascribed to or inherent in any research method. Ultimately, experimental writers address "the intertwined problems of subjectivity/authority/authorship/reflexivity, on the one hand, and representational form, on the other" (Richardson, 1994, p. 520).

Through employing experimental writing, I was able to reflexively consider the relationship between my research and instruction and the authority of my voice and the descriptive account of my global instruction. The form of experimental writing that I determined to be most appropriate for my research is "narrative of the self."
Richardson explains that a "narrative of the self" "is a highly personalized, revealing text in which an author tells stories about his or her own lived experience" (1994, p. 521). The writer employs narrative techniques (e.g., metaphors, images, characters, allusions, and subtexts) to develop a plot of lived experiences. Intentionally the writer refrains from conclusively interpreting the data until the end of the narrative to encourage readers to relive and make sense of the writer's experiences. The primary difference between narratives of the self and traditional ethnography is the former uses fiction to present real experiences (Richardson, 1994). Writers of narratives of the self create stories to organize, tell, represent, interpret, and evaluate their experiences. The stories are specific and detailed so the reader can imagine being in the narrator's situation, see the action, and feel the emotions. Through reading narratives of self, readers can place themselves in the scenes and experience particular episodes of the narrator's life. Hence, though accuracy is not significant to writing narratives of the self, detailed accounts are. As is true of any ethnography, thick description is essential. Furthermore, narratives of the self replace concern for accuracy with the literary criteria of coherence, verisimilitude, and interest. Writers seek to make their data intelligible, credible, and interesting to the reader. Through narratives of the self, writers create
imaginative, credible, intelligent tales of their experiences without boring, alienating, and losing the reader through dry documentation of research. Furthermore, writers of narratives of the self do not have to be concerned about the ethics of speaking for someone else. They are telling their own stories.

4. Guidelines for Writing a Narrative of the Self

My narrative of the self specific to implementing a global curriculum was written under a number of guidelines. First, the narrative is fiction. As a means to capture the interest and sustain the thoughtfulness of my readers, I employed imagery, metaphors, characters, dramatic recall and other literary devices to descriptively explain my year of global instruction. The trial was a metaphor for my situation as a neophyte global instructor. I felt that my performance as a global instructor was being judged. I needed to succeed as a global instructor in order to meet my professional goals as well as the expectations of my school district and dissertation committee. At the end of the year, I needed to prove, beyond a shadow of a doubt, that I had attained my global objectives. Analysis, interpretation, and evaluation of my daily, weekly, and monthly narratives provided "evidence" of my success or failure (guilt or innocence) as a global instructor and critical teacher action researcher.
Though my narrative of the self was created as fiction, it was based on the true-life experiences I had during the 1993-1994 academic year. The trial is based on data taken directly from the daily narratives of my global instruction. These data are not fiction. Rather, I employed a number of strategies to ensure the trustworthiness of my data (see this chapter, section C). As a writer of a narrative of the self, I was relieved of the ethical concern of representing the "other." However, I was responsible to my reader for presenting credible stories (i.e., tales that teachers would know are true), coherent plots (i.e., intelligible and sequential presentation of the story's events), and interesting story lines (i.e., relevant, practical, and pressing issues). To assure credibility, coherence, and interest, I kept a reflexive journal, sustained prolonged engagement in the field, conducted persistent observation, completed frequent referential adequacy checks, and provided thick description of my experiences.

All data used for writing my narrative of the self are the results from four levels of analysis (see this chapter, section v)—the last level being the actual narrative. Through constructing daily and weekly narratives, I identified, coded, interpreted, and evaluated emergent themes specific to global instruction from which I continually adapted my practice in order to enhance my effectiveness. At the end of the month, I created summative
narrative analyses which helpful toward practical improvement.

The fourth criterion for writing my narrative of the self is all persons and actions are real as reported. I did not create characters or scenarios from my daily narratives. I simply imposed a fictional framework through which my data could be more thoroughly, objectively, and critically interpreted and evaluated. Therefore, the activities, materials, student-teacher and teacher-parent interactions, "essential curriculum," local global resources, student and teacher personal experiences, etc., are true as reported and interpreted from my perspective and experiences.

Purposefully, I did not alter the information collected through daily, weekly, and monthly narratives in order to steep readers in contextual detail, encouraging them to apply their professional judgment to interpret, evaluate, and apply the data from their experience, knowledge, and perspective.

Because my narrative of the self is built on factual narratives, fictitious names are given to persons and places to protect the anonymity of my school, school district, students, colleagues, and community. Additionally, the use of fictitious names signifies that the case is the product (though continually in progress)--not the documentation--of research.
The seventh criterion for the construction of my narrative of the self is all dialogues, conversations, and comments (by teachers, parents, students, and administrators) are presented through my voice and analysis. At no time did I attempt to speak for any "other." I did not feel ethically comfortable speaking for my students, colleagues, parents, or administration. My narrative of the self was exactly that, my story about my experiences teaching global education and conducting critical teacher action research. (I found that I had enough to say about my own experiences and thinking--let alone speak for someone else.) Additionally, I did not make transcriptions of class discussions. It is not that I would not have learned greatly from this technique. Transcribing did not seem to be a natural means to collect and analyze my instruction. I believe that most reality is created from what we take with us from interactions and can reflect over through the images and stories we construct through memory--not what we can go back over with a fine toothed come. As a teacher, I have rarely used transcription. There is not enough time and what I remember from the situation--my story--though not a perfect transcript of the conversation and interaction--is more than adequate to construct my knowledge and actions.

In my narrative of the self, the defense presents its arguments before the prosecution. Initially, I did not use this reversal purposefully and, though it was an obvious
deviation from courtroom procedure, I did not catch this oddity. My partner, being the supportive spouse that he is, brought this to my attention while discussing preliminary drafts. Subsequently, I asked myself why having the prosecution present their arguments after the defense made sense to me. After all, it made so much sense that I had missed the peculiarity.

I was glad to realize that it was natural and rational for me to present the defense first because the defense was really the prosecution and the prosecution really the defense. Mr. Speaks (my character) was on trial for teaching for a global perspective. Actually Mr. Speaks should have been commended for preparing his students for global responsibility. (In fact, I would have been "on trial" by my school district and dissertation committee if I had not taught for a global perspective. After all, teaching for a global perspective is my curriculum and training.) Therefore, I was not really on the defensive but the offensive side. I wanted to be found guilty of teaching for a global perspective so that I would be innocent of breaching any of my professional goals, the expectations of my dissertation committee, and the objectives of my school district. It only made sense that the defense should go first. The defense was trying to prove my narrative innocence (but my professional guilt).
The ninth criterion I used in writing a narrative of the self is to identify and explain the more prominent arguments against, as well as a rationale for, global instruction in order to ensure that I and the reader take seriously criticisms for teaching a global curriculum. It is often because we do not take threats seriously that threats become serious. For example, by not showing sensitivity and balance in presenting controversial issues, we may welcome a volatile and professionally injurious situation.

Another guideline used in constructing my narrative of the self is I examined and presented the most relevant, practical, and pressing data in the analysis. The data I chose to include in the narrative represents the most pertinent concerns I experienced as a global instructor, e.g., materials, parent/staff/board support, student ability level, activities, forms of assessment, and time constraints.

The construction of my narrative of the self is the final level of analysis. Through constructing my narrative, I more conclusively identified, coded, explained (holistically and topically), interpreted, and evaluated my instruction over the entire year. Therefore, my narrative is not simply a product but a summative presentation of analysis, interpretation, and evaluation of my research data.
My narrative of the self demonstrates the process of formative analysis (constructed daily, weekly, and monthly), interpretation, and evaluation. By examining my data through the trial scene, I demonstrate how I examined my narratives throughout the year in order to make sense of and improve my practice. I collected blocks of similarly coded data, identified their specific and general meanings and synthesized their meanings in relationship to each other and the other factors (coded data).

I purposefully included inquiry into the effects of teaching and research on my personal life. I have never been able to live a fragmented life, e.g., separate my personal and professional lives. My narrative reveals my assumption that living should be a holistic experience--not disjointed incidents that fit together loosely, if at all.

Who I am as a person affects--even determines--who I am as a teacher and researcher. Therefore, in constructing my daily, weekly, and monthly narratives (as well as the final narrative of the self), I purposefully included data that reveal me as a professional and person, allowing the reader and I to examine the relationship between these two facets as they relate to the whole.

Another criterion for writing my narrative of the self is the use of longer quotations. As Richardson (1990) explains, using longer passages help "to communicate more complex sociological understandings" (p. 42). I used
longer quotations to provide the readers with detailed contextual information that allows them to become part of the scene, to be there with me and the students, so they are more capable of applying their professional judgment for interpreting and evaluating the data for transference of findings to their particular situation.

I also used "thematic biographical" passages (Richardson, 1990). What makes thematic biographical passages different from longer quotations is the former are specific to personal data as it is relevant to my teaching and research, whereas the latter are characteristic of data specific to professional concerns. As I explain in previous sections, after coding the narrative data, I analyzed, interpreted, and evaluated the data collectively as coded blocks (as well as in relationship to differently coded blocks). Blocking the data allowed me to identify and examine recurrent themes. I presented for interpretation and evaluation a number of the most frequently recurrent themes in my narrative of the self in order to detail significant biographical information that is essential to the reader's interpreting, evaluating, and transferring of the data.

The use of the third person singular voice is also employed as a guideline. I wrote in the third person singular voice to distance myself from my experience to allow for more critical interpretation and evaluation of the
data. As intended, narratives of the self are quite narcissistic. (Don't tell anyone, but by the end of the year, I was almost tired of writing about myself. It was then that I began writing about myself writing about myself. If I were not so interesting, I surely would have acted locally by jumping out of a window to end my thinking globally.) Trying to get some distance from myself, therefore, I wrote a fictitious narrative.

By creating a fictional framework within which to analyze, interpret, evaluate, and present my data, I was less partial to my data and rendered more and fresher insights into my practice. Additionally, using the third person singular voice, I took myself out of the narrative (though not for real), distancing myself even further from the data. Furthermore, my character only speaks through the reflective narratives. Ironically, Mr. Speaks never speaks. He never takes the stand, which allows me (the researcher and narrator) even more separation from the processes of interpretation and evaluation.

Finally, I applied the rhetorical device of synecdoche in developing my narrative (see Richardson, 1990, 1994). Paradoxically, I walk readers through a year in the life of one teacher but aim to enable them to conclude that the one stands for the whole. I want my readers to realize that other teachers are like me in a number of ways. They have concerns about time, instructional materials, school culture
and climate, parent-teacher relations, staff/administrative support, and etc. Throughout my narrative, I assume, as well as illustrate through presenting large chunks of data, that my situation is normal. Nothing that I have experienced is out of the ordinary. It is true that I am gay, but my concerns about developing and maintaining a personal relationship while in the throes of teaching are quite normal. I have yet to meet a teacher not concerned with time. Through writing my narrative of the self, I illustrate, examine, interpret, and evaluate experiences that are relevant to all teachers. I speak about the one as a means for all teachers to be heard.

G. Coda

Critical teacher action research has clearly been one of the most rewarding (as well as all-consuming and exhausting) experiences of my life. Through critical teacher action research I have accepted my role as a creator of knowledge and have become even more liberated from oppressive practices. I have embraced the humanity of teaching through demanding and affording time and energy to think as well as do. Critical teacher action research has enabled me to put theory into my practice and to find myself in my practice. As a result of critical teacher action research, I feel more cognizant and whole. I see more clearly how personal experiences have influenced my thinking
and determined my actions. I know better what I think and believe about education, research, and life in general. Through critical teacher action research, I have ultimately united the facets of my life. I am no longer a teacher at school, a partner at home, an activist on weekends, a bridge player on Wednesdays, and a graduate student during the summers. The eggs, flour, milk, honey, cinnamon, and yeast have all been mixed together. I am whole—greater than my parts. Furthermore, I have been able to examine and know how these ingredients affect and depend on each other. I know how being gay has influenced me to develop a critical theorist’s perspective of teaching and research, how writing has been and continues to be a life-long means of inquiry, how reflective inquiry can liberate the soul as well as the mind, and how learning about the process of inquiry is as rewarding, informative, and important as providing a final product.
CHAPTER V
IDENTIFICATION OF THE CHARGES

A. Introduction

Mr. Schlafhursch, an attorney as well known for his scrupulous criminal investigations as he is for his commitment to nationalistic chauvinism, spent the better part of the past year preparing for the trial. He detested everything about global education and was looking forward to an opportunity to do his part to halt its spread through American schools. The case of "The Prince Andrew's Middle School Community v. Jamison Speaks" was just the opening for which he was looking.

Through his successful prosecution of Mr. Jamison Speaks, he would be helping to send out the message to teachers, teacher educators, and education researchers that global education will not be tolerated in the great nation of the United States of America. This was the country which his father and grandfather fought to make free. He would be damned if he would simply sit back and allow certain teachers and universities to attack and undermine the values, economic and political prominence, Judeo-Christian
principles, and national patriotism that constitute and sustain the American heritage.

The judge entered the courtroom. After the perfunctory gestures of respect for American law and order, the judge asked the Jury and those present in the court room to please be seated. She made the preliminary comments to the Jury and explained that their decision regarding the guilt or innocence of the accused would rest solely upon weighing evidence resulting from analyses and interpretations of the accused’s reflective writing. Pleading the privileges of the fifth amendment, the accused, Mr. Jamison Speaks, would not be taking the stand, reducing the likelihood of further self-incrimination. The defense and prosecution would rely upon Mr. Speaks' reflective journal, a descriptive and analytical paper trail of his instruction during the past year, to describe, analyze, interpret, and evaluate Mr. Speaks' instruction in order for the Jury to determine the accused's guilt or innocence specific to the charges of "corrupting the youth" of the Prince Andrew's Middle School community via global instruction.

The Judge welcomed the prosecution to take the floor. Mr. Schlafhursch stood and calmly moved to the center of the dais. He turned confidently to face the Jury and began the prosecution:
"The Jury is well aware of the gravity of the crime of which the accused is being charged. Mr. Jamison Speaks is accused of 'corrupting the youth' via the implementation of a global curriculum. As the prosecutor, it is my legal responsibility and privilege to demonstrate that, through global instruction, Mr. Speaks provided for student attainment of a global perspective.

"Through examination and explication of the accused's reflective writing, I will illustrate to the Jury how Mr. Speaks corrupted the thinking and learning of students in the Prince Andrew's Middle School community by providing lessons that foster achievement of global education objectives (see Hanvey, 1987). I will present evidence that reveals Mr. Speaks aspired to achieve student development of 'perspectives consciousness.' A study and interpretation of reflective data will reveal that Mr. Speaks provided lessons for student realization that they have 'a view of the world that is not universally shared' and that continues to be formed by influences of which they may not be aware. Critics of global education explain that, through a global curriculum, teachers such as Mr. Speaks promote moral relativism, eradicate patriotism, and deride our traditional values (e.g., see Schlafly, 1986 and Cunningham, 1986).

"I will demonstrate how Mr. Speaks 'corrupted the youth' through teaching for student development of 'state of the planet awareness.' The evidence will reveal how the
accused purposefully employed instructional methods and materials for student learning of 'prevailing world conditions and developments, including emergent conditions and trends, such as population growth, migrations, economic conditions, resources and physical environment, . . . and conflicts within and among nations.' Cunningham (1986) argues that globalists, though they denounce ideological indoctrination, through their methods of instruction and content, ironically attempt to replace traditional Judeo-Christian values 'with an eclectic, mystical ethos of their own concoction' in order to achieve radical political change through converting students into activists (p. 21). Schlafly (1986) also attacks global education for imposing particular views of the world and 'brainwashing teachers to use techniques of indoctrination' (p. 23).

"Analytical and interpretive data will illustrate to the Jury how Mr. Speaks taught for student development of 'cross-cultural awareness' so student thinking would be perverted to include 'awareness of the diversity of ideas and practices to be found in human societies around the world' and of how these thoughts and cultures compare. Critics argue that globalists present a utopian view of the world and advocate redistribution of wealth, power, and resources (see Cunningham 1986). Additionally, global antagonists argue that global educators, through encouraging cross-cultural comparisons, attempt to censor American
patriotism, government, and freedoms and dangerously promote allegiance to an elusive global system of justice and order (see Schukar, 1993; Schlafly, 1986; and Cunningham, 1986).

"The Jury will study evidence that shows Mr. Speaks taught for student attainment of 'knowledge of global dynamics. I will examine how Mr. Speaks subjected students to warped studies of key factors of global change (e.g., economic shifts to global production and development of economic regions).

"Finally, the Jury will behold data that demonstrates how Mr. Speaks, through effecting a global curriculum, corrupted student thinking to include 'awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.' Some critics of global education argue that, in teaching students about human choice, teachers use their authority to champion anti-democratic and anti-war efforts through a biased presentation of materials (e.g., see Lamy, 1990; Schukar, 1993; Kersten, 1988; Schlafly, 1986, and Cunningham, 19986).

"By the end of the prosecution's analysis and exegesis of the evidence, the Jury will be to able to conclude unanimously that Mr. Speaks did succeed in implementing a global curriculum and, thereby, perverted the bucolic patriotism, Judeo-Christian values, and ethnocentric
perspective of students of the Prince Andrew's Middle School community.

B. Rationale for Background Investigations

"Before delving into the heart of this case, it is imperative to acquaint the jury with Mr. Speaks, the person and professional. To make this acquaintance, a biographical sketch is provide in which I present, analyze, and interpret background data specific to Mr. Speaks's global instruction. As the first matter of introduction, I present information specific to experiences that have served as chief influences leading to and motivations for Mr. Speaks's assumption of the role of 'global change agent.' These data are specific to Mr. Speaks's early life, sexual orientation/lifestyle, and religious, professional teaching, and graduate education experiences.

"The second facet of this prefatory brief contains data explaining Mr. Speaks's entrance to the 'field' of study and his selection of this particular instructional locale as appropriate for the purposes of implementing global education. Necessarily, within this section, I provide an examination of the immediate milieu within which Mr. Speaks decided to assume his role as 'global change agent.' This analysis is essential to reveal the rationale of Mr. Speaks's professional decisions, so the jury will be better able to understand and critique actions specific to Mr.
Speaks's global instruction. Topics that are probed in this section are the ethnic make-up of the instructional community, the 'essential curriculum' to be taught, the significance of the specific instructional framework (e.g., team teaching and 'dimensions of learning'), and the role of teacher as leader.

"The final matter of introduction is an examination and explanation of the method by which Mr. Speaks calculated and acted out his implementation and study of the implementation of global education. The primary objective of this aspect of the introduction is to survey Mr. Speaks's use of reflective inquiry as a teacher researcher as it relates to his role as global instructor.

"As the jury may well realize, it is quite necessary to make these preliminary introductions before revealing the narrative evidence against Mr. Speaks. After understanding the background influences upon Mr. Speaks and the immediate situation within which he acted, it will become quite clear as to what Mr. Speaks's motivations were for implementing global education and the lengths to which he went to assure his achievement of creating 'global citizens' of his student. Therefore, without further ado, let us turn our attention to understanding Mr. Jamison Speaks, the person and the professional."
C. Personal Experiences as Impetus for Teaching Global Education

"As court records indicate, Jamison Speaks was born at 11:00 a.m. on September 30, 1962 to the parents, Roman and Florence (Jamison) Speaks. Jamison was Roman and Florence Speaks's second son and the second child of the four to born to them. Jamison's early life was not a particularly happy one but neither was it one of utter impoverishment. During and because of his childhood, Jamison developed certain resources, e.g., a strong character and a drive for hard and honest work.

"Jamison started first grade at the age of four and, though he received adequate marks from his teachers, was deemed 'socially immature' and was retained for another year of first grade. His elementary and middle school education was of little significance. He learned to read, write, and do some basic math. Nothing special. What did make Jamison's early learning interestingly unique is his exposure to devout practice of an evangelical faith.

Jamison's maternal grandmother was a founding member of the Wellspoint Nazarene Church (an evangelical church that was born from Methodist and Wesleyan traditions). Jamison's grandmother made a very deep and sincere impression on her daughter, Florence. This influence was evidenced by Florence's devotion to regularly reading Bible stories to her children, enduring much condescension and verbal abuse
from overly critical in-laws, and her insistence on her children strictly adhering to the 'ten commandments' and other rules of the Bible.

"Florence's beliefs and practices seem to have had a great and possibly lasting impact on Jamison. At the age of 11, he had his first 'conversion' experience. That is, Jamison publicly confessed that he was born into sin. Before 250 congregates, Jamison asked Jesus to forgive him for his sins and pledged that he would live his life in accordance to Christian (Nazarene) doctrine.

"In spite of his noble efforts, however, the years between 11 and 15 were very difficult for him. He found that living the life to which he pledged was too difficult. Being an adolescent, the temptations to try cursing, smoking, and 'playing doctor' with a neighbor friend were too overwhelming. Jamison became a 'back-slider' into a life of sin.

"Not surprisingly, by the winter of his fourteenth year, Jamison started having terrible, guilt-driven nightmares that were filled with images of doom. He would come home from school at 3:30 p.m., eat dinner, quickly do his domestic chores and homework, and then retire early to bed. He went to bed early, hoping to get peace of mind from early sleep. But, sleep was always late. He would lie in bed with his mind reeling over all the sins he had committed that day for which he desperately needed and tried to obtain
God's forgiveness. Yet, for the next 8 months, he found no peace. For hours at a time, he would lie in his bed, shivering from cold sweats, hoping that the 'feeling' of forgiveness would come. He felt isolated, alone, abandoned. He could find no help, no peace of mind. He felt as if he had no one to turn to. Jamison would not receive rest from his emotional struggles until August of the following year and that peace was to last only six years.

"While Jamison was going through his personal hell, the rest of the family, especial Florence, his primary care giver and spiritual beacon, were going through their own tribulations. The personal hell that the rest of his family was facing revolved around the drama of Florence Speaks bearing her fourth and final child, a little girl named Rachel.

"Having multiple and enlarged cysts on her uterus and being of middle age, Florence was in poor condition for having a baby. This left Florence vulnerable and quite frightened, for herself and her children, should something happen to her during the pregnancy or delivery. Florence was also quite insecure in her relationship with her husband. Roman was not attentive to Florence's needs and interests and emotionally abandoned her in her efforts to raise the children. Being lonely in love and having to bear the responsibilities of raising three teenaged boys and
delivering another child in the absence of a husband and father led to much frustration for Florence.

"Predictably, Florence would often relieve herself of frustration through verbal and physical attacks on her children. Though all of the children received this abuse, it seems that Jamison received most of it. The reason was, at least in part, that Jamison would address Florence on her actions. If he believed his mother was being overly harsh or critical because of an argument between his parents, Jamison would not hesitate to suggest to his mother that she was taking out her domestic troubles on him and his brothers. As one might expect, Jamison's actions (or rather reactions to his parents' behavior) would then result in even more verbal and corporal reprimands from his mother. One reprimand, in particular, almost caused Florence to lose her fourth child. Roman held Jamison responsible for this potential loss and threatened him with the loss of his own life.

"The often harsh and threatening environment of his early life, accompanied with persistent nightmares related to Jamison's inability to 'feel' forgiveness from his God, left Jamison very insecure and vulnerable. He continued to read the Bible and seek God's forgiveness without feeling secure in his devotion to God until August 7, 1977. On this day, Jamison again publicly confessed that he was a sinner
and 'accepted Jesus into his life.' This time it seemed to work. Why?

"It is possible that Jamison finally found 'parents.' His father was often not around and his mother was living out her own drama. They did not have much time for their children. During the summer of 1977, Jamison’s family moved into another home (his parent’s seventeenth in their 17 years together) which was within a comfortable walking distance of the Wellspoint Nazarene Church. Jamison was now able to attend church regularly. Through attending church services regularly, Jamison met the people who would soon become very important in his emotional and spiritual development. The two of most significance were Gary and Luevva Lewis.

"The Lewis’s were the youth leaders of the church. They arranged trips to baseball games, cookouts, camping, and concerts, as well as taught Sunday school for the youth group. Quickly, Gary and Luevva became the parents Jamison never had. They had a stable marriage, did not physically abuse their children, and took time to enjoy each other, their children, and friends. Jamison felt a sense of home.

"During the next five years, Jamison continually increased his activity in church activities and even decided on becoming a missionary. Because the Nazarene Church is an evangelical church, missionary service is of great importance. Through his involvement in church activities,
which included fund raising for missionary services and presentations from missionaries themselves, Jamison was introduced to a number of foreign lands and cultures. He became enthralled with the possibilities of living in another land and learning about and from other peoples. Jamison was also hoping to offer his new friends and family of the world the wonderful peace and happiness that he found from his faith. Additionally, Jamison began to read many books about and written by missionaries. This exposure to other peoples and cultures continued to increase Jamison's desire 'to serve the Lord' in the 'field.'

"Because Jamison wanted to be a missionary, he knew that he would have to achieve in school. Until his freshman year, Jamison could do average to above-average school work without too much effort. He knew, however, that if he was going to be a missionary, he would have to attend college. This meant that he would have to make better-than-average grades. Decidedly, Jamison increased his academic efforts, soon began to achieve marks of excellent achievement, and by the time he graduated, proved to be quite industrious. When he finished high school, Jamison had been accepted into the National Honor Society, wrote for the high school literary magazine staff, served as state vice president of the Junior Classical League, rowed on the varsity crew team, ranked in the top 5% of his graduating class, and had been accepted to attend Mt. Heron Nazarene College to study religion.
Additionally, Jamison was madly in love, as only a youth can be, with his high school sweetheart, Lydia Myers.

"In spite of his unstable and often abusive upbringing, by his eighteenth birthday, Jamison had developed into a fine young man. He was well on his way to becoming a missionary and even had a preacher's daughter for a girlfriend (they are known to make wonderful wives for missionaries). There was only one problem . . . . Jamison was even more madly in love, as only a youth can be, with Lydia's . . . brother, Bob (which is not a situation known to be helpful in advancing one's career as an evangelical Christian missionary).

"Objection your honor," exclaimed Mr. Nayland, the defense attorney. "I see no relevance between a mother being a little rough on her son or a child wanting to play missionary with Boy Friday and the decision to teach global education. Could the prosecution please stick to the case at hand?"

"The objection is sustained," the judge ruled as she turned her focus from the defense to the prosecutor. "Mr. Schlafhursch, you will please explain how Mr. Jamison's early life, religion, and sexuality are related to his teaching global education, or you will need to adjust the focus of your case."
"Yes, your Honor. Your concerns are understandable and, if you will permit me the latitude and your patience, I am confident that my investigation will provide the answers to these questions. You will soon see exactly how these background experiences are directly and undeniably related to the charges that Mr. Speaks 'corrupted the youth' with deviant teaching, namely global education.

"You have my latitude, but please, Mr. Schlafhursch, do not be long with my patience."

With this warning, Mr. Schlafhursch continued:

"So, what does Mr. Speaks's early family life, sexuality, religious experiences, beliefs/values, and other experiences have to do with his teaching global education? Quite a lot. Actually, I was quite amazed at the degree to which Mr. Speaks's early life and experiences seem to have influenced his choosing to assume the role of global change agent. Yet, the reality of the situation seems to be undeniable and quite obvious from the data I now present as the first matter of evidence.

"During the third week of September, 1991, Mr. Speaks began his first quarter as a doctoral student in Social Studies education at a large university located in the 'heart of it all.' At this time, he was enrolled in a course entitled 'Infusing Global Perspectives.' Rather fortunate for the purposes of the prosecution, as an introductory exercise to the course and the 'globalized'
graduate social studies education program, the professor of 'Infusing Global Perspectives' assigned her doctoral students to reflect through writing on the relationship between 'contextual factors' of their lives and 'the ways you teach about the world and its peoples.' Please consider exhibit #1. As you do, please keep in mind that the purpose for presenting this exhibit is to enable the Jury to analyze data specific to Mr. Speaks's experiences, e.g., travel, sexuality, early family life, and religious experiences, as they relate to his decision to teach global education:

Exhibit #1:

September 30, 1991:

1. Tell me about how your own education, your family travels, your own beliefs/values (or other personal factors) have influenced (a) your view of the world, and (b) the ways you teach about the world and its peoples.

I was born in Wheeling, WV at approximately 11:00 AM on September 30, 1962. I was a month premature, and ever since; I've been quicker than a frog off a hot rock.

From the fifth grade on, I knew I would go to college and at that time, I began to figure out ways to make it happen. Until recently, my parents did not understand my desire to learn or to attend college. I believe they felt threatened. While my mother did graduate from high school, my father had received only eight years of formal education. We had different expectations. These have strained our family relations. Yet, our lives together have helped each of us grow.

From a very early age, I was exposed to evangelical Christianity through the Nazarene Church. From August 1977 until August 1983, this church and some of its people had an overwhelming influence on me. It was during this time, I decided to be a minister or possibly a teacher in a foreign country, preferably a teacher on a mission site. However, in 1983, after about a six month period of questioning and emotional
fraying, I began to accept religious disillusionment. My church's dogma was too strict and its answers were too vague and incoherent for me. So, I began withdrawing from the Nazarene Church and, since my graduation from Mt. Heron Nazarene College, I have not belonged to or supported any church.

Today I believe my life is a spiritual journey, a quest for learning. In a way, travel and experience have become my church, and I try never to miss a service.

After graduating from Mt. Heron Nazarene College in May, 1985, I moved to central Ohio and began my MA in education at a large research institution. During the two years I spent in central Ohio, much growth occurred (i.e., I got braces for my teeth, put more distance between me and evangelism, began a romance with multicultural and global education, and began to accept my gay identity more fully). For these reasons in particular, central Ohio will always be a birthplace to me.

In March, 1987, the Prince Andrew's Board of Education hired me to begin teaching eighth grade social studies for the following fall. It was during this experience, I learned the most about teaching. I began to understand and relate to my students and their educational needs.

During the four years I was employed by the Prince Andrew's Board of Education, I was able to travel abroad (i.e., Germany, France, Great Britain, Czechoslovakia, and Poland). I was also able to visit the Island of Maui, New York City (quite a few times), San Francisco, and Los Angeles, as well as survive living in the "Murder Capital" (Washington, D.C.) for four wonderful years.

After three years of teaching in a middle school, I decided it was time to jump off another rock. Having really enjoyed taking doctoral courses at a university in D.C. while teaching for the Prince Andrew's Board of Education, I decided to go back to central Ohio and fully immerse myself in the subject that so keenly caught my attention in 1986, Global and Social Studies Education.

Though I have not had as many diverse experiences as I wish, I am glad to have lived those I have. The experiences I have had with my parents, though they seem worlds away from me at times, have strengthened me. I have learned to set realistic goals and plan to achieve them. I have also learned to work diligently and honestly. It is often painful to reflect on my family's situation but doing so inspires me as an educator. I hold that my education and beliefs have enabled me to prosper and enjoy life rather than be
burdened by its lessons. I have hope that my family, as the rest of the families of the world, are growing and learning so we can finally be together. Still, in many ways, my beliefs and learning have separated me from my family, a family I love very much.

My affiliation with the Nazarene Church is something I will always respect, though with an element of anger. It is through this relationship that I learned to reach out to others and care for people I do not know. I learned they are a part of me, and that by helping them, I am improving my life. And in spite of the Nazarene Church and its rigid dogma, I learned there are as many ways to look at the world as there are people looking. This thought has helped liberate me from doctrines and rules and the part of me that internalized them all.

Traveling probably reflects more of my beliefs and values than anything I do. It is almost a model of life to me. I go somewhere different; I take my beliefs, values and agenda with me; I meet and learn about new people; I try to stay grounded amidst all the "newness" and change; I feel alive, excited and a little scared; but I continue my journey and hope I learn and give something valuable. To me this is what life is all about.

All of my experiences come with me into the classroom. I try to encourage my students to try to find their truth and to discipline themselves enough to get out of this life as much of value as possible. To enable them to do this better, I expose them to as many different peoples and situations as I can. I also set high standards and help them achieve them. I think it is very important to be accountable and responsible. Likewise, I help them see the complexity of "life-issues." It is easy to hate, kill, injure, or neglect things/others you do not know. I try to introduce my students to their enemies and help them realize they mostly hate what they project onto others—not what others really are.

1. Religious Experiences as an Impetus for Teaching Global Education

"As the earlier description and his own journal entry reveal, Mr. Speaks was exceptionally involved in an evangelical church during the entirety of his adolescence
and he had a mother who was devoted to her religion. We must now ask, 'How and to what degree is this religious influence connected to Mr. Speaks's practice as a global instructor?' As for my answer, I believe there is ample evidence to suggest that Mr. Speaks's early religious experiences actually served as a primary impetus for and even fostered Mr. Speaks's interest in different cultures and peoples.

"First, the Wellspoint Nazarene Church, of which Mr. Speaks was an active member, is devoted to 'spreading the gospel,' and even prepares self-selected members to be missionaries to go to distance lands and peoples to convert them to Christianity. Nazarene churches raise funds to support their missionaries. They have special programs during which actual missionaries share slides, pictures, clothing, and other artifacts from their travels, and, most significantly, the missionaries tell tales of their adventures and experiences in the mission field. These tales seemed almost mystical to Jamison. There were also books written about and by missionaries that Jamison read avidly. These books carried Jamison to mission fields all over the world, e.g., the Azores, Swaziland, China, and Belize. The stories he read allowed Jamison to become a missionary and to experience, if only in his mind, what it was like to meet new peoples, to help them find the emotional and spiritual calm that he found, and to improve
their quality of life—just as he did. Additionally, the Nazarene Church has even founded colleges to prepare missionaries, teachers, ministers, and other types of 'servants for the Lord.' As a matter of fact, the Mt. Heron Nazarene College motto is 'Seek to learn to seek to serve.'

"Jamison’s religious faith provided him with great joy and inspiration. Possibly of most importance, however, his religious experience provided Jamison with a new family (God’s family) who cared for and loved him as much as he cared for and loved them. Jamison was overwhelmed by the love and support he felt from his new family and was inspired to share this great gift, 'the gift of life,' with other people, members of his family, 'God’s family,' whom he had decided to meet through becoming a missionary.

"It seems that during his adolescence, before he had even thought of taking a global education course, Jamison was already developing global conceptualizations of the world and its peoples. His early religious experiences seem to have laid the foundations for Jamison to begin seeing the world as a network of interrelated global systems. As an adolescent, Jamison realized people and countries are interrelated through beliefs and values. He recognized that peoples in Africa, central America, Europe, Asia, and all over the world are God’s children, just as he believed he was, and that this shared relationship to God brought
together different peoples (their countries, lands, and cultures) as one family. It is reasonable to suggest, therefore, that Jamison’s early religious experiences actually did serve as a primary impetus for and even fostered his interest in different cultures and peoples; and that, through his religious experiences, though he did not yet realize it, Jamison was, in fact, learning to ‘act locally and think globally.’

2. Early Family Life Experiences as an Impetus for Teaching Global Education

"So, Jamison’s mother was a ‘little rough.’ What does this have to do with global education? Again, to others it may mean nothing or very little, but to me, a trained investigator, it means a great deal. I have to look at Mr. Speaks today and ask, ‘Would Mr. Speaks be the same as we know him if he had not been exposed to the often neglectful and abusive home life he knew?’ Of course, it is only reasonable to answer this question with a definitive ‘no.’ It is reasonable to offer that, from what we know about developmental psychology, Mr. Speaks’s home life did indeed influence his development. Relying upon reason and upon what Mr. Speaks has written, I suggest that Mr. Speaks’s upbringing also played a significant part in developing his global focus.
"From what we know about Jamison's school records and the chaotic home life he experienced, he had to have been a bright child or he could not have achieved as much academically as he did. We also know that Jamison was quite aware of and often the brunt of the dysfunctional communication and violent outbursts characteristic of his parents' marriage and his home. We know that Jamison separated himself from this chaos and violence by staying busy at school and church. It is rather telling and sad that Jamison writes 'in many ways, my beliefs and learning have separated me from my family, a family I love very much.' Yet, we can also see Jamison recognizes that, even though his education distanced him from his family, he needed this distance in order to grow, 'to prosper and enjoy life rather than be burdened by its lessons.' What many people may not know, however, though Jamison has written it clearly in black and white, is he sees his family as a microcosm of the world and, at least in part from his religious influences, he has paralleled his local family struggles with those struggles faced by his larger global family (God's family). This is to say, Jamison came to conceptualize globally his family problems (e.g., the verbal and physical abuse, the dysfunctional communication, and the broken commitments) and see education (possibly global education) as the key to resolving these problems. Please
reconsider the evidence for this proposition revealed in his writing in exhibit #1:

My affiliation with the Nazarene Church is something I will always respect, although with an element of anger. It is through this relationship that I learned to reach out to others and care for people I do not know. I learned they are a part of me, and that by helping them, I am improving my life.

And:

The experiences I have had with my parents, though they seem worlds away from me at times, have strengthened me. I have learned to set realistic goals and plan to achieve them. I have also learned to work diligently and honestly. It is often painful to reflect on my family's situation but doing so inspires me as an educator. I hold that my education and beliefs have enabled me to prosper and enjoy life rather than be burdened by its lessons. I have hope that my family, as the rest of the families of the world, are growing and learning so we can finally be together. (Emphasis added)

"Jamison shares that, from his religious experiences, he has learned 'to reach out to others and care for people I do not know.' He expresses the belief that 'they [peoples of the world] are a part of me,' and that he and the other peoples, though they may not even know each other, are interdependent so, that by helping others, one is also helping oneself. Analysis of his religious experiences indicates that Jamison believes people are undeniably interdependent. Additionally, in relation to his early educational experiences, Jamison recalls that 'it is often painful to reflect on my family's situation [i.e., the dysfunction and abuse] but doing so inspires me as an
educator.' Jamison shares that he and his family are separated, figuratively—'worlds away.' Jamison is educated. He is working on his Ph.D. He has travelled to different countries. He is a professional educator. Jamison is in a position 'to prosper and enjoy life rather than be burdened by its lessons.' Yet, Jamison's joy often becomes overcast. When he thinks of his family and sees the sharp contrast between his life and their's, his delight in life is diminished.

"Through education and the ability to set goals and work toward achieving them, Jamison has escaped the impoverishment within which his family still seems to be trapped. Education and devotion to obtaining ideals has enabled Jamison to free himself from the struggles, conflicts, and inabilities to resolve differences and communicate and negotiate individual interests which still hold his family as captives. Paradoxically, Jamison's freedom, as well as the fear, anger, pain, wounded pride, and betrayed loyalties that have come to characterize the interrelations of his family, has left Jamison estranged from his family. Even more profoundly paradoxically, upon reflection on his family's situation, his relationship to them, and his own growth, Jamison becomes 'inspired' to educate. He explains that education and his beliefs (e.g., setting 'realistic goals and planning to achieve them' and 'working diligently and honestly') have empowered him to
'prosper and enjoy life rather than be burdened by its lessons.' Jamison has experienced and recognizes the power and hope that education and contemplation hold for people, and, therefore, is inspired to bring other people the education and opportunities for conceptual development that he has experienced in order that they too may be empowered to liberate themselves from the struggles and burdens that impoverish them.

"The most revelatory of the connections between his upbringing and his commitment to global instruction, however, is that he has 'hope that my family, as the rest of the families of the world, are growing and learning so we can finally be together.' Having first-hand knowledge of the power of education and cogent thinking, Jamison is inspired to teach in order to foster more 'growing and learning.' And, why the need for 'growing and learning'? Jamison's answer is 'so we can finally be together.'

"Jamison expresses that education and belief in hard and honest work has helped him to escape the dysfunction of his family and to obtain the educational tools necessary to prosper and enjoy life. Because education has changed his life so dramatically and positively, Jamison is inspired to teach others, hoping that education, clearheaded thinking, and diligent work will also improve their lives and bring all peoples together.
3. An Interpretation of the Relationship Between Early Life and Religious Experiences and The Teaching of Global Education

"It can be inferred from analysis of the passages shared from Mr. Speaks's journal entry, Exhibit #1, and from lucid reasoning that during his early family life which included significant religious experiences, Mr. Speaks came to realize that education and rational goal setting and diligence could help people overcome their personal struggles—as they had helped him overcome and rise above his family situation. Beginning at an early age, Mr. Speaks saw a connection between his family problems and the problems of other peoples in the world. In part, this understanding came from reading missionary books and the Bible which is congested with the afflictions and tribulations of many different peoples. As a boy Mr. Speaks was able to relate to the pain of Peter's betrayal of Christ because of the betrayals he experienced by his own family; the shame of Mary Magdalene because of the shame of being attracted to and 'playing with' other boys; and the patience of Job because all the securities of his life were also crashing down around him. From the pain of his own childhood experiences, Jamison was able to feel empathy, sorrow, and even joy for the children reported on by the visiting missionaries. The development and fostering of these feelings and insights led Mr. Speaks to perceive that
his problems and others are connected in that they are 'human' problems which we all face and need to find solutions to. As examination of Exhibit #1 illustrates, Mr. Speaks recognized, before teaching his first global lesson, that there can be a powerful and positive relationship between education and liberation. Mr. Speaks realized from his own life experiences that education can empower positive change and resolution of problems. He was inspired from his personal victories to provide opportunities for conceptual development to others so they might be empowered to free themselves from and rise above their struggles and burdens. Mr. Speaks believes that education can help people solve their problems and improve their lives--just as it did for him--and that, through education and the solving of people's problems, 'we can all come together.' Mr. Speaks is now a global instructor who is trying, through education and cogent thinking, to help children face their own problems and see how this concern for and process of improving and prospering from life, in fact, does connect all peoples of all cultures. Hence, at least in part, his early life experiences, were an impetus for Mr. Speaks's becoming a global instructor.
4. A Connection Between Belonging to a Minority and Teaching Global Education

"In order to better understand influences that have led to Mr. Speaks's decision to implement a global curriculum, I ask, 'Did Mr. Speaks's being gay play any role in motivating him to become a global change agent, and, if it did, why did it and in what ways?' Let us start with the first question, 'Did Mr. Speaks's being gay play any role in motivating him to become a global change agent?'

"In answering this question, it is again helpful to turn to Mr. Speaks's journal entries. First, as identified in Exhibit #1, Mr. Speaks mentions that he 'came out,' i.e., he accepted his gay identity, while working on his master's degree in education at a large university in 'the heart of it all.' In this entry, however, he mentions nothing more specific to being gay or how it may have affected his decision to become a global educator. What he does share, which is still quite helpful, is:

All of my experiences come with me into the classroom. I try to encourage my students to try to find their truth and to discipline themselves enough to get out of this life as much of value as possible. To enable them to do this better, I expose them to as many different peoples and situations as I can. I also set high standards and help them achieve them. I think it is very important to be accountable and responsible. Likewise, I help them see the complexity of "life-issues." It is easy to hate, kill, injure, or neglect things/others you do not know. I try to introduce my students to their enemies and help them realize they mostly hate what they project on to others--not what others really are.
"In this passage, Mr. Speaks does not specifically mention that being gay was a catalyst for him becoming a global educator nor does he specifically explain that his sexuality has had anything to do with him encouraging his students 'to find their truth' or 'to get out of this life as much of value as possible.' However, Mr. Speaks does explain, that in order to enable students to find 'their' truth and to get as much out of life as possible, he exposes them 'to as many different peoples and situations' as he can, and tries to introduce his students 'to their enemies and help them realize they mostly hate what they project on to others--not what others really are.' Furthermore, Mr. Speaks suggests that it is important for students to learn this lesson so it will not be as easy 'to hate, kill, injure, or neglect things/others you do not know.' In making these statements, Mr. Speaks reveals his being gay has in fact influenced his becoming a global educator. Allow me to explain.

"Life has been very complex for Mr. Speaks. His parents were more like siblings than parents. His church accepted him only as long as he followed their rigid dogma. Even his sexuality, the most 'natural' thing in the world, failed him. His desires were 'unnatural,' 'against God and nature,' and the ultimate cause for his betrayal of Jesus, the one who gave his life for him, and of Lydia, the one who seemed to love him the most and who never failed to bring
him joy. In fact, many accuse Mr. Speaks of committing a 'crime against nature.' And, if these people had their way, Mr. Speaks, and others like him, would not be allowed to teach our children, as well as hold many public jobs. Some would have it that Mr. Speaks and other gays and lesbians would not be allowed to raise even their biological children, have same-gender marriages, receive spousal benefits and insurance from their jobs, or serve in the military. Some would have them all jailed. Others, not surprisingly, would even choose to take their lives because they are 'freaks against God and nature.'

"I argue that, because of the prejudice, hatred, and fear toward gays and lesbians, 'life's issues' have been complex for Mr. Speaks. He has learned what it is like to see the hearts of loved ones break from simply being honest. He has known the confusion caused by trusted friends saying, 'I love you but I hate your sin.' He has experienced the hatred and violence of others who cannot accept people who are different from them. He has learned of the killings on the 11 o'clock news. He has seen the guilty run free while the innocent lie slain in what were once friendly streets. He has learned how easy it is for some 'to hate, kill, injure' those they do not know.

"Through teaching a global curriculum, Mr. Speaks is hoping that it will become less 'easy [for his students] to hate, kill, injure, or neglect' those they do not know and
understand. As the data reveal, through global instruction, Mr. Speaks attempts to have students face their enemies and helps them make sure of what it is that they really 'hate.' He gets them to question, 'Do I hate what is really there or do I hate what has been projected?'

'From first-hand experience, Mr. Speaks knows that many parents, as well as a number of influential organizations, project the image of 'enemy' on to gays and lesbians, just as they teach them that 'Kikes,' 'Niggers,' 'Japs,' 'Spics,' and 'Chinks' are 'their enemies.' Through global education, Mr. Speaks attempts to introduce his students to Jewish people, peoples of African decent, Japanese, Hispanics, and Chinese, as well as to gays and lesbians, so his students can see these people as the humans they are—not the stereotypes, assumptions, or names that may have been projected on to them.

"His experience with the hatred, prejudice, and fear associated with being gay and knowing that prejudice of many kinds is intricately interwoven into our social fabric have served as catalyst for Mr. Speaks's decision to become a 'global change agent.' Through his assumption of this role, Mr. Speaks hopes to encourage more acceptance of diversity and commitment to ensuring human dignity for all.

"Since what is obvious to some may not be for others, I submit Exhibit #2, a reflective journal entry made by the accused on March 20, 1994.
Tomorrow I will give Monica, Shannon, and Amanda the questions I wrote asking them to explain how their education has been affected by race or people's perceptions of race. I will meet with them on Friday. That will give them some time to look at the questions and think about how they want to answer them. Again, I am hoping that I will learn better their perspective(s) as African Americans and how it effects their learning about other peoples and nations of the world. Knowing this may help me understand better how to teach global. My hypothesis is that their being different may encourage them to be more empathetic to other peoples of the world or may spark interest in studying about other peoples. I guess this [hypothesis] comes from personal experience. Being gay and knowing how different I felt as a child, how exposed, condemned, and persecuted I felt for being different, I believe has led me to want to know more about different peoples of the world and has made me more empathetic of minority struggles. Knowing what it is like to be discriminated against for being different and being able to empathize with others who are also different and discriminated against is the very reason I am so attracted to teaching global education. It allows me to explore the struggles and victories of other peoples. I gain hope and even answers to my questions from their experiences and wisdom. (Emphasis added)

"Mr. Speaks is aware of being sexually different from the majority and explains that his personal struggles associated with being in a sexual minority have made him more interested in and even more empathetic to other minorities. He even goes as far as to explain that his feelings of being 'exposed, condemned and persecuted' made him 'more empathetic of minority struggles' and that experiences with being prejudiced against as a minority 'is the very reason I am so attracted to teaching global education.' Mr. Speaks makes clear for some what I have not been able to. He states explicitly that being gay, for which he has been discriminated against as well as made to
feel 'condemned' and 'persecuted,' has led him to teaching global education. He recognizes and accepts that his being gay has led him to look to others who have also experienced prejudice for being different and that his studying and teaching of global education actually allow him to 'explore the struggles and victories of other peoples' which provides him with 'hope and even answers' to his own personal questions.

5. Conclusions:

A Relationship between Global Education and Early Life Experiences, Religion, and Sexuality

"During his adolescence, before he had taken even one global education course, Mr. Speaks was already developing global conceptualizations of the world and its peoples. Early religious experiences encouraged Mr. Speaks to view the world as a 'family' of people who are connected through culture. Through his exposure to missionaries who were involved with peoples and cultures throughout the world, Mr. Speaks came to accept that people and countries are interrelated, if not through 'common' beliefs and value systems, through their shared reality of all peoples and cultures having some type of beliefs and value systems. More specifically, while he was but a youth, Mr. Speaks developed the conceptualization that all peoples from all
over the world are 'God's children,' just as he believed he was, and that this shared relationship to God brought together different peoples (their countries, lands, and cultures) as one family. Therefore, Mr. Speaks's early religious experiences were a primary impetus for learning about different cultures and serve as capstones for his global conceptual development and instruction.

"Education and commitment to rational goal setting, which Mr. Speaks acquired during his early life experiences as means to cope with and rise above these experiences, are the keys to his being able to enjoy life and prosper. More important, Mr. Speaks holds that the powers of education and goal setting, in that they allowed him to liberate himself from experiencing life's lessons as 'burdens,' were an impetus for him becoming a teacher. Mr. Speaks explains, in that he was so dramatically and positively affected by education and learning, he decided to become a teacher in order to bring to others opportunities for empowerment and liberation that he had come to know so well.

"Having decided to teach, Mr. Speaks chose to be a global educator, in particular, because of his personal interest and a perceived need to teach a curriculum that focuses on tolerance and respect for human dignity. Mr. Speaks's being gay prompted him to look to others who have also experienced prejudice for being different and eventually led him to teaching a global curriculum because
it allows him to 'explore the struggles and victories of other peoples' which provides 'hope and even answers' to his own personal questions.

"Furthermore, from being prejudiced against for being gay, Mr. Speaks has known the feelings of being 'alone' and even abandoned. Ignorance of and prejudice against his difference have separated him from his parents, siblings, friends, colleagues, students, and his teaching community. Through global education, however, Mr. Speaks hopes to minimize this separation. He hopes that through global instruction, with its focus on the connectedness of and appreciation for the human dignity and rights of all peoples, that he will be able to help others learn and grow so 'we can all come together.'

D. A Connection Between Teacher Education Training and The Teaching of Global Education

"There is also a relationship between the type of educational training Mr. Speaks received and his teaching of global education. Please consider 'Exhibit #3, reflective journal entries written by Mr. Speaks:

January 11:

Regarding the teaching of global interdependence, I see the world as interdependent. During my first four years of teaching (before I received my training in Global Education), I taught about different peoples and how they are similar and different from the US. I did not focus on our being interdependently related through geography, economics, history, culture, government, ecology, and human concerns. Now I see the
world as a network of interconnected systems. Therefore, I teach about the world in this way. I show students how we are connected, how our decisions affect each other, and how our lives depend on each other.

Before my global training I was not as aware of how globally interdependent the world's systems are, so my teaching was very different. I wanted my students to know a lot of facts about other countries. I wanted them to understand how things got the way they are. I wanted them to know cause/effect relationships between geography and cultures and between cultures and geography. I wanted them to know what was happening in the world so they would be better able to see how the world operates and know where the world is regarding global concerns and issues. All of this is great and I still want my students to learn all of this. However, at that time, I did not 'see' how intricately and thoroughly the systems of the world are interconnected. It seems so obvious to me now, now that I have been exposed to global educational literature and research through my graduate program, but I did not see it then nor did I recognize the importance, depth, effect, impact, or ramifications of this way of seeing. Therefore, I was not able to help my students understand global facts as they relate one to another. Instead, they learned about other peoples, cultures, and nations as discrete information which is not reflective of the globally systematic and interdependent nature of the world nor is adequate in preparing students for their roles in such a world.

February 3, 1994:

Because of my global education graduate program and from actually attempting to teach from a global perspective, I have come to believe teachers must learn to see the world for its interconnected nature, so they will be able to teach students about the world in a way that reflects its true nature and function. It is not enough to just teach students a little bit, or a lot, about other places because they may go there someday or someone from there may come here or because someday we may need their country or want goods from them or want to sell goods to them. For example, I am now confident that it is really important to teach students, that above all else, we are all people who have the same basic human needs and interests. Students need to realize that we are all here on the same planet trying to achieve basically the same task, i.e., to get through life the best we can. Knowing and 'seeing' this, I now realize that teachers need to teach so
students can realize how our sharing humanity and the environment, as well as other global systems, connects all peoples to each other and how something affecting one really affects us all.

"As the Jury can discern, Mr. Speaks's reflective writing reveals that global educational training was an impetus for his assuming the role of 'global change agent.' In fact, we learn from Exhibit #3 that Mr. Speaks's instruction before entering his graduate global education program was markedly different from that he is capable of today. As Mr. Speaks explains, before he was exposed to global instruction, he was concerned that students know much demographic and cultural information about the peoples and nations of the world. He aspired for his students to grasp and be able to explain 'how things got the way they are.' This learning entailed that they would learn the nature of cause/effect relationships. In particular, Mr. Speaks identifies that one of his instructional goals was for his students to be able to explain how geography and cultures affect each other. Additionally, before Mr. Speaks's global educational training, it was important to Mr. Speaks that his students were abreast of world events 'so they would be better able to see how the world operates and know where the world is regarding global concerns and issues.'

"Mr. Speaks argues that 'all of these [previous professional goals] are great and I still want my students to learn all of this.' However, Mr. Speaks found in global
education a tool that would help him to fulfill better his professional obligation as educator. Because of his graduate studies in global education, Mr. Speaks began to see the world differently. From reading global research literature and attending graduate courses in global education, Mr. Speaks began to see the world much more like he saw it when he was a youth. He began to see how intricately and holistically interconnected the systems of the world are. Mr. Speaks's reflective writing reveals this point and explains that, from his graduate course work, he has come to believe teaching simply for the retention of data about the world, its peoples, places, and events, is not enough. Mr. Speaks now 'sees' the peoples and cultures of the world as interconnected through historical, political, economic, geographic, cultural, and environmental systems and is convinced that it is best to teach students to understand the world through a global perspective. Mr. Speaks recognizes that it is not enough to simply teach students facts and figures about the world. Instead, through his instruction, Mr. Speaks believes it is best to help students to understand events, peoples, and cultures as they relate to and are affected by each other.

"The reasoning for Mr. Speaks's shift in instructional focus, therefore, appears quite modest and sensible. He holds that teaching for the attainment of a global perspective is much more reflective of today's reality than
that teaching corresponding to his previous educational objectives, and that, through global instruction, students are better prepared to assume their roles as citizens in today's global society. Mr. Speaks's commitment to this paradigm shift and to the subsequent changes in his instruction is confirmed in Exhibit #4, a reflective journal entry made on January 5, 1994:

Teaching global incorporates and builds on the values and abilities that I have developed as a teacher. For example, I have always had very high expectations for my students. I hold them accountable for achieving academic success and showing respect to me and the other students. I provide them with lessons that foster higher level thinking skills and other skills that are essential for success in today's world, e.g., logical reasoning, data gathering, processing and evaluating, and cooperatively participating to meet individual and group goals. These are all the skills that I was trying to teach my students while I was not really teaching global. The difference is that I am now focusing on how the peoples, cultures, and political units of the world are interconnected. Of course, this is a very important difference between how I now teach and used to teach. But a good global educator is first a good educator. However, while a good global educator has high expectations for students, provides hands-on activities that allow for the development of cooperative learning skills and applies authentic and application forms of assessment, they additionally, and most necessarily for achievement in today's global society, teach students to see the many ways in which peoples of this world are interconnected.

"Consideration of Exhibits #3 and #4, demonstrates that Mr. Speaks's graduate work in a global education significantly altered his style and philosophy of instruction. Mr. Speaks explains, because of graduate work in global education, he 'now realize[s] that teachers need
to teach so students can realize how our sharing humanity and the environment, as well as other global systems, connects all peoples to each other and how something affecting one really affects us all.' Before graduate course work in global education, Mr. Speaks taught students 'about other places' for the expressed purpose that 'they may go there someday or someone from there may come here or because someday we may need their country or want goods from them or want to sell goods to them.' Mr. Speaks's reflective writing reveals that his instruction, prior to global training, was more narrow, esoteric, and materialistic, basically preparing students to cooperate with or get something from other peoples and cultures. In contrast, the changes in Mr. Speaks's instruction resulting from the attainment of a global perspective indicate that he no longer holds that it is sufficient, even though it may be materially and reasonably advantageous, to educate primarily for cooperating with or gaining from others. Instead, Mr. Speaks now finds it imperative to teach so students can see and explore the ramifications of people, cultures, and nations being interconnected through their interdependent economic, historical, environmental, political, and cultural relationships. Therefore, Mr. Speaks's objective for teaching for the attainment of a global perspective is not simply to help students foster better means of relating to and gaining materially from other peoples and cultures but
to present instructional activities and assessments that are more realistically reflective of the 'globally systematic and interdependent nature of the world' so students will be better able to assess and address the situations and events developing in the world.

"The primary difference between Mr. Speaks's present and earlier instruction is that, anon, Mr. Speaks teaches with a global perspective to 'show students how we [peoples and cultures of the world] are connected, how our decisions affect each other, and how our lives depend on each other' so they will ultimately be better able to assume and fulfill their responsibilities in a world that is characteristic of a global society.

E. A Relationship between Global Education and Good Teaching

"Was there anything wrong with the way Mr. Speaks was teaching? Mr. Speaks held his students 'accountable for achieving academic success and showing respect to me and the other students' and provided students with 'lessons that foster higher level thinking skills and other skills that are essential for success in today's world, e.g., logical reasoning, data gathering, processing and evaluating, and cooperatively participating to meet individual and group goals.' No rational educator would argue that any of these goals are erroneous or misguided. However, we are left with
Mr. Speaks's conclusion that these activities were not the same as teaching global education. This proposition is potentially problematic since we know that Mr. Speaks believes teaching for the attainment of a global perspective is necessary in order for students to be prepared for their roles in a globalized society. So, what is the Jury to discern? That there is something the matter with teaching for student achievement of higher level thinking skills, logical reasoning, and cooperative participation . . . ? Surely not.

"I ask the Jury to consider Exhibit #5 written by Mr. Speaks during the first part of March, 1994 as a part of a reflective analysis of his teaching for the months of January and February, 1994:

I am finding it comforting to know, that in order to be a good global educator, one must first be a good educator. I have found nothing thus far from my practice to indicate that teachers are presently 'doing it wrong' or that the present system of education is irrevocably beyond repair. Quite the contrary. My students are doing terrifically and the teachers I am working with, though I know none of them to be global instructors, are doing a superb job. This suggests to me that it is not necessary to restructure the entire education system in order to implement global education. Instead learning to teach our discipline specific contents in isolation of the content of other disciplines and other peoples and cultures, it is practical and prudent to suggest that teachers be trained to teach from a global perspective. Teachers and students would profit from teachers being taught their disciplines as reflective of the world and how to help students make sense of their instructional learning as it relates to other peoples and cultures. If students are learning content for the sake of content without knowing its relevance to our global society, students may easily fail to retain the
information and skills, and if they do manage to hold on to it, the skills and information may very will not be appropriate or useful in the global workplace and society since they were not presented in relation to or as a cause for them.

"Mr. Speaks explains that good global educators are good educators and that good educators would profit from learning how to teach their disciplines with a global perspective, i.e., how their specific content and skills relate to and are parts of the interdependent network of global systems. Mr. Speaks proffers, therefore, that global professional development training and/or global preservice training would be an efficient means to enhance teacher and student effectiveness. He argues that, if teachers would make their content and instruction relevant to the global state of our planet, they would be more effective and worthwhile in their instruction. However, nowhere in Mr. Speaks's reflective writing is it to be found that he suggests 'the' right way to teach is to teach with a global perspective. To the contrary, from what is able to be discerned from analysis of Mr. Speaks's writing, I am confident in suggesting that this type of statement or suggestion is much too moralistic and hegemonic to be in alignment with Mr. Speaks's thinking. Instead, it is much more in order with Mr. Speaks's thinking and educational philosophy to suggest that Mr. Speaks sees economy in global educational reform (i.e., training teachers to teach their disciplines from a global perspective).
"As Mr. Speaks suggests in his reflective writing, global educational reform does not start at ground zero. It builds on sound pedagogical philosophy and methodology that have already been tested and achieved. Hence, there is no need to throw the proverbial baby out with the bath water. Rather, Mr. Speaks recommends that, while enabling teachers with effective methodology through preservice teacher and professional development programs, it would be wise also to school teachers on how to make instruction and content relevant to student needs as global citizens, e.g., relevant to helping students meet their needs in the global workplace. Ergo, Mr. Speaks recognizes advantages of implementing global reform at the university and school levels but does not judge teachers or teacher educators who do not teach from a global perspective as indecorous or inferior. The answer to our question, 'Was there anything wrong with the way Mr. Speaks was teaching,' therefore, is no. Mr. Speaks has simply found a way to improve what was already adequate, if not exemplary, instruction.

"A final point needs to be considered before concluding this preliminary survey of the implications of global education reform that addresses the financial costs of global educational reform. From his reflective writing, it is apparent that Mr. Speaks's realizing that any type of education reform would entail a significant amount of funds and professional focus suggests that such reform would
actually be a wise investment, if not a measure to cut future education costs. As presented in Exhibit #5, Mr. Speaks reasons that it would be 'prudent' for educators to receive global instruction as part of their preservice teacher or professional development training. He argues, in that teaching from a global perspective makes instruction even more effective and worthwhile since it is more relevant to and prepares students more thoroughly and appropriately for their roles in a global society, it would be a much more economic use of time, professional energy, and fiscal resources to offer teachers global training during their preservice teacher training, rather than to hope that, through personal interest and development or by coincidence, they will possibly happen upon it. The reasoning is that, just as it can be argued that the most economic line between two points is a straight line, the most judicious relationship between global education and the teacher is direct global instruction. Mr. Speaks makes this conclusion during a reflective writing session during January and March 1994:

**Exhibit #6:**

March, 1994:

Some global educators may argue that they were teaching global for years before they learned of others doing the same. This may very well be true. This, however, was not my experience and, from having observed and worked with a number of teachers through my experiences as a university supervisor of student teachers, a participant in a number of team research
projects, a team leader, department chair, facilitator of a school improvement team, and innumerable graduate courses, my guess is -- that even if some teachers are discovering global on their own -- it would be much more efficient and effective to offer direct training through professional development training and/or teacher education programs.

January 27, 1994:

Global education is a mind set. It is how I see the world as unified via the functions of it interdependent systems and, subsequently, present activities and content to enable student attainment of a global perspective. Global instruction demands that I lead students in looking for connections between peoples -- ways in which we are interacting and/or are similar. Global instruction enables students to learn how peoples and cultures of the world are connected and have been, to some degree, from the very beginning of time. Of course, interdependence of all the world’s systems did not occur in the beginning but many connections were there. For example, peoples were connected from the very beginning in that they were human and were experiencing similar global phenomena, like the agricultural revolution, hunting and gathering, the development of cities, the formation of governments and the effects caused by the changes in our global environment. Global instruction is teaching for this awareness. It is instruction that illumines the fact that in our global past, present, and future, peoples and places are connected and interdependent and that this situation demands problems and concerns be addressed collectively, not by separate nations and peoples.

This mind-set took much reflection, reading, studying, and research, which all took a significant amount of time, for me to develop. I will not extrapolate from my sole experience to ‘conclude,’ that because I developed the depth and breadth of my global perspective from a global graduate program, that attaining a global perspective from this means and/or from professional development training is ‘the’ best means for all teachers. I will say, however, from my seven years of professional experience, it is unrealistic to expect a fully employed teacher to have the time for the ‘reflection,’ ‘reading,’ and ‘studying,’ let alone the ‘research’ associated with the development of a global perspective. Instead, it makes sense that teachers be schooled in global education while they are most attentive and have the
most time to commit to developing their educational philosophies, methods of instruction, and professional goals, i.e., during preservice or professional development training.

"From analysis of his reflective writing, the Jury has learned that Mr. Speaks's instruction, prior to his graduate course work in global education, was more narrow, esoteric, and materialistic, in that his primary objective was to prepare students to cooperate with or get something from other peoples and cultures. In comparison, Mr. Speaks's instruction after his graduate work is characterized by an ardent commitment to teach students to grasp and explore the ramifications of people, cultures, and nations being interconnected through their interdependent economic, historical, environmental, political, and cultural relationships. Mr. Speaks's present goal for student attainment of a global perspective is more complex, holistic, and true-to-life. He is no longer content simply to help students relate to and gain from other peoples and cultures. Instead, he is motivated to present instructional activities and materials that more realistically reflect the 'globally systematic and interdependent nature of the world' and that lead students to assess and address more thoroughly and effectually the situations and events developing in the world. Whereas before his graduate work Mr. Speaks taught demographic and cultural facts about peoples and cultures as a way for his students to learn about and how to get along
with these peoples, Mr. Speaks now teaches with a global perspective to 'show students how we are connected, how our decisions affect each other, and how our lives depend on each other,' so students will be better able to assume and fulfill their responsibilities in a world that is characteristic of a global society.

"From the evidence presented, the Jury can conclude therefore, that Mr. Speaks's graduate work in global education did have a profound and direct effect on, and in part served as an impetus for, him assuming the role of 'global change agent.' Likewise, the Jury and those present in the court who may be concerned about the implications of Mr. Speaks's paradigm and instructional shift can conclude that there was, in fact, nothing 'wrong' with Mr. Speaks's instruction prior to his teaching for the attainment of a global perspective. Mr. Speaks does not assert that teachers are misguided and ineffectual if they are not teaching from a global perspective. Rather, Mr. Speaks explains that instruction reflecting the global nature of the world and fostering student development of the skills specific to today's globalized society is more prudent and valuable than instruction that is otherwise out of step with the demands of our global workplace and not encouraging of sophisticated examination of ramifications resulting from the functions of the world's interdependent systems.
CHAPTER VI
SURVEYING THE FIELD

A. Introduction

Mr. Nayland sat behind the oak desk listening to Mr. Schlafhursch and looking in the direction of the jury. When Mr. Schlafhursch finished what he was saying, Mr. Nayland shoved back his chair and moved toward the Jury.

"Mr. Schlafhursch has argued," he began, "that the motive for my client, Mr. Speaks, to implement global education is four-fold. First, Mr. Schlafhursch proffers that Mr. Speaks implemented global education during the academic year 1993-1994 because he sees education as a source of empowerment that can be used to rise above the 'burdens' of life and, therefore, wants to offer others the opportunities he gained from learning. Second, according to Mr. Schlafhursch, in that my client decided upon teaching as a profession, he chose to teach from a global perspective because its rationale reflects the intricately interdependent nature of global systems which encourages learning that is relevant to the demands of a global society. Third, it has been explained that Mr. Speaks committed himself to teaching for the attainment of a global
perspective because, as a member of a sexual minority, he knows what it is like to be discriminated against and global education attempts to eradicate such discrimination while encouraging the respect of all peoples' human dignity. Finally, Mr. Schlafhursch has reasoned that the accused turned to teaching global education because of the graduate training he received at a reputable research institution in 'the heart of it all.'

"What I would like the jury to consider now is that, in spite of my client's having motives to teach global education, Mr. Speaks did not, in any lasting or effective way, attain the goals of a global education; and therefore, is not guilty of 'corrupting the youth.' The first line of reasoning I will employ to demonstrate my client's innocence is Mr. Speaks's failure to know his local context in order to implement global education.

B. Failure to Know the Instructional Context

"Mr. Speaks was greatly influenced by Kenneth and Barbara Tye's book, Global Education (1992). This book provided Mr. Speaks with a framework to organize his efforts to implement global education. Now, I remind the Jury, in that I, the accused's attorney, state that my client may have been influenced to apply global education, I am not stating that he is guilty of any such crime. Rather, I will show that, even though Mr. Speaks may have been sufficiently
motivated to resort to global instruction, my client did not succeed in his efforts.

"Being influenced by the research of Tye and Tye (1992), Mr. Speaks realized that before one could assume the role of global change agent, one first needed to know the context, the field, if you will, within which one was to operate. Mr. Speaks knew, as anyone interested in educational reform would, that a global change agent should not go into a site assuming the need to change teachers, administrators, parents, the community, and students in order to implement global education. This approach to reform is not only naive but usually counterproductive, and though my client is innocent of the charges that have been erroneously brought against him, Mr. Speaks is no fool. Mr. Speaks knew that rather than going into a school with an agenda and steam-rolling over what is already being done as a global change agent he would need to find points of entry into the school through which he could infuse global education. Finding and accessing points of entry would allow a global change agent to see where global education can be more easily infused and learn better the working conceptualizations of global education that may already be functioning within a system. I argue, therefore, that as a global change agent, Mr. Speaks knew he would need to assess, respect, and build on practices and characteristics of the specific site which are related to attaining the
goals of a global education. Ultimately, Mr. Speaks knew that once he had decided upon a location within which to infuse global education, in order to be successful as a global change agent, he would have to know himself, his colleagues, the students, the parents, the community, and the district in relation to global education so he would know how and from where to start implementing global instruction.

"I argue, and will present evidence of the fact that, because Mr. Speaks realized global change agents need to know their local contexts for implementing a global curriculum and because he failed to acquire what I believe the Jury will decide to be a sufficient knowledge of the context for implementation, Mr. Speaks, did not succeed at the preliminary tasks of a global change agent. Therefore, my client is not guilty of 'corrupting the youth' via the implementation of global instruction.

"I ask the Jury to consider Exhibit #5, a reflective journal entry Mr. Speaks recorded on June 16, 1993:

I have talked to Paulette and Nancy Jenkins (school support) regarding the ethnic makeup of our local community. It seems to be from a solid middle class SES and to have very few minorities. I anticipate this to make my job as a global instructor more difficult. From Paulette and Nancy's comments, I can guess that students have had, at the most, very isolated interactions with students from different ethnic and cultural backgrounds. Hence, they and their parents may not see the need to explore how they and others perceive the world and how these perceptions affect their actions, beliefs, values, and interactions (as well as how their beliefs, actions, values, and interactions affect their perceptions). If they do not
perceive the need for a global perspective my job could be more difficult than I anticipated. However, if students and parents do not perceive the need for global education (i.e., studying how the world is comprised of a number of integrated systems -- political, ecological, economic, cultural, and historical), then I am in the right place. It may not be an easy path but it is definitely one a global instructor needs to go down. Students and parents, especially if they don’t already, need to see how the peoples and cultures of the world are interrelated and need to study the implications of the interdependent nature of the world. So, as challenging as it ‘may’ seem, I -- a global instructor -- may very well be needed here more so than in a place where people of difference are interacting on a daily basis.

"At this point, June 16, 1994, Mr. Speaks does not have a very sophisticated understanding of his site. He knows that the majority of his students are from a European background, that the population from which the students are drawn is middle class, and that many of his students and their families probably have few interactions with people from different ethnic backgrounds. Additionally, Mr. Speaks questions the ease with which he will be able to teach a global curriculum because of his school community’s possibly having only isolated interactions with people from different ethnic backgrounds. Mr. Speaks does relate this information to his instruction of global education in that he explains, because of the lack of a variety and number of cross-cultural interactions, his students and parents 'may not see the need to explore how they and others perceive the world and how these perceptions affect their actions, beliefs, values, and interactions.' Mr. Speaks is concerned that,
without the perceived need to attain a global perspective, his students and their parents may be resistant to his efforts to effect a global curriculum. However, anticipating the possibility of his school community's inexperience with different ethnic groups and the subsequent possibility that they may not be receptive to receiving a global education, Mr. Speaks concludes that he may very well be in the right place.

This is a lot of speculation. Mr. Speaks did not have any statistical information. He did not make a demographic analysis of his school's local community. All he had done was talk to the principal and the director of school support. Even though the principal and director had information on the demographics of the community and their comments, it is reasonable to argue that this is not enough information for a person to have gathered if he is serious about implementing global education. Instead, Mr. Speaks should have gathered 'school improvement' data from his site's feeder schools. These data would have described the socioeconomic status, ethnic makeup, family sizes, number of single parent families, and levels of achievement already attained on county, state, and national examinations. Additionally, Mr. Speaks should have gained demographic information from the county courthouse. If Mr. Speaks had taken seriously the role of global change agent, he would have located and examined these sources for 'points of
entry.' Instead, he simply went on the informed comments of his administrator and the director of school support. The Jury is reasonable in deducing, therefore, that Mr. Speaks was to no effectual and serious degree committed to the role of global change agent since he, in fact, failed to achieve the most rudimentary and fundamental task of knowing and gaining access to his field.

"In addition to Exhibit #5, there is, of course, much evidence of Mr. Speaks failure to accomplish this crucial step. I ask the Jury to please consider the reflective data presented in Exhibit #6:

August 27, 1993:

Well, Friday has come, and for the most part, gone. Monday the students come. Last pm was orientation for students and parents. I was presented with a number of surprises. The biggest surprise was there were a number of students of color. Sure, I knew there are at least a 'handful,' as I had been told, but I guess I have been focusing so hard on arranging field trips, thinking of guest speakers, and talking to teachers about coming into my room to share experiences that I did not learn as much as I would have liked about the ethnic make-up of my school community. Nor did I get as much information on my community's SES, religions, educational goals and expectations, and cross-cultural experiences. However, I was very happy to at least see the 'handful' of diversity. One young lady's father is 1/2 Hispanic. I saw a father of African descent -- though we never got to talk. One young man is of Indian descent.

August 30, 1993:

I found out today that I have an Asian American student, three African American students, and possibly others who are of ethnic backgrounds other than European American. Great. I was so glad to see this. I really want a lot of diverse thinking in my classes.
I hope the ethnically diverse students can share their experiences and for the benefit of the class I hope these students have cross-cultural lore to share. We will see. I also found out today that we have an Indian student in the eighth grade who is physically challenged. While thinking about her, I thought it would be really nice to put together a group of our ethnic students as a panel regarding their experience in this community. Rather than just putting one student on the spot, they would have each other on the panel. This would help them feel secure as they addressed the classes specific to their diversity and their feelings and experiences. I will talk to Diane again. This would be something she could help me with, e.g., identify and scheduling a time when all students and I could get together to form the panel and role play the interaction with the class.

Sept. 9, 1993:

Today, during 8th period, a student shared that she was born in Trinidad and that she is a legal resident of the USA. I will definitely have to talk with her to see what she would feel comfortable sharing with the rest of the class. And since Trinidad is a part of Latin America, maybe she could even help me teach about Trinidad or Caribbean cultures in general. I will talk to her and she what she has to offer, e.g., photographs, artifacts, and stories. I want her to share with me what it is that she knows about the peoples and cultures of Trinidad and explore with me how we could share it with my other classes.

August 20, 1993:

As I anticipated, we (parents, students, teachers, community members, etc.) are our best resources. A number of my colleagues are at least bilingual, have traveled and studied abroad, and have local connections to global and/or multicultural communities. Diane W. is going to distribute an information form to the staff during orientation next week which gives parents and teachers the opportunity to identify interests, travel experiences, global and multicultural experiences, etc. and ask in what ways they would be willing to participate with teachers in instructing the students. Great. Diane said I could get copies of the information so I will be able to pull parents as resources. We are also doing this with the staff.
"As the data reveal, even by the time school had started, Mr. Speaks still had not done his homework. He still had not completed any type of systematic collection and analysis of the demographic information of his instructional context. He had no substantial data on his students, colleagues, parents, or the community specific to implementing global education. How could anybody, therefore, seriously consider that Mr. Speaks was in any earnest way committed to, let alone capable of succeeding at, implementing global education? He admits that he was 'surprised' to see the 'handful' of people of color who came into his room during orientation because of what he had been told by the administration and school support. Maybe these sources were not as informed as Mr. Speaks had assumed?

"Some of the Jury may be impressed that Mr. Speaks did take notice of the students who are noticeably of ethnically different backgrounds and that he expressed an interest in tapping these students' experiences as instructional resources. I admit, at first, I was also interested in these statements for I thought they might be incriminating. Yet, after closer analysis, I realized that these data even more clearly reveal that my client is innocent of the charges he now faces. Of course, it appears as though Mr. Speaks wanted to identify his student's experience in order to incorporate them into his lessons, but how committed was Mr. Speaks in his resolve? As my argument will make clear,
Mr. Speaks was not strongly committed to global instruction and he did not succeed in his efforts.

"It is true that Mr. Speaks did tap a number of students' cross-cultural and ethnic experiences, but as I will demonstrate from an analysis of the data in Exhibit #6, most of his attempts failed. First, it is true that Mr. Speaks did have the student from Trinidad help him teach about Caribbean cultures. As will be demonstrated latter in this case, on March 12 and 13, 1994, Lynda M. brought in a number of artifacts from Trinidad and Tobago to help her peers learn more about her life in Trinidad. She brought in a tin Calypso drum and played 'Happy Birthday.' She showed them her country's flag and described the meaning of its colors. She played a cassette tape of music that teenagers listen to in Trinidad. She even spoke English as a Trinidadian would while sharing colloquial phrases. Through Mr. Speaks's questioning, Lynda M. even shared some of her perspectives as a 'legal alien' studying in the U.S.A. and as a person of color living in the U.S.A. as compared to living in Trinidad.

"Admittedly, this lesson could be considered, at most, a minor success for a global educator. However, a couple of lessons a global instructor does not make. This case would not have even come to trial if Mr. Speaks's year would have been marked with such lessons. Mr. Speaks would have had to simply admit guilt without any contest. The year, however,
was not characteristic of successful implementation of
global change, and this fact is clear even in the beginning.

"As revealed in Exhibit #6, Mr. Speaks did not know his
local context well before he began his instruction in the
fall of 1993. Likewise, he failed in his attempts to get to
know his community, staff, students, and parents after the
school year began. I ask the Jury to recall the 'panel' of
ethnically diverse students that Mr. Speaks wanted to
create. He wanted to bring together the ethnically diverse
students of his school to address questions about their
perspectives on a number of issues. He wanted to ferret out
any examples of 'perspectives consciousness' he could so his
students would be able to learn this concept more thoroughly
and practically. Mr. Speaks wants the students to feel safe
to share their thoughts and experiences as ethnic
minorities. He anticipated that if the students were
brought together as a panel they might feel a certain
strength in numbers that would enable them to feel more
comfortable sharing their thoughts and experiences.

"What a great idea--an idea that a global change agent
would have realized. Mr. Speaks, however, failed. The
panel was never created. The ethnically diverse students
were not brought together. Subsequently, the other students
and Mr. Speaks were not privy to the collective thoughts and
experiences of these ethnically diverse students. Again,
Mr. Speaks failed to establish a knowledge of his students
and community in a way that may have enhanced his opportunities to implement global education.

"Another example of Mr. Speak's failed attempt to learn about his instructional environment is that the questionnaire was not distributed that asked parents and students to identify any information they would be willing to share in the classroom regarding cross-cultural experiences, overseas travel, language abilities, and ethnic associations. The Renzuli specialist failed to distribute it to the parents and Mr. Speaks made no backup plans to solicit this information. Again, Mr. Speaks failed to complete a most elementary yet essential task of implementing global education. Additionally, nowhere in his reflective writing does Mr. Speaks explain that he administered this questionnaire at any time during the school year, though it would have been appropriate to do so anytime during the first half of the year.

"Mr. Speaks realized that it is paramount for global change agents to know their local contexts in order to implement successfully a global curriculum; still he failed to acquire but scant knowledge of his instructional milieu. Hence, I argue before the Jury that my client was never seriously committed to implementing global education. He was not even capable of accomplishing the elementary task of getting to know his instructional context. Hence, Mr. Speaks was in no way capable of actually implementing a
global education and could not possibly be guilty of committing any actions consistent with 'corrupting the youth' through the implementation of global instruction.

Having finished his monologue, Mr. Nayland straightened his vest, buttoned his suit, and returned to his seat behind the large oak desk next to Mr. Speaks. Though one could not find the trace of a smile, even a peacock, with all its plumes spread to the heavens with pride, would have seemed humble sharing the same perch with Mr. Nayland.

The courtroom was quiet. The Jury seemed pensive. The busy streets outside the court house walls seemed to take pause after Mr. Nayland's judicial performance. Somehow, even Mr. Schlafhursch seemed smaller as he took his position before the jury.

C. The Retort: Knowing the Instructional Context

Mr. Schlafhursch began, "I agree with Mr. Nayland. Mr. Speaks is well aware of the responsibility of a global change agent to get to know the field in which reform is intended. A point over which I could not be in more sharp disagreement with Mr. Nayland is that Mr. Speaks did not accomplish the task. Rather, Mr. Speaks was quite the professional. As I will now reveal to the Jury, the ways by
which Mr. Speaks learned of and accessed points of entry to his field were quite sophisticated and methodic. Furthermore, I will show that the means by which Mr. Speaks learned about his instructional milieu were actually quite shrewd, offering much promise for lasting global reform.

1. Teacher Research: Assuming an Insider's Position

"I ask the Jury to consider Exhibit #7: Part One, reflective writing recorded by Mr. Speaks just prior to his entering the field as a global change agent:

May 11, 1993:

It would be condescending to assume that I have to go into my school and change the students, teachers, administration, community, and parents to make them more like what I believe to be practitioners of global perspectives. Instead, I need to attempt, to the degree that one individual can, to do what Tye and Tye (1992) attempted in Orange County, CA via the Center of Human Interdependence (CHI). They were not into forcing, selling, or imposing global education. They simply offered the resources they had to those who were willing and 'interested' in teaching global perspectives. They were attempting to build on teachers' and administrators' understanding of global education and provided training, where welcome, to that effect. This is a crucial lesson for me to take to heart as I return to my district.

First, the school is brand new. (It still had melting snow in it in March.) I will have worked with only 2 of the 40 other teachers. I do not know what the staff's experiences are nor do I know where they are regarding global education and perspectives. Hence, I will have to get a feel of the staff before I know what to offer them. I can do this more effectively, I believe, by looking for openings, i.e., look at what they are teaching, talking about, concerned about, what I'm teaching that connects to their curriculum, what curriculum or instructional strategies do I have that I can share with them, etc.? If I do this, it will seem less threatening then coming
in and saying we have to change things. Many teachers hear this as, 'You have been doing it wrong for all these years. Now here's the right way.' So, to look for areas that global education can be integrated is the key.

"As the Jury can discern, Mr. Speaks realized that his entry into the field was quite important. He did not want his entry to be 'threatening,' causing his colleagues to think that not teaching global education (or at least not exactly as Mr. Speaks teaches) that they 'have been doing it wrong for all these years.' Mr. Speaks knew that, if he had entered the field in a way that suggests he has 'the' right way to teach and that the other teachers need to change what they are doing in order to 'get it right,' he would have lost positions of entry, rather than gained them. He would have alienated himself from his staff and administration who, most likely, would have become defensive about their own instruction and would have resisted any influence that Mr. Speaks was trying to have as a global change agent. Therefore, Mr. Speaks wanted to enter the field very gently and respectfully. He wanted to get to know the staff, as well as the other facets of his school community, so he would know where to begin.

"Mr. Speaks knew from his reading and from his experiences as a teacher that he needed to build on the experiences, abilities, and knowledge of colleagues in order to affect change. Mr. Speaks decided, therefore, that it would be best to study his staff to find out what they were
teaching, what methods of instruction they were employing, and what perspectives they held specific to global education so he would be better able to offer them the appropriate insights, strategies, and materials to help them grow in their abilities as global instructors. The most non-threatening means to learn where his colleagues were regarding global instruction was to teach alongside them.

"By teaching with his colleagues Mr. Speaks could find out 'what they are teaching, talking about, [and] concerned about.' Then, naturally and respectfully, Mr. Speaks could discern what materials, ideas, lessons, and common curriculum and objectives he has, so he would more appropriately be able to offer his colleagues what it is they need in order to make global educational reform. Hence, Mr. Speaks's presence as a global change agent would not have been threatening or imposing. Rather, the staff's perception of Mr. Speaks would be that he is a resourceful and supportive colleague. This is the very reputation Mr. Speaks wanted, because it would allow for more effective and lasting global reform.

2. Means of Affecting Global Instruction

"As the Jury can now begin to surmise, taking very seriously his role as global change agent, Mr. Speaks purposefully chose to learn about his staff (as well as the other facets of the field--as I will soon demonstrate) in a
natural, non-threatening way in order to facilitate enduring and efficacious global reform. Therefore, the image that Mr. Nayland has presented of Mr. Speaks as an incompetent and apathetic instructor who is incapable of and not committed to affecting global reform is no less than a prevaricated mirage. I ask the Jury to focus on the portrait of Mr. Speaks that is projected from Exhibit #7: Part Two. Is this a picture of professional who is not serious about knowing his local context in order to effect change? Or, is this a picture of man who has an operative plan to bring about change but knows that substantive change takes time and patience if it is to be lasting?

#7: Part Two:

It seems as though there are a few ways by which I can implement global education (Tye and Tye, 1992). First, global education can be implemented by outside agents. For example, the Center for Human Interdependence, Massachusetts Global Education Program, or a global education professional development school could be established to go into school districts and implement the teaching of global education. These organizations could have a lot of resources and structure that would help teachers and administrators foster teaching and learning of global perspectives. They could also have researchers document the implementation process so, as a profession, we could learn more about affecting change. Again, however, the outside agents should not try to sell, twist arms, or impose global education on a school. They should offer their resources and support but not impose it. Second, an outside agent could be brought into a school or school system for specific projects only. Instead of implementing a complete change in the curricula, i.e., to accommodate teaching global perspectives in all areas throughout the year, this change would attempt only discrete global projects to include only particular areas, e.g., possibly only a unit on hunger in social studies.
The problem with both of these means of implementing global education is they assume an outside agent is there willing, ready, and able to come into school systems. This is a gross assumption. First, global programs for staff and professional development are very few in number and second, even if they were ubiquitous, teachers resist changes initiated from the outside in (Tye and Tye, 1992) and school districts' striving for standardize schools, i.e., for schools that are all the same, resist development.

I will not use either of these methods of implementation for very practical reasons. First, there is no global curriculum resource center close enough to my teaching site for me to tap into. I will not have a local Center for Human Interdependence, Massachusetts Global Education Program, or a global education professional development school to turn to for resources and support. Second, even if I did, my staff, administration, or even Board of Education may resist this type of outside involvement.

A third means to implement global education is infusion. I believe this is the most practical method for me to implement global education. Infusion entails looking for points of entry within the established school and community cultures and within the pre-existing curricula. This is a realistic approach because schools have a very deep structure which resists change (Tye, 1992). For example, means of assessment, textbook adoptions, curriculum development, and scopes and sequences are so embedded in schooling that it will not be easy to make reforms. Hence, as a global change agent, I do not want to focus on changing the deep structure of American education. Rather, I want look for places (e.g., units, projects, themes, points of integration, and instructional strategies) which complement global education and/or allow for its infusion. I need to look for places ways global education fits with - not ways to fix - curricula.

Infusing global education is an approach to implement global education from the inside out. I can initiate it as a teacher so other teachers will not be as likely to resist my influences as a 'top - down,' 'outside - in' approach. Of course, it is a lot slower and not as comprehensive. But, in light of the deep structure of schools, it may take a slow, effective, and unobtrusive means to bring about effective global change.

Though infusion is the approach seems to be the most practical means for me to implement global education, this approach has one major drawback, i.e., lack of resources. It will take a lot of energy and material resources to implement global change. I am
not sure that I, only being one person, have the energy and materials I will need to bring about the changes I would like to see in my school, and I am not sure I have the patience that the slow pace of change will most likely demand.

"In order to get to know his local context, Mr. Speaks could have collected statistical data on his students. He could have conducted interviews and surveys to determine the positions of his staff, administration, students, and community on global education. Mr. Speaks could have even publicly and more demonstratively informed those in his field of his role as global change agent. These are all examples of preliminary and essential actions that Mr. Nayland suggests would have demonstrated Mr. Speaks' fervid commitment to implement global education. Furthermore, Mr. Nayland concludes that, in view of their absence, Mr. Speaks was not seriously committed to attaining global reform and, even if he was, that he was in no possible condition to do so because he could not even succeed in completing the most rudimentary tasks demanded of implementing global education.

"I now ask the Jury to consider a counter-argument, which I believe you will find more plausible and convincing than the parsimonious interpretation offered by Mr. Nayland. I argue that the absence of overt, imposing, and intrusive efforts to learn about his educational milieu manifests that Mr. Speaks was quite seriously and even dangerously committed to and competent of fulfilling the role of global change agent. Exhibit #7: Part Two reveals that Mr. Speaks
critically contemplated how he would implement global education. His exposure to global research and literature led him to study the work of Tye and Tye (1992) which helped him to determine how he would actually accomplish the task of 'corrupting the youth' via global instruction. As the Jury can recognize, his professional reflective writing demonstrates that Mr. Speaks seriously deliberated and speculated about effecting global reform and decided upon a method, though slow and less than comprehensive, that would enable the most effectual and lasting change. Mr. Speaks knew that collecting statistical data, interviewing members of the field, and announcing that he wanted to implement global education would have been intrusive. He knew that this approach would have put distance between him and the staff and administration. This approach would have made him an outsider which most likely would have caused the members of his staff to resist his efforts for change. Mr. Speaks knows that to have been more grand in collecting data about the field would have actually hindered his efforts to implement global education. Hence, Mr. Speaks prudently and calculatingly chose not to be particularly overt and intrusive in his efforts to get to know his local milieu.

"Mr. Speaks realized that being less direct in collecting data would mean that more time would be needed for him to implement global change and that the changes would not be as extensive as those intended of systemic
reform; however, he anticipated that changes initiated through the slower, more natural, 'inside-out' infusion process would be more enduring. Mr. Speaks expects the infusion process will be more successful than other means of change because it is a process that works from a sensitivity to the 'deep structures' of schools which are reflective of our culture (Tye and Tye, 1992) (e.g., the curricula taught, the types of teacher and students assessments, and when and how long schools are in secession). Mr. Speaks envisions the changes he initiates to be more lasting because they will be done more slowly and naturally, i.e., more in relation to the 'deep structures' of our schools that are not likely to change any time soon.

"The Jury can be assured in knowing that Mr. Speaks was deliberate and serious about implementing global reform. He was not discrete in getting to know his local environment because he was not committed to implementing global education. To the contrary, Mr. Speaks was discrete out of respect for and sensitivity to the 'deep structures' of schools that would work against him if his methods of implementation were more imposing. Hence, in contrast to the defense's argument, the Jury can conclude that Mr. Speaks was indeed committed to the role of global change agent. Likewise, the Jury can infer that Mr. Speaks was deliberate, as well as sapient, in deciding upon working from the 'inside-out.' By getting to know his context from
being a teacher (i.e., working with his colleagues, students, parents, and community), Mr. Speaks was securing for himself a position from which he could safely make changes from within and from an insider’s knowledge. Being inside, Mr. Speaks would face less resistance to global reform from other teachers and his administration. They would be more likely to trust him and accept his insights, materials, and guidance specific to global education. The Jury can understand, therefore, how it really was more prudent and potentially more effective for Mr. Speaks to be less dramatic in collecting data specific to his milieu. Just as he wanted to make change from the ‘inside-out’ because it would be less threatening and more likely to be accepted, Mr. Speaks also wanted to get to know his environment from the ‘inside-out’ so his presence would be less threatening and he could in fact get to know his milieu from a more practical and, therefore, strategic stance.

3. Determining the Level of Contextual Knowledge

"What the Jury cannot be so confident of, thus far, is the degree to which Mr. Speaks actually got to know his local context. If it is, as Mr. Nayland purports and it is reasonable to believe, primary and essential to know a context in order to implement global reform, then the Jury must measure Mr. Speaks’s success at the task in order to determine ultimately the seriousness of Mr. Speaks’s
commitment to and attainment of global educational reform. Therefore, I present Exhibit #7: Part Three in order to demonstrate to the Jury that, in contrast to Mr. Nayland's assertion, Mr. Speaks was certainly committed to the role of global change agent and that he, in fact, was quite successful in getting to know his local context.

#7: Part Three:

May 11, 1993

Especially throughout this first year, I will have to get to know the staff much better than I know them now. This will help to respond better to my particular situation. However, there are some characteristics that I already know that should help me as I begin my work as a global educator.

My school is a middle school, grade levels 6-8th, which is located in a solid middle class, white (almost rural) suburb. From my reading and research on global education (e.g., Tye and Tye, Merryfield, and Bennett), I know that it can be difficult to teach effectively about global perspectives in a school or classroom that is not multicultural. That is, students, teachers, and parents may lack an appreciation for understanding the interrelated nature of the systems of the world (i.e., technological, ecological, economic, cultural, historical, and political systems) due to their lack of exposure to evidences of these interrelationships. Hence, they may not perceive the need for teaching global perspectives.

I do know that our district is very much a part of the effective schools movement (Lazote) which is test driven. Proficiency test scores are the measure for improvement. So, I know that if global education is perceived as a threat to high test scores or if it is not a means to high test scores it will not be acceptable to other teachers and the administrators. This is a big concern. Though I know good teaching and I know 'teaching for the test,' I also know that it is difficult to introduce yet 'another' program to teachers who are forced, above all else, to produce high test scores.

I realize that all teachers in my district have been inserviced in and expected to demonstrate competence in Teacher Excellence Student Achievement (TESA), Madeline Hunter's Essential Elements of
Instruction(name/date), Dimensions of Learning (date/name), interdisciplinary teaching(name/date), cooperative learning strategies (Slavin, Johnson and Johnson, and Kagan). If they see global education as just another fad or band wagon, as I am sure from a top-down approach they would, neither I nor global education have a snowball's chance in hell to succeed.

I also know that some of the teachers in my school will mostly likely resist my efforts to infuse global perspectives. According to Tye and Tye (1991) there are a number of defensive moves taken by teachers to resist global education or any other program. From my previous four years of teaching in this district to which I will be returning, I can anticipate that a number of these means of resistance will be employed. These are burnout, refusal, avoidance, withdraw, negotiation, and selective participation. From my experience as a teacher, a school improvement team member, and team leader in this district, I know that defensiveness is a very real problem. Many teachers may simply be burned out from all the other programs they are expected to participate in, e.g., TESA, the School Improvement Team (and its many committees), cooperative learning, Essential Elements of Instruction, extracurricular activities, higher level thinking training, textbook adoption committees, advance placement and gifted programs, and all the at risk programs -- not mention all the problems associated with opening a new school building (which my new staff will be doing). Teachers may simply not have the energy or time to engage in learning to teach from a global perspective. Hence, they may simply refuse to do it. They may throw their hands up and say, 'Not another band wagon!'

Anticipating that teachers may already be burned out or may very well be over-loaded, I must be sure not to force teaching global education onto teachers. Rather, I must help them to perceive it as a need. That is, through demonstrating the rationale for a global curriculum and by meeting the districts expectations via a global curriculum, I will help teachers see that teaching global is rewarding, necessary, and attainable. Additionally, working within the 'team' concept, the grade levels teach at least two integrated unit per year. I will need to be very resourceful regarding this responsibility. I can provide definitions, concepts, explanations, and illustrations of global education and even outline and lead them through a unit lesson plan specific to analysis of one of the interdependent systems of our world, i.e., cultural, political, technological, ecological,
historical, or economic interdependence. This will make it easier for them to teach global perspectives.

Another defensive pose that Tye and Tye (1992) warn about that my colleagues may take is avoidance. They may listen to all that I have to say and let it go in one ear and out the other or they may just pay it lip service. To overcome this obstacle, I will be particularly resourceful in helping them find global materials. For example, I am planning to investigate the local area in order to know what local global resources are available and list these resources in a global directory. With D.C. around the corner, I am assured access to a number of national and international organizations, e.g., the USIP, NCSS, Green Peace, Amnesty International, the National Gay and Lesbian Task Force, the Smithsonian Education and Resource Center, the ASCD regional resource center in Fairfax, Va., the World bank, PETA, embassies, and major religions' networks. I have already accessed a number of these sources and have found them very beneficial in helping students get to know about other people and cultures.

Tye and Tye (1992) also warn against teacher withdrawal. From my previous four years of teaching in my local context, I have experienced teacher withdrawal a number of times. Out of the feeling of professional obligation or just plain guilt or administrative pressure, I have seen teachers (myself included) commit themselves to a project without having the resources to finish it. Therefore, I can be sure that some teachers, especially those with less experience, may overextend themselves out of the desire to be the best teacher they can. This could be especially true since my staff will be opening a new school. I know that I want to set high standards for my students as well as meet high professional standards. Plus, I will be conducting teacher action research as means to develop professionally. Regarding the members of the staff, the principal has mentioned a number of times that she has selected the staff largely because we have high expectations and a lot of enthusiasm and creative ideas to improve instruction. I am sure that in trying to set excellent precedents for our school that many of us may very well over extend ourselves and find ourselves withdrawing from our commitments as means of professional preservation. Therefore, I am prepared for having to back out of some of my own commitments as I return to the classroom and assume, in addition to my role of teacher, the roles as global change agent, teacher researcher, department chair, and SGA advisor. It is also wise to expect that other teachers may adopt some global instruction but may not be able to follow
through. Because of all the stresses of opening a new school and simply returning to the classroom, as a number of our staff will be, we may withdraw from new strategies and programs and resort to old ways of doing things just to survive our first year back and our first year in a new building teaching with a new staff. As a teacher-leader and initiator, I will have to help the teachers so they will not need to withdraw. I will try to provide resources, support, suggestions, planning, administrative details, etc. as well as help them learn how to better manage their commitments.

"Mr. Speaks continues to reveal through his reflective writing on May 11, 1993 that, not only is he committed to knowing his local context but, he is already privy to much 'insider's' knowledge because he has taught within this context for four years. This further explains the absence of any grand preliminary investigation of the field.

"Mr. Speaks has foreknowledge of his field. He has the practical knowledge of teacher, teacher leader, and local residence. For four years, Mr. Speaks taught, lived, and recreated among the peoples he has returned to in order to implement global education. He does not need to launch a grand investigation. He needs to draw upon what he already knows about his instructional environment. He is not an outsider looking in. He is one of them. Mr. Speaks, therefore, is wise to draw on and build on this insider's knowledge in order to effect change in his local milieu."
4. Specific Knowledge of the Instructional Context Pertaining to Effecting Global Instruction

"What is it then that Mr. Speaks knows about his environment that relates to implementing global education? And, does what he knows reflect accomplishment of the crucial initial step of 'knowing the local context'? If so, the Jury knows that Mr. Speaks has, indeed, achieved the preliminary stages of implementing global education and, subsequently, is guilty of the preliminary steps of 'corrupting the youth.'

"Mr. Speaks knew that his instructional milieu is a predominately white, middle class suburb. He explains that this information will most likely have direct bearing upon his global instruction. According to some of the research (e.g., Merryfield, Wilson, and Tye and Tye), teaching for the attainment of a global perspective can be facilitated by having students in the classroom who are of different cultural and ethnic backgrounds. These students and the teacher can draw on cross-cultural experiences to demonstrate the need for and to help illustrate a number of the concepts specific to a global education, e.g., perspectives consciousness, cross-cultural awareness, and interdependence. Without these students (and their families) in the community and classroom, the teacher does not have these cultural resources and experiences to draw
on. Additionally, the parents, students, and administration may not see the need to study a global curriculum if they do not see, through the daily interactions of people from different cultural and ethnic backgrounds, its relationship to their lives. Therefore, knowing that he would be teaching global education in a community that offers minimal cross-cultural/ethnic interactions, Mr. Speaks anticipated that he would have to explain thoroughly the rationale for a global education to his staff, students, and community.

"Mr. Speaks also knew that his district is driven by data to improve the quality and outcomes of schooling. The primary method to attain this goal is the application of the School Improvement Team philosophy (Lazote). Mr. Speaks knew from teaching two years under the influence of the School Improvement Movement that, in order for a global education program to be successful, it must be able to assist students in achieving higher county and state assessment scores. If, through the implementation of a global curriculum and related activities, his students' scores decreased or even if parents, the board of education, or school administration perceived that students' scores would decrease or that they would not learn the 'essential curriculum,' Mr. Speaks would be halted from implementing global education.

"The third particular of which Mr. Speaks was aware is the teachers and administrators already have a number of
irons in the fire. They are presently committed to team teaching, dimensions of learning, integrated instruction, essential elements of instruction (M. Hunter), the school improvement project, and cooperative learning (Kagan, Slavin, Johnson and Johnson). Mr. Speaks knew that one more 'band wagon' could be the straw that breaks the proverbial camel's back. Therefore, he could not introduce global education as another strategy teachers need to do in order to 'get it right.' Rather, Mr. Speaks knew global education must be presented as a way of viewing the world that is more realistic, holistic, and propitious than teaching from an ethnocentric or nationalistic perspective. Mr. Speaks knew that he must present global education reform as a means by which teachers can make their curricula more relevant to student needs and interests. Ultimately, he accepted that he would need to provide a strong rationale for global instruction, offer teachers lessons, activities, and materials that would allow instruction for student attainment of a global perspective, and look for as many connections between curricula as possible to encourage and support, through integrated instruction, teachers' efforts to teach global.

"Furthermore, Mr. Speaks knew that for a number of reasons teachers would generally resist change (Tye and Tye, 1992). From his previous teaching experience in this particular milieu, Mr. Speaks was able to anticipate
specific ways in which his staff might resist global education and to plan to effectively counter their opposition. First, Mr. Speaks anticipated that, as previously suggested, some of his teachers might resist global reform because they are burned out. As explained, the teachers of this district are already doing much to improve the quality of learning for 'all' students. Many of them may be over-taxed by the demands already being placed upon them, so they may not be open to another program to improve instruction. Also, Mr. Speaks realized that opening a new school in a community that is known to be very demanding of its teachers and administrators might place additional stresses on him and his colleagues. Furthermore, because it is a new school and the staff would not know each other well, Mr. Speaks could foresee that a number of teachers might start off trying to demonstrate their commitment to each other and the community by committing themselves to a number of responsibilities. They may serve in a number of capacities, e.g., the School Improvement Team, team leader, department chair, year book editor, student government advisor, environmental club advisor, or social chairperson. Their intentions would be honorable. They would want to offer their time, energy, and experiences to set the highest quality of learning as a precedent for the new school. However, by spring break—if not sooner, teachers might be burned out from their overzealous
commitment. Likewise, Mr. Speaks anticipated that burnout may be a particularly high risk for many of the teachers of the new school because they would be returning from leave. As Mr. Speaks knew from experience, it would take teachers some time to reacclimate to the role and schedule of teacher. This adjusting would claim time and energy that the teachers may not have expected, resulting in the increased risk of burnout.

"The second type of resistance that Mr. Speaks was prepared to face is 'refusal to participate.' For the same reasons that a teacher may become overly involved, teachers may simply refuse to get involved. Mr. Speaks knew that some teachers have already learned from experience not to over-extend themselves. Teachers may expect that this first year teaching in a new building, working with a new staff, and getting to know a new set of parents may be overwhelming enough without committing to another instructional program. They may simply refuse to commit to any additional commitments until they have made the necessary adjustments. Hence, Mr. Speaks knew to expect some teachers may not be receptive to global education this year.

"Having to face so much 'newness,' it was reasonable for Mr. Speaks to expect that some teachers may burn out or refuse to get involved for fear of burnout. Additionally, Mr. Speaks could project that some teachers may 'avoid' and/or be 'selective' about what they commit to specific to
global instruction. Teachers may not want to say, 'No, I am really not available at this point,' so they respond affirmatively to teaching global but avoid ever doing so.

"Since 'avoidance' can be a particularly frustrating situation for anyone attempting to implement change, it is wise that Mr. Speaks expected and prepared to encounter 'avoidance.' To prevent 'avoidance' from occurring, Mr. Speaks explains that he planned to offer his colleagues lessons, materials, activities, and even a 'global directory' so teaching global would be easy for them. They would then be less likely to avoid putting their words into action.

"Likewise, Mr. Speaks knew that, because teachers only have a limited amount of time and energy and that they have their own agenda and curricula, many teachers would most likely be 'selective' about what they decided to teach. Teachers simply might select not to teach from and for a global perspective. Or, they might select to teach only discrete global lessons. Again, Mr. Speaks was prepared for this type of resistance. He knew that teachers have to make selections every day during every lesson. They simply cannot teach everything. Mr. Speaks proposes, however, that what they end up selecting to teach is what they have to teach. Therefore, because he knew that teachers are selective about what they will teach and what programs they will commit to, he planned to offer them materials and
guidance to encourage them to select to teach from a global perspective.

"As the Jury can infer from analysis and interpretation of Mr. Speaks's reflective writing on May 11, 1993, Mr. Speaks had a keen awareness of his local context's situation and had even made preparations to address the staff's needs specific to teaching a global curriculum. Mr. Speaks's reflective writing indicates that he was quite knowledgeable of his instructional milieu and that he was prepared to confront the obstacles standing in his way of implementing global reform, e.g., teacher resistance, limited cross-cultural/ethnic interactions, and high scores on county and state tests. It is reasonable for the Jury to conclude, therefore, that Mr. Speaks was indeed committed to implementing global education and was at least sufficiently knowledgeable of the local context in which he desired to bring about change.

"Because it is imperative that the Jury be convinced of Mr. Speaks's degree of commitment to implement global education as reflected, at least in part, by his commitment to and success in becoming knowledgeable of the field, I ask the Jury to consider Exhibit #8:

June 23, 1993:

I have identified the goals of global education in relation to the 'essential curriculum' for the seventh grade. From doing this, I hope, that even before I begin my planning, I will be able to know what global
education goals are to be accomplished, how they are to be accomplished and when they are to completed.

Essential Curriculum Specific to Global Education Goals

1. Perspectives consciousness:

   Current Events
   - Gather information, think critically, and solve problems
   - Analyze events from different perspectives
   - Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives
   - Investigate various world cultures
   - Examine the contributions of different ethnic, racial and religious groups
   - Describe the multiethnic composition of Anglo American countries.
   - Describe the variety of backgrounds and cultures reflected in social classes and life-styles of Latin America

   Citizenship and Government
   - Interact positively through self-respect and enhanced appreciation of social diversity

2. 'State of the Planet' Awareness:
   - Gather information, think critically and solve problems
   - Define problems, propose solutions and draw conclusions based on data
   - Make decisions and evaluate consequences
   - Identify environmental issues and recommend ways to protect the environment
   - Identify current events relating to countries studied
   - Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology and the environment
   - Locate places and cultural/natural features by interpreting maps, using directions, legends, grid systems, boundaries scales, and political units
   - Describe how the geographic factors affect an area's climate
   - Analyze patterns of population growth and settlement
   - Show the influences of transportation and communication on the movement of people, goods, and ideas
   - Define the terms, 'first World,' 'Second World,' and 'Third World' Nations
- Give examples of how technologies, institutions, languages and beliefs link different peoples
- Identify scarcity in decision making and cite examples of economic interdependency using case studies
- Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives
- Tell how people change their environment for economic needs and consequently change their lives
- Tell how individuals and groups advance/impede change through voting, lobbying, and demonstrating
- Show how technological change and resources determine economic growth
- Identify situations demonstrating respect for majority rule and individual rights
- Analyze consequences resulting from the exercise/denial of rights and responsibilities
- Give examples of how individuals and groups bring civic improvement

3. Cross-cultural Awareness

- Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology and the environment
- Show the influence of transportation and communication on the movement of people, goods and ideas
- Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives
- Investigate various world cultures
- Examine the contributions of different ethnic, racial and religious groups
- Describe the multiethnic composition of Anglo American countries
- Describe the variety of backgrounds and cultures reflected in social classes and life-styles of Latin America
- Practice values for improved self-concept and acceptance of others in a pluralistic society
- Tell how individuals and groups advance/impede change through voting, lobbying, and demonstrating
- Make a reasoned commitment to human dignity, justice, and democratic processes
- Analyze beliefs and values associated with the rule of law
- Identify situations demonstrating respect for majority rule and individual rights
- Analyze consequences resulting from the exercise/denial of rights and responsibilities
-Give examples of how individuals and groups bring civic improvement
-Illustrate conflicts between conscience and respect for authority and situations in which individuals demonstrate support for human rights

4. Knowledge of Global Dynamics

-Tell how institutions and media affect others
-Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology and the environment
-Analyze patterns of population growth and settlement
-Show the influence of transportation and communication on the movement of people, goods, and ideas
-Compare regions
-Relate economic principles, institutions and processes needed for effective citizens, consumers and workers
-Define the terms 'first world,' 'second world,' and 'third world' nations
-Give examples of how technologies, institutions, languages, and beliefs link different peoples
-Identify scarcity in decision making and cite examples of economic interdependency using case studies
-Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspective
-Tell how people change their environment for economic needs and consequently change their lives
-the contributions of different ethnic, racial and religious groups
-Interact positively through self-respect and enhanced appreciation of social diversity
-Practice values for improved self-concept and acceptance of others in a pluralistic society
-Make a reasoned commitment to human dignity, justice, and democratic processes
-Analyze beliefs and values associated with the rule of law
-Identify situations demonstrating respect for majority rule and individual rights
-Analyze consequences resulting from the exercise/denial of rights and responsibilities
-Give examples of how individuals and groups bring civic improvement
-Illustrate conflicts between conscience and respect for authority and situations in which individuals demonstrate support for human rights
5. Awareness of Human Choices

-Gather information, think critically and solve problems
-Define problems, propose solutions and draw conclusions based on data
-Make decisions and evaluate consequences
-Identify scarcity in decision making and cite examples of economic interdependency using case studies
-Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperations through multicultural perspectives
-Tell how people change their environment for economic needs and consequently change their lives
-Characterize the governments of Latin America and Europe
-Document modern Europe's cooperation and conflict
-Interact positively through self-respect and enhanced appreciation of social diversity
-Practice values for improved self-concept and acceptance of others in a pluralistic society
-Make a reasoned commitment to human dignity, justice, and democratic processes
-Analyze beliefs and values associated with the rule of law
-Identify situations demonstrating respect for majority rule and individual rights
-Analyze consequences resulting from the exercise/denial of rights and responsibilities
-Give examples of how individuals and groups bring civic improvement
-Illustrate conflicts between conscience and respect for authority and situations in which individuals demonstrate support for human rights

"Not even two weeks had lapsed between defending his general examinations for his doctorate and identifying how the 'essential curriculum' of his school district related to the 'goals of a global education' (see Hanvey, 1987). The Jury must realize the importance of Exhibit #8. It establishes that Mr. Speaks was so intent upon implementing global education that he verified for himself the points at which his 'essential curriculum,' the curriculum he had to
cover, overlapped Hanvey's global goals so that 'even before I begin my planning, I will be able to know what global education goals are to be accomplished, how they are to be accomplished and when they are to be completed.' This systematic and articulate analysis of global goals as they relate to the 'essential curriculum' is further evidence that Mr. Speaks had an operational knowledge of the local context.

"Mr. Speaks knew what he was professionally obligated to cover and how it related to his goals as a global educator. If Mr. Speaks had not made this analysis, he would not have critical information to implement global education sufficiently in his particular environment. With this information, he was prepared to infuse global education wherever and whenever possible. This evidence clearly demonstrates that my client was sufficiently aware of the curricular expectations of his district and that he was using this knowledge to enable him to infuse global education where and when appropriate. For example, specific to the goal 'perspectives consciousness,' Mr. Speaks knew that when he was to study the geography and cultures of the western world that he was to enable students to 'analyze events from different perspectives' and 'recognize the diversity and commonality of peoples.' Mr. Speaks saw the connection between these 'essential curriculum' objectives and the global education goal of 'perspectives
consciousness.' Having this knowledge, Mr. Speaks was prepared to infuse the global goal of 'perspectives consciousness' whenever he was teaching for the attainment of this specific 'essential' objective.

"As Exhibit #8 also demonstrates, Mr. Speaks was equally knowledgeable of how the global goals of 'state of the planet awareness,' 'awareness of global dynamics,' 'cross-cultural awareness,' and 'awareness of human choice' fit into the curriculum he was going to teach. Mr. Speaks was prepared to meet all of his goals as a global educator by simply looking for and accessing points of entry within the curriculum he was hired to teach. The Jury can be, therefore, all the more confident that Mr. Speaks knew his local context and was sufficiently prepared to implement global education.

5. Applying Contextual Knowledge to Effect Global Instruction

"Mr. Speaks also gained knowledge of his context as he progressed through the year. As the Jury will realize through consideration of Exhibit #9, contrary to the reasoning presented by Mr. Nayland, crucial learning about a local context occurs through operating within an environment. As the Jury will read, Mr. Speaks used his insider's knowledge and access to initiate global education but then, as the year progressed, collected additional
information in order to further his efforts to teach a
global curriculum. The reality of this situation suggests
that a change agent does not necessarily need to have an
exhaustive, analytic break-down of demographic information
before initiating global change. Instead, as with Mr.
Speaks, global change agents may do quite well to have a
practitioner's inside knowledge of the field when they begin
teaching global and then continue to collect and apply
information specific to teaching global as they proceed with
their schedule. I ask the Jury to weigh the evidence
presented in Exhibit #9 to determine how Mr. Speaks was
quite practical in collecting and sagacious in applying the
information he acquired of his local context:

August 18, 1993:

I received the name and phone number of a local
person who is a Holocaust survivor today. What a great
local global history contact. I will definitely give
her a call and arrange for her to come into class and
share about her experiences.

August 19, 1993:

I have told teachers (and the principal) that I
will contact the Holocaust survivor to arrange for an
assembly for the seventh and eighth grades. This is
really terrific. Exactly what I want to be doing.
Because I have an interest in teaching for student
attainment of a global perspective, I am looking for
ways to make it happen. Having a Holocaust survivor
come to the school is a great way to make this happen.
Not only are my students getting to see her and hear
her story. All seventh and eighth graders are as well.
I am really glad to see how the infusion process can
work. It encourages me for the rest of the year.
Also, while discussing the assembly with my team,
one of our teammates offered that she knows of other
POWs. Great -- even more opportunities to illustrate local global historic connections. Supposedly, these POWs were imprisoned in a 'local' work camp during WWII. She seems confident that she will be able to get them to visit our school. This is just terrific! I really had not thought about it until this team meeting, but the American Legion and local veteran organizations would be excellent to contact for guest speakers. And, Fort Detrick is right in Frederick. There must be a local global connection there. Both ideas will most likely only take a couple of calls to find out what is available.

August 20, 1993:

I just talked to Chief Joseph Raincrow Neale. He was identified in a multicultural education directory published by the State of Maryland. This is a terrific boon. It is actually entitled Directory of Maryland Organizations and Resources. I am going to call the phone number identified in the front to order copies for my team and department. This will help them include guest speakers and other global and multicultural data/materials in their lessons and class activities.

September 20, 1993:

I am reading two novels being taught in language arts that have cross-cultural themes. I am hoping this will give me yet another way to reach students with cross-cultural instruction. This will be material in which they are already grounded that I can reference while teaching them my curriculum. Great. Making interdisciplinary connections with my students is really exciting. It makes me feel closer to my students, the curriculum, and the other teachers.

October 11, 1993:

Friday went very well. I talked to Diane about her ESOL students and my students being pen pals. We will start tomorrow. I am very excited about the possibilities. People from all over the world are in our ESOL program. Diane has students from Asia, Central America, South America, and Europe. They have come to this country for a variety of reasons. My students will be able to find out why they are here and
better understand how our local community is connected to other countries and peoples of the world.

Diane said that her students will take this activity very seriously. I know that mine will to. Plus, she has suggested that the students could make a video taped presentation and even have a pot luck dinner at the end of the year to get to know our pen pals. I am really excited about this.

November 16, 1993:

Today in eighth period we wrote letters. The first letter went to Steve Kemp. He is in the Navy and the brother of one of my students, Lisa Kemp. He will be going to Haiti in December to help enforce the economic sanctions against Haiti. Students and I have been studying Haiti in current events for about three weeks. This is an opportunity to make global local. Lisa is right in our class and she is being effected by having her brother enforce U.N. economic sanctions. Wow. This is definitely different than when I was in the seventh grade. By having students write to Steve, I am hoping they are drawn into to what happens there and feel more connected to Haiti and the UN actions. Steve’s presence should make the event more personal to them.

Additionally, Steve will possibly be able to come into our class in December to speak to our students. Again, this is right before he leaves for Haiti, so maybe we can have a good luck party for him and even have students stay after school. This should really tie them into the Haiti situation and help them realize how serious military action really is and that it is not as glamorous as TV and movies make it seem. Students in the seventh grade really have a naive view of the world and think it is ‘cool’ if people are killed or mass disaster strikes. Actually, I do not believe they really feel or think this but their joking is sometimes conveys this attitude. Anyway, I am hoping that by having Steve come into class that students will take military involvement much more seriously. Furthermore, I want them to realize how globalize government has really become. The U.N. is tell a country how to run its affairs. The U.N. is an example of a global organization and it enforces global laws. I am hoping through their relationship with Steve that my students can understand better how our community is affected by it global interdependence to other places and peoples in the world.

We also wrote letters to the ESOL students. Students were to ask some very general questions of
interest that they may have about an adult who has come to the US. For example, they may ask if their family is with them, what they most like and don't like about the US, where they are from, when they got here and why they came. This is hopefully going to be a way to get my students connected to people from other parts of the world. I also want to do this in First period. I think they will be more mature about the assignment and there are less of them. Maybe Diane will be able to get other teachers involved in this assignment. That would be great. Local global connections. These ESOL students are cultural envoys who can teach my students about their worlds. I will talk to Diane to see if I can go to class to see if any of these students can come into my classes or if I can even better tap them as resources. Additionally, I want my students help teach these people about America through the eyes of an adolescent. Let's hope this goes well. There is a lot of potential here.

"As the Jury can irrefutably attest, Mr. Speaks was quite the expert in getting to know his local environment. After renewing his affiliation with the school district, Mr. Speaks was once again on the inside. Now, he could get any additional information he needed—without ever having to impose upon his community or staff. Mr. Speaks used his insider's knowledge and privilege to get into the environment and to initiate his global instruction. Then, while proceeding to enable students to attain a global perspective, he was studying the instructional environment for additional points of access to infuse global education. Mr. Speaks was looking for local examples of global connections to illustrate to his students just how interdependent they and their community are with the rest of the world. Exhibit #9 reveals a number of examples of local-global contacts Mr. Speaks was able to find from
working and living within his environment. First, he located a number of prisoners of war. A holocaust survivor, who eventually made it to the school in May, 1994, and Asian Americans, who had been imprisoned during World War II and are living in his school’s community. With only a little investigation, Mr. Speaks was able to learn about these local global resources and invite them into his school. Through working with his instructional team members, Mr. Speaks was able to learn information about his local context that he most likely would not have learned from a more wide-sweeping study. Furthermore, this information was very practical in enabling Mr. Speaks to infuse global education across grades and across curricula. The Directory of Maryland Organizations and Resources also allowed Mr. Speaks to foster global instruction. By bringing other teachers’ awareness to the directory, they would have access to a number of organizations and resources that could be useful to their instruction. Additionally, as the Jury may recall, Exhibit #8 reveals Mr. Speaks was interested in locating resources he could offer other teachers in his building to help them implement global education. The Directory of Maryland Organizations and Resources and the identification of speakers are excellent examples of how Mr. Speaks’, through study of the local context, was able to find resources his colleagues could use for global instruction. Finally, Exhibit #9 reveals that Mr. Speaks was able to
further student attainment of the goals of a global education through learning of and accessing a colleague's connection to an ESOL program and from relying upon the personal experience of a student. Mr. Speaks had been wanting to have his students write to pen pals so they could learn about a number of places and peoples. From working with Dana, Mr. Speaks realized that he did not need to develop correspondence with another country. He could tap another local-global resource. Dana's students 'are from all over the world.' Since Dana taught these international students twice a week, it would be much easier to regulate and assure correspondence with them than with a teacher in another country. Therefore, Mr. Speaks was again able to apply information he learned about his environment to help his students meet the goals of a global education.

"Mr. Speaks was also quite perceptive in tapping student's personal experiences as local-global contacts. For example, Lisa Kemp shared with Mr. Speaks that her brother was not going to be home for the winter holidays. Mr. Speaks inquired why. Lisa proceeded to explain that he would be in the Caribbean in order to enforce the United Nation's sanctions against Haiti. From his instructional relationship with this student, Mr. Speaks was able to identify and access yet another local-global resource.

"A final example of Mr. Speaks' knowledge of the environment and his adroit ability to apply it specific to
teaching a global curriculum is the use of his position of social studies department chairperson. As the Jury will realize from studying Exhibit #10, Mr. Speaks was able to use his foreknowledge of the materials and texts used in the district in order to purchase materials that he and other teachers were already used to using but that would also lend themselves to teaching a global curriculum. Again, the reflective writing in Exhibit #10 evidences that Mr. Speaks had a working knowledge of his local context that he expeditiously used to enhance his efforts to implement a global curriculum. I ask the jury to consider Exhibit #10:

June 16, 1993:

I am very familiar with the texts being used by my department which will help me help them teach global perspectives. I have actually taught out of all but one of them. The unfamiliar text is new. So, being quite familiar with the texts and the curricula, I anticipate being able to help my teachers teach global much more easily. I anticipate being able to give suggestions that will guide them in teaching global systems, state of the planet awareness, perspectives consciousness, etc. This should make it easier for them.

June 25, 1993:

Another benefit from being a department chair is I was asked to be involved in the software review committee. I have actually been able to select software that will enable me, as well as other teachers, to meet better the global objectives, e.g., Geoglobe, Macglobe, Earthquest, Simcity, and Writing Workshop. Additionally, since only a few teachers were available for the software review, I was able to order software for other departments. While doing so, I was thinking of integrating the curricula and also helping
other teachers teach global. I wanted to order software that would help them connect their curricula to reality of today’s global society. This would make it easier for them to learn and to teach global and it would help me to help then in this endeavor. Being able to select materials as a department chair is an incredible advantage. This position is allowing me to set up my department so that teaching global is much more easy and likely to be achieved.

August 27, 1993:

The great thing about being a department chair is I can really influence the selection of materials. Hence, I am buying materials that will help students learn more about the peoples and cultures of the world -- I can order materials that help me help students develop cross-cultural awareness and perspectives consciousness, understand human choices, etc. As department chair, I have the power to determine, in large part, what is going to be taught. That is really scary. It puts a lot of responsibility into my hands and others. We really do have a lot of influence on what materials teachers have to teach from and therefore what they are going to teach. That is, if the teacher has the materials, they are more likely to use them rather than create their own because it would be too time consuming to do otherwise.

October 19, 1993:

The great thing about today is I finally received global materials that I ordered about three weeks ago. I am so excited about their arrival. I really want learning to be interesting and enjoyable as well as real for students. I do not want them to learn a bunch of textbook information that will change in a few years. I want them to understand global concerns and, in particular, the interdependent nature of global systems. I believe these materials will help me do this. I will have to take time tonight to sort through some of them. I am so glad that I was able to order these materials as the department chair so that my department can teach about peoples of this world more effectively. As dept. chair in a new building, I had a lot of power in deciding what texts to purchase, what materials of instructions, and what other support resources we could purchase. Plus, having the start up fund that is characteristic of a opening a new building made it very nice. If I had not decided to apply for
this new school, I would have ended up in a previously established department with old materials. Choosing to be in this new facility and accepting the position of department chair was a really wise decision in relation to my desire to implement global education. I have state of the art technology and the latest materials — that have been chosen with the teaching of a global curriculum in mind.

October 27, 1993:

I received three more boxes of materials from Social Studies Services. I am very pleased with the simulation activities, the global writing lessons, the geography games and puzzles, the environment book, and the folklore book. I cannot get over thinking how glad I am that I accepted the role of department chair. Through this position, I have been able to provide myself and other teachers with global materials. If I had gone to another school, I would not have had this opportunity or this influence. I would have had to make due with what was already ordered — which most likely would not have been chosen with teaching for global in mind. This position and my choice to come to this school was quite wise. I may even apply for the new high in a couple of years. If I could do what I have done in this school, even more teachers in this district could teach a curriculum that reflects the global interdependent nature of world systems. This would allow for even more students to be influenced by global materials and objectives which would make it more likely that they would be prepared for their roles as global citizens. It really is amazing the influence that one person can have.

October 12, 1993:

I was able to give the lesson plan and materials for ‘Why People Trade?’ to the other seventh grade teacher so her students could also learn about global trade. Because I already had the bags made up and the lesson was done, it was much more likely that she would use this lesson. Great. That is yet another class that will be exposed to global.

October 13, 1993:

Sandra Cox [the foreign language teacher teaching one seventh grade social studies class] said the ‘Why
people trade?' activity went really well with her class. I'll try to see her to ask what she believes her students have learned.

"Mr. Speaks discloses for the Jury that his choices to enter the field through teaching in the new middle school and to accept the position of department chair were quite wise. He explains that these choices have made implementing a global curriculum easier for him and the other teachers in his department and building. He even suggests that he may be able to have the same influence in a new high school that is to be built in a couple of years. Mr. Speaks reveals clearly for those Jury members who may still have doubts about Mr. Speaks' knowledge of the field and his ability and desire to employ this learning to implement global reform that he intentionally chose this field because his experience would enable him to obtain global materials so even more teachers could teach a global curriculum. First, Mr. Speaks's teaching experience in this particular district enabled him to be chosen as department chair for the new middle school. If he had not already been 'one of them' or an insider, Mr. Speaks would not have been chosen for this position and would not have had the influence he has had regarding the infusion of global education. Second, Mr. Speaks reveals that, from his four years of previous work experience in this district, he knows the texts his teachers are familiar with using and will be able to make suggestions to them 'that will guide them in teaching global systems,
state of the planet awareness, perspectives consciousness, etc.' Third, because he was chosen for department chair, Mr. Speaks has been able to obtain a variety of instructional materials that will help him and other teachers in his building teach from a global perspective. He was able to order textbooks that are global-friendly, software that can be used with a global curriculum, and additional lessons, activities, simulations and games that he and other teachers in his building can use. Finally, because Mr. Speaks was selected to serve as department chair and because of his previous experiences as a social studies teacher, he has been able to share with novice teachers methods, lessons, and materials that foster learning for a global perspective. Therefore, because of his knowledge and experience working in this particular locale, Mr. Speaks was in an optimal position to implement global education as well as to encourage and support other teachers to do same.

D. Conclusions Specific to the Relation between Knowledge of Local Context and Teaching Global Education

"What then can the Jury surmise regarding Mr. Speak's knowledge of the context in which he intended to implement global education? And, what are the implications of this knowledge for teaching a global curriculum? First, the Jury is assured in knowing that Mr. Speaks was deliberate and serious about implementing global reform. He was discrete
in getting to know his local environment, not because he was not committed to implementing global education but out of his respect for and sensitivity to the 'deep structures' of schools that he knew would work against him if his methods of implementation were imposing. Second, the Jury can infer that Mr. Speaks's deliberate decision to work from the 'inside-out' was indeed judicious. By getting to know his field as a teacher through working with his colleagues, students, parents, and community, Mr. Speaks was able to procure a position from which he could strategically make global curriculum changes. Additionally, changes approached from this angle would have the most potential to endure. Being inside, Mr. Speaks would face less resistance to global reform from other teachers and his administration. They would be more likely to trust him and accept his insights, materials, and guidance specific to global education. Therefore, with less opposition, global reform would be more likely to take root and to endure. Third, the Jury can deduce that, as a teacher with four years previous work experience in this particular district, Mr. Speaks had much practical knowledge of the community, students, and curriculum in order to initiate implementing a global curriculum. Therefore, Mr. Speaks had no pressing need to make an imposing examination of his field. Fourth, having an insider's perspective, knowledge, and privilege, the Jury now realizes how easy it was for Mr. Speaks to get into the
new middle school and further apply the information that he already knew about his environment in order to begin teaching global. The Jury understands that through his membership in the community, Mr. Speaks was guaranteed a teaching position in the district and that, once he was inside a school, he would have many opportunities to aggregate any additional information about the targeted locale that he might need as he proceeded to implement global education. Fifth, the Jury can conclude that being an insider was equally auspicious for Mr. Speaks's purposes as a global change agent once he resumed his role of teacher in the targeted locale. He was able to tap previous teaching experiences, knowledge of instructional materials, access to leadership positions, student experiences, teacher backgrounds, local-global resources (e.g., an ESOL program, the Smithsonian, and a Holocaust survivor), and familiarity with the 'essential curriculum.' Learning of and having access to these resources as a result of being an insider augmented Mr. Speaks's efforts to teach a global curriculum. Additionally, being an insider, Mr. Speaks knew the climate of the staff and community regarding change. Hence, he was prepared for teaching a global curriculum to be difficult. He knew that the teachers in his district are already committed to a number of educational programs (e.g., Teacher Excellence Student Achievement, School Improvement, Dimensions of Learning, and Cooperative Learning) and that
they might very well be resistant to committing to another, i.e., global education. Likewise, Mr. Speaks knew that he and the staff would be opening a new school and that this situation would result in further stress upon him and the teachers which would be likely to reduce the amount of focus they could place on effecting global curricular change.

"Ultimately, the Jury can discern that Mr. Speaks did know his local context quite well and that he strategically planned to add to and use his insider's knowledge, experience, and privilege in order to access further entry into the field and to effectively implement global education in the Prince Andrew's Middle School. Therefore, the Jury can conclude that Mr. Speaks is guilty of achieving the preliminary stages of implementing a global curriculum and thereby is guilty of premeditated efforts to 'corrupt the youth' of the Prince Andrew's Middle School Community.

Mr. Schlafhursch looked away from the Jury in the direction of Mr. Speaks. Their eyes locked for a protracted moment, then Mr. Speaks looked toward the Jury. They were the keepers of his fate. Their expressionless faces masked who they really were, the people, who on different circumstances, could be his brothers, sisters, rabbi, senators, or friends. Would they find him guilty as charged? Would they decide he was innocent? The Jury's decision would be largely contingent upon tomorrow's presentation of data. The prosecution intended to provide
evidence indicating that the activities and strategies employed by Mr. Speaks enabled him to attain the global goals (Hanvey, 1987) he identified for himself before entering the field. In comparison, the defense planned to argue from the data that Mr. Speaks did not achieve the global goals. Rather, by the end of the year, he simply resorted back to his old ways of teaching, indicating that global instruction, at the most, was simply a passing fad for Mr. Speaks which caused no measurable harm to his students or his locale milieu in general.
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CHAPTER VII
IMPLEMENTING A GLOBAL CURRICULUM

A. A Matter of Time:
Competing Obligations

Mr. Nayland stood to face the Jury. He knew that the decision of his client's innocence ultimately rested upon the data he was about to present. With his task clearly in mind, Mr. Nayland stood and, moving from behind the safety of the large oak table, walked in the direction of the Jury. He looked back to face his client and offered the slightest of winks, a nervous, paternal gesture to assure himself and Mr. Speaks that everything would be just fine. Mr. Speaks smiled and then nodded. Everything had to be just fine.

Mr. Nayland turned to address the Jury:

"I will demonstrate to the Jury that my client did not succeed in implementing global education. For a short though concentrated time, Mr. Speaks was influenced by educational pedagogues and philosophers who led him to attempt global instruction. Nevertheless, as I will demonstrate to the Jury, my client did not achieve the goals of a global education that he set prior to entering the
Prince Andrew's Middle School community. Instead, as the evidence will prove, by the end of the school year, Mr. Speaks reverted back to his previous methods of instruction. From my presentation and interpretation of data, it will become obvious that Mr. Speaks's instructional reversal demonstrates that global education, at the most, was only an experiment used by Mr. Speaks to improve the quality of his instruction, and, in that it proved too costly of time, Mr. Speaks quickly abandoned his efforts as a global instructor. Furthermore, through analysis and interpretation of the data, I will illustrate that there is no evidence to indicate that Mr. Speaks's experimentation with global instruction had any lasting effects on his students or instructional community. The Jury then will be able to conclude that Mr. Speaks is not guilty of "corrupting the youth" of the Prince Andrew's Middle School community.

"I ask the Jury to consider Exhibit #11, the global goals Mr. Speaks attempted to achieve prior to resuming his position as a seventh grade teacher at Prince Andrew's Middle School:

May, 1993:

Through graduate course work and innumerable interactions with people of different cultures occurring through personal, professional, and travel experiences, I became confident that the tenets of global education are essential to effective teaching and learning. My previous teaching was not global, so it did not prepare students to function adequately in a society that is global by nature. In short, my teaching was inadequate for student needs today. Hence, by the time I decided to return to the
classroom, I had become confident that it was necessary to teach so that students would be able to develop realistic and relevant global perspectives of the world and its peoples and cultures. I had concluded that the interdependent, multicultural nature of the world demands that students study the world and its peoples and cultures in ways that realistically reflect and reveal the interconnected nature of world's systems (i.e., global historic, cultural, economic, ecological, and political systems). As a teacher, therefore, I knew I would be challenged to develop and implement lessons that facilitate effective teaching and learning of global perspectives. That is, my lessons would need to enable students "to recognize these interrelationships and how we, as individuals and societies, participate in these linkages" (Anderson, 1987, p. 137). I knew that, through my lesson planning and instruction, I would have to enable my students to see and know how peoples and cultures of the world, regardless of distal proximity, are interrelated and, therefore, see and know how we, as interdependent actors of an interconnected world, affect each other through perceptions, awareness, knowledge, interests, and actions. Ultimately, my lesson planning and instruction would need to enable students to attain the following goals:

GOALS OF A GLOBAL EDUCATION

The goal of school programs will be to enable all students to develop:

1. Perspectives Consciousness -- the recognition or awareness that:

   . one's view of the world is not universally shared
   . one's view of the world has been and continues to be shaped by influences that often escape detection
   . others have views of the world profoundly different from one's own.

2. 'State of the Planet' Awareness

   . of prevailing world conditions and developments, including emergent global trends

3. Cross-cultural Awareness

   . of the diversity of ideas and practices to be found in human societies around the world
of how such ideas and practices compare
of how one's own society might be viewed from
other vantage points

4. Knowledge of Global Dynamics; including
   . comprehension of key traits and mechanisms of
     the world system
   . consciousness of global change

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

"It is clear from analysis of Exhibit #11, as well as
the previously presented Exhibits #3 and #4, that Mr. Speaks
was greatly influenced through his graduate course work to
teach for a global perspective. The prosecution has
actually explained that Mr. Speaks's graduate course work
was a major impetus for him to teach global (see the section
'A Connection between Teacher Training and Global
Education'). What has not been established, thus far, is
that Mr. Speaks achieved, to any measurable and effectual
degree, the goals of a global education. Hence, I will now
proceed to demonstrate to the Jury and the honorable members
of this court that Mr. Speaks is innocent of the charges
brought against him in that he did not achieve these global
goals and that the efforts he did make were of no
consequence. First, I ask the Jury to consider Exhibit #12:
September, 1993:

Time always is a major concern in teaching and is even more so when teaching and doing a dissertation.

I have been out of the classroom for two years. My classroom management skills are rusty. Plus, during the last two years while I was supervising student teachers, I was able to do a lot of reflection on my instruction. This revealed much need for change. Now I am making the changes I identified. I am working to make my lessons much more student centered. I am trying to be less content driven. I am having students apply their understanding much more so than before. And, I am trying to be more flexible in my planning and more sensitive to students' needs and interests. Making these changes, I have been faced with the grunt work of improving my instruction. Making these improvements takes a lot of time to plan, reflect, and revise and a lot of energy to keep up with the pace. I really do not have all the time that it takes to make all of these changes. It may be two or three years before all of them are accomplished. I find this realization very frustrating.

"It is rather telling that during the first month of his efforts to teach a global curriculum, Mr. Speaks explains that he simply does not have the time to teach the way he wants to. He reasons that his graduate work and preservice teacher supervision have made him acutely aware of the need to change his instruction; however, he admits that he simply does not have the time it takes to make the necessary instructional changes.

"Through reflection on his practice, Mr. Speaks has identified a number of ways in which he wants to improve. He wanted to make his lessons more 'student centered,' to be 'less content driven,' and to be more 'sensitive to students' needs and interests.' To make these changes,
however, Mr. Speaks needed much time and energy. He suggests that these changes may take two to three years.

"The Jury can ascertain the reality and implications of Mr. Speaks's statement, 'I really do not have all the time that it takes to make all of these changes.' Upon returning to the classroom, Mr. Speaks had to devote valuable time and energy to bring about the changes he wanted to see as a global educator. All the while, Mr. Speaks realized that he had to keep 'up with the pace' of his everyday responsibilities, e.g., the planning, grading, teaching, parent contacts, and teacher meetings. Mr. Speaks simply could not accomplish all of these tasks plus change his instruction to attain the goals of a global curriculum. It is too much to expect. Any one of the global goals would have been challenging enough to achieve—let alone to try to accomplish them all while also trying to reacclimate to the classroom and improve upon general instructional strategies. These professional objectives are too herculean for even a master teacher to achieve. It only makes sense, therefore, that Mr. Speaks, before finishing even one month of instruction, resolved that he could not attain these changes. It is only reasonable for the Jury to conclude, therefore, that Mr. Speaks could not have possibly accomplished the professional goals he initial proposed, especially during this past year while he was also serving as a chairperson for the social studies department and
student government advisor, helping to open a new school, and completing his dissertation. As the Jury can well reason, the proposition is laughably indicative of insanity. There is no reasonable possibility that Mr. Speaks could have attained, to any significant degree, the global goals he set prior to facing the realities of reacclimating to the classroom.

"I ask the Jury to consider Exhibit #13 as further evidence leading to this conclusion:

September 27, 1993:

Though I have taught for six years (four of them content related to global history or geography and cultures) in many ways, this year is much like a first year of teaching. First of all, being in a brand new school, I am not familiar with all the materials of instruction and many of them are yet to be delivered or be usable (e.g., the computer lab and software). Second, I have changed many of my teaching strategies (i.e., from teacher centered to student centered and from testing to performance based assessment). My instructional goals have changed. I am no longer trying to have my students simply win the National Geography Bee. Instead, I want them to know how and why people and cultures are interrelated. Hence, I have changed, or am trying to change, a lot of my methods. So just like when I was a first year teacher, I have to keep trying new things to see what works. And yet I have to be patient with my failures while being strong enough to get up and try it again. Implementing global is fairly new to me, so I have a lot of experimenting to do. I need to find out what works for me. Likewise, I need to spend some more time with my curriculum and materials of instruction so I can have my students work hands-on with the materials. Students seem to learn better this way.

Also new to me are the responsibilities of being the social studies department chair and student government advisor. Therefore, I am having to spend valuable time and resources on activities that are not always directly related to teaching global, e.g., sending maps back to NYSTROM and ordering computer paper and chalk.
I am also spending a lot of time acclimating my students to my expectations. Many of them are not used to being held accountable for homework and classwork nor are they used to maintaining certain high percentages. This is frustrating but all a part of teaching. I am teaching them to be responsible for their work — i.e., its quality and quantity. And I do feel this is related to global citizenship. Students have to learn responsibility as students so they can assume it more thoroughly as adults. Yet, it is not necessarily a direct part of my global content.

Additionally, I have to relearn my systems of organization, e.g., when to give tests and other assignments needing to be graded, how to distribute graded work, how to give interims to all students and get them back, how to make students accountable for work, and how to make accommodations for special education students.

"Mr. Speaks explains clearly to the Jury that he is in no position to be implementing a global curriculum. He has just re-entered the classroom after a two year hiatus. He has never served as a department chair or student government advisor, and he has never helped open a new school. Additionally, he is writing a dissertation. Mr. Speaks reasons that he is challenged enough just to be getting back into the role of teacher; then he accepted the roles of researcher, teacher leader, and student advisor. As Mr. Speaks suggests, there is no possible way he could have fulfilled the responsibilities of all these roles. Instead, he had to chose from among his many commitments and do his best to accomplish what he could, which—I argue—was not global education.

"The Jury must look at the reality of the situation. It is clear that Mr. Speaks could not accomplish all of the
professional goals that he had set for himself. Something had to give. I argue, and will demonstrate to the Jury, that it is global education that was slighted. Mr. Speaks retained his position as social studies department chair and will continue in this position through the next academic year. He collected the necessary data for his dissertation and is presently working toward its completion. And, though he reduced the amount of time he committed to student government, Mr. Speaks continued to serve as the student government advisor through the end of the year. As I will illustrate, it was his commitment to teaching global education that waned and finally was abandoned.

"Mr. Speaks was being paid to teach the 'essential curriculum.' Teaching was his primary responsibility. He also was paid and professionally obligated to advise student government and chair his department. Mr. Speaks took these commitments very seriously. He had to. They are his job. His performance was being evaluated and, as of the beginning of this trial, he has yet to receive tenure with his district. Mr. Speaks, therefore, could not shirk his professional responsibilities in order to free up some time. He could, however, postpone or decide against teaching from a global perspective.
B. Global Education and Cooperative Learning: Time-Intensive Endeavors?

"Deciding not to implement global instruction would give Mr. Speaks the time and energy he needed in order to fulfill his professional obligations. Teaching global was something that Mr. Speaks 'wanted' to accomplish. Teaching the 'essential curriculum,' leading student government, and chairing his department, however, are responsibilities he had to do. Therefore, it is reasonable to suggest to the Jury that, even if Mr. Speaks was motivated and even attempted to know his local context in order to implement global education, he did not implement a global curriculum because he simply did not have the time and energy to do so. Exhibit #14, further illustrates this reasoning:

December 6, 1993

Today sixth period was a little out of hand. I do not know if it is because it is Monday or if it is that they are getting restless with the activity. They have collected data, as cooperative learning teams for about a week. Tomorrow they will participate in their first round of 'Teams, Games, and Tournaments.' Hopefully, their performance will stimulate them into collecting better data. Plus, I have to get up the maps for the race so students will have a visual image of the goal they have to reach. I am trusting that this will also encourage students to work better together. (I could give points to the teams that work best together.) I will have to allocate points too and measure their progress via the dots. All of this takes a lot of planning time and I simply do not have it. Next year, and I keep saying that, I will be much better. I will have identified a number of global activities, and I will know how well they have worked or ways to make them better.
December 7, 1993:

Again, this activity ['Teams, Games and Tournaments'] will be better when I do it next year. I will know better what resources (books, maps, culture grams) to pull from the library. I will have the Tournament questions and answers written. I will know better how to adapt 'Amigos' (a simulation) to 'Teams, Games and Tournaments.' And, I will know better how to initiate the activity, i.e., hook students into wanting to collect data. As it stands, I am so busy collecting my own data for this dissertation, grading reflection journals, grading reports, and doing activities such as after school detention, student government, and even department chair -- though this position has allowed me the opportunity to have ordered all the supplies I have to make for a strong instructional department. All of this takes time and frankly I am putting in way too much time. I want a personal life. I want to be in a relationship. I want to play Bridge. I want to live. I am out of balance and it is not fun.

December 8, 1993:

In order to be able to equate team work with travel through Latin American countries, I have to grade student work. It really does not take all that much time to 'partially' grade the fact sheets, but it is only partial grading and it is valuable time. Now that all of my students are now doing this activity, I will have about 165 x 29 = 4785 fact sheets to grade, record, and translate into travel mileage. I really do not know how I will do all of this plus the dissertation notes, instructional planning, student government, department testing inserviceing, and grading of the environment reports, which I have only just begun. To be a good teacher, I need more time and less kids. I cannot grade them the way they need to be graded nor can I hold them accountable for all the work (and revisions)--that I need to be doing and am doing for the most part. It will kill me. Then I will be no good to any one. Something has to give and I have a feeling it will not be the system and routine. I will just have to keep killing myself or I will have to lower my standards.

December 9, 1993:

I just do not have the time to do all the planning that I want. Hence, I have to do a lot of thinking and planning on my feet. This does not always make for the best or even a good decision. Actually, I am glad that
we are getting as much done as we are. Knowing better for next year what works should help me to organize better myself and the students. Right now, it seems as if I am constantly going by the seat of my pants—just like my first year of teaching. And, again, this is my first year. I have made a marked change in my instruction. First, the students are doing almost everything in cooperative learning groups, which is exactly what I want them to be doing. Cooperative learning is integral to global instruction. As global citizens, students need to learn to work together to solve our common concerns. We cannot solve our most pressing problems as one person, nation, or region. We have to come together—share our perspectives, knowledge, interests, and abilities to ensure that concerns are addressed thoroughly and appropriately. Second, we are using the text only as a reference source, and rarely then. Third, we are doing many more application projects. And, students are being held accountable for all assignments. This is exhausting work. Fourth, the students seem to be enjoying it [cooperative learning and application projects] and they are really learning (as I have assessed from the data they have collected, the posters they have made and interpreted, and the reflections they have shared). So, all in all, I am very pleased. However, this is really taking a lot of my time. UGH!!! Thank God the year is almost half over. I am exhausted. I feel as if I am caught in a tornado. And the paper is literally swirling around my head.

"During the month of December, Mr. Speaks had become particularly aware of how time consuming it is to plan for and implement global education. He believes cooperative learning is ‘integral’ to global education, positing that students need to develop cooperative learning skills so they know better how to work together collectively and globally to address more effectively and appropriately the world’s collective and global concerns. What became bothersome to Mr. Speaks, however, was that cooperative learning takes time—to plan, implement and evaluate. Of course, this was
not a revelation to Mr. Speaks, but it did become all the more poignant during this past year when he was obligated to accomplish more than is possible of one individual.

"To shed further light on the situation, the Jury should know that by the end of December, Mr. Speaks began to feel pressure to prepare his students to pass the Criterion Reference Evaluation System (CRES) which is a county test to assess student attainment of the 'essential curriculum.' There were three CRES evaluations for which Mr. Speaks was responsible for preparing his students. Additionally, as chairperson of his department, Mr. Speaks was responsible for inservicing his department for competently administering, evaluating, and scheduling the examinations.

"Being responsible for students passing the CRES evaluations, Mr. Speaks was concerned that his instruction and class activities were not adequately preparing his students for these tests. Specifically, the CRES evaluation on the Latin American unit calls for student retention of geographic facts. Mr. Speaks accepts that it is important that students know a great deal of factual information about the peoples and regions of the world. He even argues that factual knowledge is necessary for global citizenship. That is, global citizens need to have a general understanding of the geography, cultures, and climates of particular regions to understand better how these regions are very much a vital part of our interdependent network of global systems."
However, to this point in the year, Mr. Speaks had focused on student attainment of conceptual, not factual, understanding of global interdependence. Hence, in order for students to pass the CRES evaluation on Latin America, Mr. Speaks needed to offer lessons that enabled students to know and retain better more factual information on Latin America. He needed to help students become aware of and retain knowledge specific to locations, exports, imports, capitals, topography, climate, types of government, and natural resources of Latin American countries. To accomplish this goal and at the same time offer instruction that better prepares students for their roles as global citizens, Mr. Speaks employed a cooperative learning strategy.

"Mr. Speaks assigned students to work in data collection groups that were responsible for collecting and studying information specific to Latin American cultures and geography. Next, as an incentive to study and retain the data, students were offered the opportunity to compete in a 'tournament' for academic rewards. Mr. Speaks was hoping this cooperative learning activity would encourage students to work together toward a common goal while it would also enable them to learn the necessary factual information.

"Though Mr. Speaks recognizes that the activity went well, i.e., students collected and retained much information on central American cultures and peoples and enjoyed the
'tournament,' the cooperative learning activity demanded entirely too much of his time. It took him hours to record points, create data collection sheets, grade student work, and plan for the next day's lesson—not to mention the time necessary for him to continue the work he was doing as a researcher, department chair, and student government advisor.

"Additionally, Mr. Speaks spent much time acclimating his students to his expectations. He was holding them responsible for their work and for working well together while participating in cooperative learning activities. Holding students to these high expectations was simply exhausting. As the Jury can clearly see, Mr. Speaks could not possibly keep up with this pace. The global boat was sinking, and the only way to survive was to jump over-board. Mr. Speaks had to give up teaching global.

C. Personal Life v. Professional Goals

"Mr. Speaks's reflective writing reveals repeated cries for help. He could not teach global and fulfill his professional obligations. His reflective writings bare that Mr. Speaks agonized over having to sacrifice his personal life and potentially even his sleep and health in order to teach global. Exhibit #15, in particular, divulges to the Jury the doubts the Mr. Speaks developed about the value of teaching global in light of the personal costs he was
paying. Ultimately, he was left with only the hope that teaching global would be worth the personal and professional sacrifices he was making. I ask the Jury to consider Exhibit #15:

December 20, 1993:

I have just reviewed some of my most recent reflective writing. This analysis indicates I have a very real concern for time constraints. They explain that I am a novice at teaching global education which means I am having to spend much time building from the ground level up. My old style of teaching will not suffice. In order to prepare my students for their roles as global citizens, I cannot only provide students with teacher-centered instruction, text book references, and factual knowledge. I have to provide them with many opportunities to work in teams to develop a sense of collective responsibility, leadership abilities, and independent thinking and problem solving. I must provide them with many different sources of data with different perspectives, and I must teach them to respect diversity and interdependence through working with those around them. Changing my instructional style to allow for the teaching of global, therefore, is time consuming. It is a 'first year' of teaching, complete with not being sure of my activities and resources and parent, student, and administrative support, and having to do almost all my planning from scratch. (For example, I have only been able to refer to my old teaching files one time.) Hence, as a first year teacher, I am constantly busy planning, assessing, making parent and administrative contacts, and adjusting activities and searching for new methods and materials. This is exhausting, time consuming, and often overwhelming.

In addition to the planning and adapting, my reflective notes illustrate how I am barraged with a number of extra-curricular activities. I am working as co-advisor of the student government association. I am leading my department which involves everything from making and following up on department orders, inservicing my teachers on county and state assessment measures, conducting the geography bee, and attending county professional development seminars. And, I am trying to use assessments of student achievement that demand students to express in writing their
understanding of global interdependence which are quite
time consuming to evaluate.

All of these activities and commitments are time
consuming. And, on top of all of these, I am
reflecting daily on my practice. This situation leaves
me with very little time even for sleep, which is not
healthy. This causes me to question my strong
conviction that teachers need to empower themselves as
writers and constructors of knowledge. I am convinced
that teachers need to claim their voice in the
professional dialogue of pedagogy, yet I also believe
in a balanced life that allows for the holistic
development of the adult, which means time for leisure,
being at play, personal relationships, and exercise.
Presently, I do not see how a teacher researcher can
have a balanced life. I am single, being domestically
responsible for only my dog—who is very passive and
accommodating. It is beyond me how a teacher
researcher could be coupled, with children, socially
involved, and physically fit. I guess this is an
indication for the need for further research, i.e., on
the effects of teacher research on the health and well
being of the individual and family and on the
relationship between the profession and person of the
teacher researcher.

Though all of these commitments and adaptations are
incredibly costly of time, health, and personal and
social well-being, they are a part of my reality, and
most of the commitments and changes are essential to my
being able to teach global. Hence, I must believe the
price is well worth it to be able to teach students in
a way that I believe is most beneficial. These
commitments are allowing my students to learn a
curriculum (content and skills) that reflects the
nature and needs of the world which will prepare them
better for the global demands that are and will even
more pressingly face them in the near future. My
belief is that all of my efforts will prepare students
to deal better with their roles as global citizens and
stewards of the our interdependent world. This hope is
my justification for an excruciating schedule and
personal sacrifice. Let us hope that my wishes are not
in vain.

"As the Jury can attest, Exhibit #15 is evidence that
Mr. Speaks was at the point of exhaustion. He was
incredibly frustrated because he knew that he could not
continue to teach global, fulfill his primary professional responsibilities, and foster a personal life. Mr. Speaks was at a pivotal point. He was in the position of deciding whether or not to continue teaching for a global perspective. He had old files of work-sheets, tests, and notes that he could use. He could revert back to the lecture style of instruction which would free up much time and possibly allow him to finish the year without collapsing from exhaustion. Of course, the materials and lecture style of instruction would not foster learning for a global perspective. Mr. Speaks would have to relinquish his commitment to teaching global. Yet, if he reverted back to his previous methods and materials of instruction, he would have time to relax and possibly even pursue a personal life. This was a tempting proposition for Mr. Speaks, one which I am pleased to state he accepted.

"On the evening of December 22, 1993, his last day of instruction before leaving town for winter break, Mr. Speaks met Mr. Alexander Gregory. As the Jury will soon understand, it was this fateful meeting that eventually led Mr. Speaks to abandon his efforts to teach global education. I ask the Jury to consider Exhibit #16:

January 3:

Again, I took very little time to plan for today's lesson or it would have been better. I am just so exhausted and am so far behind. I am a weekend behind with my December formative analysis [work on his dissertation]. Not good. And I have major grading due in about a week. Plus I have started seeing someone.
UGH!! There is just no time and I refuse not to be human. We will have to see what effect this relationship has on my research and teaching.

January 5:

During eighth period, I distributed the letters that were written to my students by their ESOL pen pals. I wanted to make copies of them and have them write back to their pen pals but I have just not had the time. I was going to do it today but because I actually took time for a personal life, i.e., Alexander and Bridge, I did not have the time to make the copies and analyze the letters. Hopefully, I will have the time, but I doubt it. We will have to get to it on Friday. Anyway, I really need to get them caught up with the other classes.

January 24, 1994

Finally, a full day of instruction. Really there has not been a January. I have spent no more than five days in school this month. At least having last week off allowed me to catch up grading—even though I still have four sets of tests to grade. Ugh!!! And grades are due Friday.

It has become increasingly difficult to get done all that I need to. The grading. The planning. The dissertation. Ugh!!! They all take soooo much time and energy. I am not sure that I am able to do it all. . . . Again, I really wish I had been teaching global at this level for a few years before I decided to research on it. I want to be able to explain how I have exceeded at what I am trying but it takes a lot of energy and time—just to know what materials to use, lessons to teach, and speakers to have. It is really hard to just teach global. You have to have the lessons, the materials, the methods, and ideas. All of this takes time. Years of experience. Therefore, to be the quality of global instructor that I want to be will take at least a few years. Right now I cannot be that. I just do not have the time.

Additionally, I have finally found someone that I want to date. I have not had a special person in my life for quite a while. And, it is a priority. I am not willing to say, 'Alexander, I cannot see you until after June.' I am simply not willing to have no personal life just because of teaching global education
and writing a dissertation. I want a balanced life which includes a personal life. I feel I have done without a personal life for so long that I do not want to pass up this opportunity. So, again, more time will be demanded of me and I will have even less energy and time to pour into a very demanding teaching regiment.

January 25:

So today, I again was faced with a lot of on the job planning. I got to school somewhat early. About 6:40. I would have been there earlier but Alexander called. He woke up at 4:00 and could not get back to sleep. He called me about 5:15. We talked for about 20 minutes. This took time that I was going to spend on planning this morning. Fortunately, I have taught about South and Central America. If not, I would have been dead on my feet. Of course, it has been three years and I was using non-previewed materials. Again, my personal life does demand some time which I simply refuse not to give. Life is not only a dissertation and teaching. If I lived that way, I am sure that I would be burned out by now.

January 27:

Another snow day. Thank God. If it were not for inclement weather I would have no personal life. It just does not fit into my professional life. However, if things continue to go well with Alexander, I will somehow have to try to budget my time so that I can have a professional and personal life.

February 3, 1994

By sixth period things were a little better. I felt more confident with the simulation and I know better what I wanted students to get out of the game. Again, this taught me that it is not that global is hard to teach. It truly is a way of seeing. That is, seeing the world, its peoples, cultures, and nations, connected through culture, economics, geography, human interests and concerns, etc. What makes teaching global difficult for me is using materials that are all new to me. I was very fortunate to be able to order many global instructional materials this year. I had the start up money to begin the new school and my new approach to teaching. The challenge for me is having the time and energy to work with the materials to see
how to use them and how to adapt them to meet your needs. Of course, this takes so much time.

February 15:

Well, another week off from school. Really, I have loved it. It has allowed Alexander and me to get to know each other and for me to have a personal life. If I had not had these days, my life would have been hell. I would not have been able to be with Alexander, I would have felt that I did not have a life outside of school and research, and the imbalance of my life would have been all the more obvious to me and therefore more frustrating. As it worked out, however, I was able to have a personal life and I even had time for a cold. Unbelievable.

"Once again, Mr. Speaks’s reflective writing points to his innocence. From considering Exhibits #12, #13, #14, and #15, the Jury can conclude that Mr. Speaks had great concerns about time. It was going to take much time to conduct teacher research for his dissertation, help open a new school, serve as department chair and student advisor, and change his instruction to include teaching for a global perspective. From the beginning of the year, he was not sure that he would have the time to make all the changes necessary to accomplish his global goals. He even likened this past year to a teacher’s ‘first year’ of teaching. He was very frustrated, just as he was during his first year of teaching, from having no personal life. School was demanding almost all of his time. He knew this was unhealthy and even admitted that he had reached an injurious imbalance in his life. His professional life had become
all-consuming. He knew that he had to make changes in order to regain his health and his equilibrium.

"Mr. Speaks was no longer willing to sacrifice his personal life for teaching a global curriculum. He met someone who was becoming special to him, and he did not want to sacrifice the potential for this personal happiness. Therefore, Mr. Speaks began to give more priority to his personal life. He was no longer willing to sacrifice his personal life for his job. He decided that more time would be given to getting to know Mr. Gregory and less time and energy would be available for teaching global.

"Upon his own admission, the Jury can conclude that, after the first of the new year, Mr. Speaks indeed lessened his commitment to global instruction. The Jury can also reason that, given Mr. Speaks's additional professional and personal commitments, he was not capable of implementing a global curriculum to any efficacious degree. Mr. Speaks simply had too many irons in the fire to attend to any one of them competently. Therefore, it is conceivable for the Jury to conclude that Mr. Speaks did not successfully implement a global curriculum and, therefore, is not guilty of 'corrupting the youth' of the Prince Andrew's Middle School community.
D. Backsliding: Reverting to Old Instructional Habits

"The Jury has no tangible evidence from the prosecution that my client's attempts, as futile and ineffectual as they were, were at all successful. Mr. Speaks administered no pre-test/post-test, conducted no interviews, collected no surveys, and performed no regression analysis. There is simply no data that indicate that my client was successful at implementing a global curriculum. To the contrary, his reflective notes reveal that Mr. Speaks resorted back to having students do book work and take multiple choice tests. Hence, as the Jury can deduce, Mr. Speaks gave up global instruction. It was simply too much to ask of a teacher. As he feared from the beginning, Mr. Speaks did not have the time and energy necessary to implement a global curriculum. Therefore, as revealed in Exhibit #17, Mr. Speaks reverted back to his previous means of instruction:

March 10, 1994

My life is soooo busy. I cannot believe it, and I can barely stand it. I got up at six this a.m. have been at work since 7:30. It is now about 6:30 pm and except for the time it has taken me to drive to and from work, I have done nothing but school related things. It never ends. Papers to grade, calls to parents, teacher meetings, classes to teach, tests to make, students to tutor, after school and lunch detentions to deal with. This is really a bitch. I am going full steam and I still cannot get it all done. And I am starting to feel guilty. I refuse to let that happen but guilty feelings creep up on me. I feel guilty because I am not spending more time with the kids, that I do not feel more chipper, that my lessons are not that exciting, that I love the snow days, that it pisses me off that I gave out four forms on one day to let parents know how their children are doing in my class.
Ugh!!! I am actually taking time to be human, i.e., playing bridge, dating, going to dinner, and sleeping, and there is just no time for it. I really get tired of taking my time to write that there is just no more time but I do believe it is important to document the affect as well as the effect of teacher research and teaching global for the first time.

March 26, 1994:

I am really frustrated. For the past few months I have been assigning book work as homework for my students. From September to December, I assigned very little book work. The students and I were doing a number of simulations, games, role plays, comparative analyses without using the books. Then, my teaching was a lot more interesting and my students seemed to like social studies much more. I guess it was the cruel realization of having to prepare my students for the CRES evaluations. I really got frightened that my students were not getting the 'facts' that would be necessary to pass these tests. So, I have begun to give them a lot more homework. Of course, the students and parents are complaining. And, I don't like to give this much book work but it is a quick way to cover large amounts of material. Plus, the questions in the text do help students analyze maps, draw conclusions, make comparisons, summarize content, and evaluate decisions. These are higher level thinking skills that are quite important to global citizens. Most of the global materials I have order are more conceptual than factual. They are not giving my students all the content that is covered in the curriculum. So, I have turned to book work to make sure students are getting all of the factual content they are supposed to.

I have been resorting to giving multiple choice tests. I will have given only three by the end of the year. But that is three more than I gave at the beginning of year. Generally, I do not like to give multiple choice tests. I would much prefer to give the reflective journal writing assignments or essay tests. But, I just cannot get all of the grading done. I have lost my steam. I just cannot review all of the new materials as department chair, teach global, do dissertation research, have a personal life, and get all of the grading, planning, teaching, etc. done that I would like to. It is just impossible. I simply have to cut back on what I am doing.
"Mr. Speaks's reflective writing makes clear to the Jury the very point I have attempted to make. In order to regain any semblance of equilibrium, Mr. Speaks had to 'cut back.' A major part of the cut-back was made in the type of assessments he gave. In the beginning of the year, Mr. Speaks was evaluating student achievement primarily through reflective journals. For example, students wrote reflective essays about their learning experiences during simulations, role plays, games, and dramatizations. However, Mr. Speaks could not keep up with the pace, so he resorted to giving multiple choice tests. They were much easier to grade. Additionally, Mr. Speaks resorted to giving a significant amount of book work. He was concerned that his students were not getting all the factual information they were supposed to be getting from global activities and lessons he was offering. Therefore, Mr. Speaks amended his teaching objectives to be assured that his students were getting the facts.

"Multiple choice testing and book work mark the very type of instruction Mr. Speaks stated at the beginning of the year that he no longer wanted to offer. Yet, the Jury finds, that by the middle of the year, Mr. Speaks returned to his previous style and practice because they worked. He had the time and energy for this type of instruction. He could get the planning, teaching, and grading done. Students could score high on the proficiency tests. And,
Mr. Speaks would have time for a personal life. It only makes sense that Mr. Speaks abandoned his naive commitment to teaching a global curriculum.

"The reality of the teaching situation did not provide Mr. Speaks with the time or energy to implement successfully global education and also have some minimal time for a social life. Hence, wanting to be mentally and physically healthy and enjoy life a little, Mr. Speaks resorted to book work and multiple choice tests.

E. Conclusion

"After hearing the defense's arguments and examining the data, what can the Jury conclude regarding Mr. Speaks's success at teaching a global curriculum? Frankly, though he may have been motivated to implement a global curriculum, the circumstances of his situation simply did not allow for success. In addition to having to reacclimate to the classroom after a two year hiatus, Mr. Speaks was committed to completing a dissertation, advising student government, chairing the social studies department, and helping to open a new school. As his own reflective journal writings reveal, these commitments were simply too overwhelming to allow for success. Mr. Speaks simply could not do all he was committed to, even if he would have remained single. As the Jury now knows, however, Mr. Speaks did not remain single.
"By the end of December, Mr. Speaks had become increasingly frustrated about not having time for a personal life. He was lonely and he was not taking the time to meet with what friends he did have. Mr. Speaks's professional life was demanding all of his time. So, by the end of December, Mr. Speaks was faced with the decision of whether or not to continue teaching a global curriculum— with all of its additional materials, activities, and strategies. Meeting Mr. Gregory made it easy for Mr. Speaks to make his decision. As his reflective writing explains:

I am not willing to say, 'Alexander, I cannot see you until after June.' I am simply not willing to have no personal life just because of teaching global education and writing a dissertation. I want a balanced life which includes a personal life. I feel I have done without a personal life for so long that I do not want to pass up this opportunity. So, again, more time will be demanded of me and I will have even less energy and time to pour into a very demanding teaching regimen.

"Mr. Speaks decided that he would take time for a personal life and realized he would no longer have the time to fulfill all his commitments. So which commitments would go? He was being paid to teach the 'essential curriculum,' to lead his department, and to advise students. He was not able to reduce his commitment to these goals. What he could do is not teach a global curriculum. So, he decided to resume teaching as he did prior to his graduate work. Now, he could use materials and lessons that he had already planned and developed. He would not have to devote valuable time to reviewing global materials or planning for
cooperative learning activities and authentic forms of assessment. He could simply assign book work and give multiple choice tests. Returning to his previous style of teaching would allow Mr. Speaks to have a personal life.

"So, what can the Jury conclude? From the analysis and interpretation of the data presented, the Jury is assured in judging that Mr. Speaks did abandon global education and reverted to his previous style and materials of instruction in order to create time for a personal life. Additionally, knowing of the many demands for Mr. Speaks's time, the Jury can safely reason that, even though Mr. Speaks may have attempted to teach a global curriculum, it was impossible for him to achieve the global goals to any significant degree. Furthermore, the Jury recognizes that it has yet to be shown any evidence of the success of Mr. Speaks's instruction specific to the goals of a global education. Thus, the Jury can be confident in deciding that Mr. Speaks is not guilty of 'corrupting the youth' of the Prince Andrew's Middle School community via global instruction.

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Mr. Nayland finished presenting the defense's arguments for Mr. Speaks. He felt confident with his reasoning and analysis and interpretation of the data. He took his seat beside Mr. Speaks and waited for the prosecution to present its case.
F. The Practical Benefits of Teaching for a Global Perspective

Mr. Schlafhursch watched as Mr. Nayland took his seat, relinquishing the floor to him. Mr. Schlafhursch’s job was going to be easier then he had hoped. Any teacher could see that Mr. Speaks succeeded in implementing a global curriculum. He simply needed to reveal to the Jury any number of the many examples of the global activities and strategies that Mr. Speaks implemented successfully. Then, the Jury would be sure to see how Mr. Speaks, even though exhausted from his professional commitments, achieved the global objectives and became even more committed to teaching for a global perspective. Mr. Schlafhursch only needed now to show the Jury the evidence.

Seemingly undaunted by Mr. Nayland’s demonstration of reason and data analysis, Mr. Schlafhursch resumed his position before the Jury:

"Mr. Nayland’s reasoning and interpretations are quite compelling. If it were not for my own analysis and interpretation of Mr. Speaks’s reflective writing, I might be tempted to consider that Mr. Speaks did revert back to his former methods and materials of instruction and gave up teaching a global curriculum. However, even in light of Mr. Nayland’s defense, I am confident in asserting that Mr. Speaks remained committed to teaching from and for a global
perspective, that he did succeed in implementing a global curriculum, and that, if not stopped by the decision of this jury, he will proceed to advance in his efforts to teach for a global perspective for many years to come.

"According to Mr. Nayland, by the end of December, 1993, Mr. Speaks was exhausted from his many professional commitments the prevented him from having a balanced and healthy life. According to the argument, Mr. Speaks, therefore, was trying to decide whether or not to abandon teaching global education. Mr. Nayland continued by arguing that Mr. Speaks decided to give up his global instruction and to revert back to his former methods, plans, activities, and lessons in order to free up time for a personal life.

"I now will present an analysis and interpretation of descriptive data that will prove to the Jury that not only is Mr. Nayland's reasoning erroneous but that his analysis and interpretation of the data are unsophisticated and incomplete. I will present to the Jury excerpts from the reflective journal of Mr. Speaks and his students to demonstrate that Mr. Speaks did in fact succeed at implementing a global curriculum. Specifically, I will present analyses and interpretations of data specific to relationships between the attainment of global education goals and (1) instructional activities and strategies, (2) student abilities and achievement levels, (3) student
reflection, and (4) teacher reflection. I will be begin with global education and student achievement levels.

1. A Relationship Between the Attainment of Global Education Goals and Global Activities and Strategies Specific to Student Achievement

"I ask the Jury to consider Exhibit #18. While doing so, ask yourselves to identify ways in which Mr. Speaks's classroom activities and strategies illustrate his commitment to and his success with teaching a global curriculum.

December, 1993:

The 'Global Decision Making Role Play' and Student Achievement Level

As a culminating activity for the global economics unit, students participated in the 'Global Decision Making Role Play.' Students assumed the role of corporate executives who, on teams, were charged to collect data specific to key factors of production, e.g., wages, import/export regulations, transportation systems, government stability, and skilled labor, as they effect the cost of production of an automobile. Next, after evaluating the data, students were to choose from among the five selected countries, i.e., China, Japan, Portugal, Mexico, and the United States, the most cost efficient country for producing automobiles. Finally, the teams of corporate executives debated against each other in order to win direct foreign investment dollars. The team of executives who argued most effectively by relying upon the most appropriate and convincing data won the investment dollars.

I was very pleased with this activity. First, it brought together all the objectives of the unit. That is, it enabled students to describe the concept of a
multinational corporation and to became familiar with several examples. Students learned to identify and explain incentives that influence decisions of multinational corporations' specific to the location of production facilities. It offered students the opportunity to collect, analyze, and evaluate data on five countries relative to opportunity costs specific to investment decisions of a multinational corporation. Finally, students were able to identify and explain some effects of the global nature of production systems on consumers, workers, producers, investors, and society in general. Furthermore, the role play allowed students to assume true to life roles of corporate executives who were responsible for determining the best location for production facilities. Additionally, the role play provided students with a means to work together as a team to meet set objectives which stimulated student interest in other countries. Ultimately, the role play demonstrated to students the need to know about other peoples and nations of the world in order to make sound financial investments, and it revealed to students the interrelations of government, culture, and economics within and across nations.

I truly was impressed with the activity. And, best of all, students really enjoyed the activity and were able to meet success. In particular, at the beginning of the school year, I was quite concerned that sixth period would not be able to function well during cooperative learning activities. About a third of them have been diagnosed with attention deficit hyperactive disorder and most did not have the team building and maintaining skills necessary for cooperative learning to be successful. However, this, and other cooperative learning activities, proved to me that the sixth period students are capable of developing the skills they need to work cooperatively, the very skills they will need to function in our global society.

The 'Global Decision Making Role Play' allowed students the opportunity to learn how to work with others of different achievement levels and talents. Students learned how to work out differences among themselves without calling for the teacher to negotiate differences. They learned to accept team and individual responsibility for their success and how to delegate responsibility, work as a team to achieve a common goal, and stay on task. These work habits are necessary to the global workplace and through activities such as the 'Global Decision Making Role Play,' students are enabled to prepare themselves for
the challenges of the global workplace as well as project themselves in these positions. I am very pleased that I did not give up on the sixth period merit/directed students, but instead insisted on providing them with activities to develop the very skills they need in order to do the cooperative learning activities. It proved to me that lower achievement level students can work in cooperative learning groups and that they are capable of learning through many of the same teaching strategies as honors students.

"The 'Global Decision Making Role Play' was a terrific boon for Mr. Speaks's attainment of the global goals. In particular, this activity helped Mr. Speaks teach 'knowledge of global dynamics' and 'awareness of human choice.' While role playing corporate executives, the students were collecting data specific to key factors of production and choosing from among five countries the best location for production. Through assuming the simulated role of corporate executives, students were motivated to examine and explain incentives for multinational corporations to locate productions in different regions of the world. Students were also learning 'factual' knowledge about countries, e.g., that specific to government stability, skilled labor, and wages, from which students could make inferences specific to standards of living. This activity also offered Mr. Speaks's students the opportunity to evaluate how the globalization of production and trade can affect consumers, workers, producers, and investors.

"Ultimately, the activity enabled Mr. Speaks to teach his students that the world is constantly changing and that
economic systems, which are now global, are a key mechanism of this change. He was able to teach them that there are choices we all have and that there are ramifications to these choices. For example, Mr. Speaks's students learned that industrialization of rural China has led some foreign investors to exploit Chinese laborers. This situation has ramified so that making additional human choices about human rights are necessary, e.g., what rights are inalienable, who deserves them, and why? Furthermore, the 'global decision making role play' activity offered students the opportunity to learn how to work with others of different achievement levels and social backgrounds, how 'to accept team and individual responsibility for their success and how to delegate responsibility.' Mr. Speaks's instruction was allowing for the development of skills that are necessary to today's global citizen (Lamy, 1987).

"Mr. Speaks's reflective notes reveal that he is not only committed to and capable of providing a global curriculum to higher achievement level students but also to students who are lesser achievers. This is of great importance to Mr. Speaks. In order to succeed as a global instructor in his particular locale, he would have to succeed at teaching all students. The mission for his school district is 'Teaching for quality learning for all students.' He could not offer a separate curriculum to the
lower achieving students. It would have to be global education for all or global education for none.

This predicament caused Mr. Speaks considerable concern. Initially, he was not sure that his lesser achieving students had the social and learning skills that are necessary to learn a global curriculum. He shared these concerns during a reflective writing secession on September 7, 1993. Examine Exhibit #19:

Students really need to learn to work together. They need to learn to respect others' rights to learn as well as their own. I am finding that 6th period [a homogeneous group of lower achievers] is having a rough time respecting other's rights to learn. In the past I have just not allowed the disruptive students to participate in cooperative learning activities. I realize now that this is not the most enlightened approach to teaching and learning. The students I was denying cooperative learning activities were the ones who needed them most. So, now I am pressed to make cooperative learning work for those who do not have the abilities to make it work. That is, I am now challenging myself to teach non-cooperative students or students who have trouble working in groups to develop the skills necessary for these types of learning activities. I am doing this not only because it is better teaching and allows for students to learn skills that they need but don't have. I am teaching students cooperative learning skills, e.g., team building and problem solving, communication, individual and group responsibility, and getting along with and appreciating students who are different, because they need these to be successful global citizens. (Lamy, 1987). These students may very well be the ones most at risk of not succeeding as global citizens, because they are not successful at staying on a task within a group. Hence, I must, as a part of my global instruction, provide opportunities for 'all' students to develop the skills necessary to global citizenship.

"During the early stages of implementing a global curriculum, Mr. Speaks shared concern that he would not be
able to teach all of his students a global curriculum. He accepted that a driving force for teaching global education is to prepare students better for the realities of today's world. Mr. Speaks believes that cooperative learning and authentic assessment activities are keys to this preparation. He was concerned, therefore, that his lower achieving students would not be capable of benefiting from these types of learning experiences. Nevertheless, instead of giving up on the lower achieving students, Mr. Speaks set his resolve to offer them the same learning experiences as he would offer his honors students. He explained that those who do not have the social capital (Goodlad, 1984) to succeed in school are the ones most in need of the cooperative learning and authentic assessment activities that will help them develop the necessary skills to succeed in today's global society. Hence, he decided that he would challenge himself 'to teach non-cooperative students or students who have trouble working in groups to develop the skills necessary for these type of learning activities . . . because they need these to be successful global citizens.'

"As the Jury can discern, it was quiet important for Mr. Speaks to recognize through reflective writing that his global instruction was successful for all students. It was not just working for honors students who are assumed to have the conceptual abilities, social skills, and home support to
achieve the tasks presented to them. Mr. Speaks was
discovering that global education could also work for his
lower achievers. Hence, Mr. Speaks was encouraged to
continue teaching a global curriculum to all his students so
all students would be prepared to address the concerns and
tasks awaiting them as global citizens.

a. Peer Review:

Getting Real with Assessment

"After Mr. Speaks finished the 'Global Decision Making
Role Play,' he had students write peer evaluations of their
team members. The team members were asked to describe
particular incidents and actions that demonstrated to them
that their team members contributed to the team meeting its
goal, cooperated with each other and showed that they knew
their material. Regarding cooperation, Mr. Speaks asked
students to explain how well their peers got along with each
other (e.g., did they fight, become overly critical of each
other, stay on task, help others contribute, provide
positive feedback, and extend courtesy and understanding?)
Second, specific to individual contributions, team members
were asked to explain examples of how well their peers
contributed to the team's success. They were asked to
consider feedback, amount and quality of data collected,
problem-solving skills, successful debate, and etc.
Finally, students were asked to explain how they knew their
teammates knew the material (e.g., were their team members able to debate well, ask other teams critical questions, complete their homework assignments on time, complete their charts thoroughly and accurately, identify problems, solve problems, and identify weaknesses in other teams' arguments?)

"This follow-up activity is an excellent example of how thoroughly Mr. Speaks met his objective to prepare students as global citizens. By having students participate in the peer review activity, Mr. Speaks offered his students an additional authentic learning experience so, as adults, they would be better able to assume these roles in the global work place. Specifically, he enabled his students to simulate the role of an evaluating supervisor to emphasize to them the importance of monitoring and improving a team's efforts through reflective critique.

b. 'Living in a Global Age' Simulation and Student Achievement Level

"Also in November, 1993, Mr. Speaks engaged students in the 'Living in a Global Age' simulation. Participating in the simulation allowed students to understand further the need for global trade, experience the need for effective communication skills and cooperation for problem solving, and analyze how nations relate through trade in the world."
In reflecting on the success of this simulation, Mr. Speaks again makes a comparison between the learning of the higher achieving and lower achieving students. First, Mr. Speaks shared that the higher achieving students were very eager to participate in the simulation. Mr. Speaks wrote that he explained the objectives to the higher achievers (i.e., to secure through trade with other teams all necessary parts for a working flashlight) and emphasized that there were enough parts for all three flashlights to work. Next the higher achieving students selected team roles and began to trade. Mr. Speaks shared that students traded well and all three teams were able to put together a working flash light. However, students were working from the self-imposed understanding that the team that had a working flashlight 'first' was the winner. So, it was accepted by the students that team C won the simulation because their flashlight worked first.

"After the simulation was completed, the students and Mr. Speaks were able to discuss the implications of the activity and to look at their collective idea of winning and team work. As will be discussed further in 'student assessment,' Mr. Speaks was very pleased with the activity and debriefing. In particular Mr. Speaks wrote:

Exhibit #20:

Students demonstrated, through their participation in the simulation and debriefing discussion, that they know how to cooperate with others to complete a task; that they know nations trade because they do not have
all the products/services they need and want and that the goods/services may be cheaper coming from other countries; and that they know specialization plays an important role in global trade.

"Mr. Speaks also explained that his lower achieving students participated in the 'Living in a Global Age' simulation. He stated that it did not go as well for them. He explained the skewed outcomes as the result of several factors. First, they were the first students with whom Mr. Speaks had ever tried the simulation, so they did not benefit from what he learned while implementing it with other students. Second, Mr. Speaks did not have the 90-minute block to implement it with his lower achieving students that he did with the higher achievers. Finally, Mr. Speaks explained that he could have incorporated reprimands for bad behavior into the simulation, as he did with the latter classes (e.g., political instability—students not working together—would result in the loss of resources). However, for whatever reasons, the activity did not go as well for the lower achievers as it did for those who generally achieve higher academic success. Reflecting on the poor results, on November 8, Mr. Speaks wrote:

Exhibit #21:

Today I did a global trade simulation, 'Living in a Global Age,' with my lower achieving students. They did not do so well with it. Rusty was everywhere. I was very concerned that the flashlight parts were going to come up missing. (They don't belong to me.) And students did not focus very well. Plus, they did not finish the activity. UGH!!! That means I have to set it up again tomorrow which is a time consuming process.
Double UGH!!! . . . We will finish it tomorrow and the debriefing questions should really help students make connections about how energy rich, agriculturally rich, and technology rich nations trade.

"On November 9, Mr. Speaks continued reflecting on the results of this global simulation with his lower achieving students:

Sixth period was able to finish the 'Living in a Global Age' simulation. I did like the activity but it did take a lot of energy to keep them focused. Rusty still seemed to be all over the place. Students had trouble allowing me and Melany [a resource teacher] to regain focus in the class. I had to give a couple of lunch detentions because of this. However, I was impressed with their ability to discuss the analogies of the exercise. Mel was able to explain how nations are interdependent, i.e., that none of us have all the goods and materials that we want, and we need each other to get them. We were able to discuss how everyone in the world can be winners. They voted by the show of hands that there are enough resources in the world so that everyone's needs can be met. They voted that everyone is entitled to having their needs met--no matter where they live or what their nationality is. They agreed that we are all entitled to good health care and equality.

"Mr. Speaks recognizes that the global activity did not go as well for his lower achievers, but he explains that he was still generally very pleased with the outcomes. As the debriefing session indicates, through the 'Living in a Global Age' simulation, even Mr. Speaks's lower achieving students were achieving goals of a global education. Specifically, Mr. Speaks's students were developing 'perspectives consciousness,' 'state of the planet awareness,' and 'awareness of human choices.' Higher and lower achieving students were to explore the sources and
implications of their 'assumption' that there can only be one winner. They identified some of the 'prevailing world conditions' and discussed their causes and possible solutions regarding the abundance of natural resources. Additionally, all levels of students were able to explain that peoples and nations are confronted with choices 'as consciousness and knowledge of the global system expands' (Hanvey, 1987). They were able to conclude that there actually are enough resources for all peoples to be winners, that there does not have to be starvation, crime, disease, war, etc. due to lack of resources. Students were able to explain that the world is a very rich place and that all peoples can and even should have their needs met.

Ultimately, the debriefing demonstrated to Mr. Speaks that his students, regardless of their achievement status, were able to meet the objectives of the simulation. Though the actual implementation of the simulation did not go as well for the lower achieving students as he had wished, through the debriefing, Mr. Speaks was able to assess that both ability levels of students understood how trade, one of the world's systems, connects different peoples and cultures. Therefore, as Exhibit #22 reveals, Mr. Speaks was able to conclude:

December, 1993:

Even though the lower achieving students needed more structure, they are quite capable of learning the same global concepts from the same global activities as the higher achieving students.
I am glad to have read in my reflective notes that I did try the 'Living in a Global Age' activity and that the students did enjoy it and learn from it. They were able to do a less structured activity and learn from it, as were the higher achieving students. This encourages me to want to keep using cooperative learning activities with 'all' of my students, not just with those who already have the cooperation and team-working skills that are needed. Therefore, all of my students, not just the higher achievers, will be better prepared to work cooperatively in a global society that desperately needs harmony and collaboration from all of its citizens.

c. 'What's Good for the Goose is Good for the Gander:'

Global Education Allows Higher Achievement for all Students

"Mr. Speaks's reflective writings do reveal, however, that there are times when he does not offer the same activities to all students. He explains that 'not all students have the same abilities or interests.' Mr. Speaks suggests that because this past year was his first year at implementing a global curriculum and he 'almost completely changed [his] instructional style, methodologies, and resources,' he was not able to provide as much structure to his lower achieving students as was necessary for them to learn from all the global activities and strategies he wanted to offer. Therefore, he did not provide some activities to them, e.g., the 'peer review' activity. He reasoned that it would have only frustrated his lower achieving students because he did not have the time to create the structure they needed to succeed. They would
simply 'get frustrated not knowing what I want them to do and not knowing which resources to use.'

"Mr. Speaks recognized that his district's mission is 'teaching for quality learning for all students.' So, is knowing that Mr. Speaks did not offer all activities to all students grounds for the Jury to conclude that Mr. Speaks did not succeed at implementing global? Is it reasonable for them to conclude, as Mr. Nayland asserted, that Mr. Speaks had to abandon global instruction because some of his students did not have the social and learning skills necessary for participating in cooperative learning and authentic assessment activities? Absolutely not.

"Mr. Nayland argued that Mr. Speaks's high expectations (e.g., holding students accountable for individual and collaborative work) was taking him too much time to accomplish and that, in conjunction with all of his additional responsibilities (e.g., writing a dissertation, helping to open a new school, and serving as a department chairperson), it was not realistically possible for Mr. Speaks to have planned and implemented quality global instruction. Additionally, Mr. Nayland argued that Mr. Speaks abandoned teaching a global curriculum because, given his particular situation, he would have had to teach his lower achieving students the social and learning skills needed in order to participate in global activities. Since, this remedial instruction would have demanded so much time,
Mr. Nayland argued that it would have been impractical, if not impossible, for Mr. Speaks to have implemented a global curriculum for all of his students; therefore, Mr. Nayland argued that Mr. Speaks decided against teaching global education altogether.

"As interesting as it was, analysis of Exhibit #23 provides evidence that Mr. Nayland's reasoning is nothing shy of fallacious. Exhibit #23 reveals that Mr. Speaks was quite assured that he was successful in implementing global education with all students, even the lower achieving students. Specifically, Mr. Speaks asserts that, even with the strangling time constraints he faced during his first year of global instruction, at least 85 percent of the activities and assignments achieved with the higher achievers were also realized with the lower achieving students. Second, he explains his reasoning for not providing the lower achieving students with certain activities was not because they could not or would not succeed with the activities. Rather, Mr. Speaks decided to implement these particular activities once he could provide students with more structure. He wanted to avoid needlessly frustrating students by providing them with activities that were not structured enough to meet their needs. Finally, Mr. Speaks concludes 'there is no need for concern about being able to teach global only to selected students. Actually, I am finding just the opposite to be true. All
students are learning to realize the peoples and cultures of this world are truly interconnected via complex global systems.' Therefore, even though it is clear that time constraints and student achievement levels were practical concerns specific Mr. Speaks's implementation of a global curriculum, the Jury can wisely infer that they did not lead Mr. Speaks to abandon global instruction. I ask the Jury to consider Exhibit #23:

December, 1993:

Specific to achievement level, I recognized that I do not have the same specific expectations for my students nor do I always offer them the same curriculum. This is so because not all students have the same abilities nor do they have the same interests. Furthermore, as teacher I am called upon to make tough decisions about what is appropriate instruction. I cannot always know this without some experimentation. And, as I have explained, since this is very much like a first year of instruction for me because I have almost completely changed my instructional style, methodologies, and resources, I have to do a lot of experimenting. Doing so is not always appropriate with students who are lower achievers. When I experiment, I usually do not provide a lot of structure or guidelines (probably because I do not have the time to do thorough planning and therefore have to do a lot of planning in action). This does not help my merit/directed students. Actually, it just throws them off. They get frustrated from not knowing what I want them to do and not knowing which resources to use. They simply are not given enough structure to succeed. The honors students seem to do better with this type of experimenting and with my style of instruction, i.e., less structured. Therefore, while I am experimenting, I will continue to use some strategies with the honors that I do not feel comfortable using with my merit/directed students, which is not to say the merit/directed students are not capable of doing these assignments or that they will not. It is just that they will be better implemented with them once I can offer them more structure. Additionally, it must be added that at least 85 present of the activities and assignments I use with my honors are also used with my merit/directed students. This
being the case, I suggest there is no need for concern specific to being able to teach global only to selected students. Actually, I am finding just the opposite to be true. All students are learning to realize the peoples and cultures of this world are truly interconnected via complex global systems.

d. Cooperative Learning:

It Takes Time to Make Time

"Mr. Nayland argued that by the end of December 1993, Mr. Speaks was exhausted from being professionally over committed. Specifically, Mr. Nayland explained that Mr. Speaks believes cooperative learning is 'integral' to achieving global goals but that planning and implementing cooperative learning activities are too time consuming to be practical, especially since Mr. Speaks's lower achieving students lack the social and learning skills necessary to participate in global cooperative learning activities. Therefore, Mr. Nayland suggested to the Jury that Mr. Speaks resigned his efforts to teach a global curriculum.

"I now argue through analysis and interpretation of Mr. Speaks's reflective writing that, even considering the demands of his professional schedule, not only did Mr. Speaks apply cooperative learning activities for implementing global education, but he did so because global cooperative learning activities are a cost-efficient use of teacher energy and time. I ask the Jury to examine Exhibit #24:"
December 13, 1993:

Cooperative learning is my preferred means of teaching global education. In addition to my strong belief that, as global citizens, my students need to learn to work together to help each other accomplish collective tasks, it simply takes entirely too much energy to try to hold every student's captive attention for the entire period as I used to try to do during my previous years of instruction. Furthermore, by organizing the classes into cooperative learning groups, I am allowing students the opportunity to have more of their needs met. They can ask each other questions and rely upon their peers for the feedback and support they need, which I, only being one person, cannot give them. And, this allows me to meet with students on an individualized basis. While students work in their teams, I am able to connect, one-on-one, with them. For example, I was able to help Todd S. who was absent, make more sense of the peer evaluation exercise. I am able to go around to all the 'recorders' during the 'Living in a Global Age' simulation to make sure they are thoroughly recording all the transaction data. And I am able to solicit feelings, questions, and comments about the projects. Ultimately, I am able to give students the individual attention they need and deserve and they are able to give me the feedback I need to direct additional global activities.

"Through the implementation of global cooperative learning activities Mr. Speaks was conserving and discovering uses of energy. First, he knows that trying to attain and secure the captive attention of seventh graders is a herculean, if not suicidal, task. Therefore, Mr. Speaks did not waste his time or energy trying. Rather, he employed global cooperative learning strategies that tap new and renewable sources of energy, namely, peer tutoring. Being only one person, Mr. Speaks realized that he could not meet each of the students' individual needs. There is just not enough time in the day or energy in the teacher."
However, he explains that global cooperative learning activities help eradicate this situation. By having his students work in cooperative learning groups, students are able to tap their neighbors' understanding and experiences as resources to help them complete the task set before them. Cooperative learning activities also allow students to develop leadership, team building, problem-solving, and other social and learning skills which teacher-directed, lecture-style learning would not. Second, Mr. Speaks explains that global cooperative learning activities allow him to meet with students, one-on-one. While students are developing social and learning skills through helping each other meet the objectives of the assignments, Mr. Speaks is able to move around the room to monitor and evaluate student progress. He reasons that global cooperative learning activities free him from being the students' central focus which enables him to focus on the needs of individual students. He is allowed to use his time and energy efficiently to meet the needs when and where they arise. Finally, global cooperative learning activities offer Mr. Speaks the opportunity to assess student affect, opinion, and concern. If he was not free to have this one-on-one interaction, Mr. Speaks would lose out on much assessment and instruction.

"Cooperative learning is quite time consuming. However, if you are going to do something, take the time to
do it right. Mr. Speaks took the time to do it right. He took time to make time. In light of the demands of his professional agenda, it was wise to question if the investment in planning and implementing global cooperative learning activities was worth it. However, in respect of the data, it is mistaken to conclude that Mr. Speaks's global cooperative learning activities were a waste or imprudent use of his time and energy. To the contrary, the data indicate that, since Mr. Speaks's time and energy are of great value and demand, global cooperative learning activities were a strategic selection of instruction.

2. A Conclusion:

Relationships between the Attainment of Global Education Goals and Instructional Activities and Strategies and Student Abilities and Achievement Levels

"The Jury can clearly ascertain that Mr. Speaks successfully implemented a number of global activities with higher and lower achievers. His reflective notes reveal that Mr. Speaks was committed to 'teaching for quality learning for all students.' His teaching environment demanded it. Therefore, Mr. Speaks knew that, if he was to succeed at implementing a global curriculum, he would have to achieve it with all students, not just with students who may be conceptually and socially amenable to learning it. Mr. Speaks was initially concerned that he would not be able
to implement a global curriculum because he did not know how
to teach cooperative learning skills to his students. His
previous teaching experiences resulted in not offering
cooperative learning activities to the lower achieving, more
'disruptive' students because these students did not have
the skills necessary to succeed at these activities.
Nonetheless, as the Jury can discern, regardless of
professional and personal fatigue, Mr. Speaks did not
abandon global instruction but challenged himself 'to make
cooporative learning work for those who do not have the
abilities to make it work.' He committed himself 'to teach
non-cooperative students, or students who have trouble
working in groups, to develop the skills necessary for these
types of learning activities . . . because they need these
[skills] to be successful global citizens' (see Lamy, 1987).
Hence, Mr. Speaks proceeded to offer his students global
activities like the 'Global Decision Making Role Play,' the
peer review, and the 'Living in a Global Age' simulation to
enable all students, high and low achievers alike, to
develop Hanvey's (1987) goals of a global education (e.g.,
'perspectives consciousness,' 'state of the planet
awareness,' 'knowledge of global dynamics,' and 'awareness
of human choices').

"The Jury also knows there were times when Mr. Speaks
offered global activities to his higher but not lower
achieving students. The Jury can conclude, however, that it
was not because lower achievers could not or would not succeed at these activities that Mr. Speaks did not offer them. Rather, because the activities were not structured enough, the students would have become frustrated and discouraged.

"Finally, the Jury can infer that, even though it takes considerable time, global cooperative learning activities are cost efficient of time and energy. They allowed Mr. Speaks to address students' individual concerns, encourage student-to-student tutoring, assess student affect, progress, and opinion, and enhance student development of social and learning skills.

3. A Relationship between the Attainment of Global Education Goals and Student Reflection Journals: Taking Time for Students to Think

"In addition to a variety and number of classroom activities and strategies, Mr. Speaks provided his students with the opportunity to keep global reflection journals. As further evidence of Mr. Speaks's success in implementing a global curriculum, I will now explain and demonstrate to the Jury Mr. Speaks's use of the global reflection journals.

"Mr. Speaks realized that class discussions were not giving students enough time to share their thinking about the global topics and issues being covered. The limited amount of class time allowed students only to scratch the
surface of how they thought and felt about the issues they were addressing. Likewise, there was not enough time during class discussions for Mr. Speaks to respond individually to what the students were sharing. As the Jury will soon observe, by having students keep global reflective journals, Mr. Speaks planned, at least in part, to eradicate this situation.

"As well as providing students with the time and means to share thoughts, probe values, and grapple with major global issues, the journals gave Mr. Speaks an opportunity to respond, in writing, to students' thoughts and feelings. He believed that by keeping global reflective journals and receiving written feedback from the teacher and peers, students would be better able to develop their thinking and knowledge of global happenings and concerns and to express more coherently their related feelings and understandings. Ultimately, Mr. Speaks designed for global reflective journals to enhance student attainment of global education goals. Analysis of Mr. Speaks's personal reflections reveals his intentions for student reflection and demonstrates to the Jury the extent of his success as a global instruction.

"As part of the first global reflective journal assignment, Mr. Speaks asked students to reflect on the effects of global production on domestic workers, consumers, and producers; to explain what they felt about foreign
investor exploitation of workers; and how they think this is related to the cost of production and the subsequent cost of the product to consumers. I ask the Jury to examine Exhibit #25, excerpts from student global reflection journals:

December, 1993:

Regarding the effects of global production on consumers, workers, and producers,

Tammy P. shared:

Global production helps the producers because it costs less and they can make a bigger profit. It also helps the consumers because it costs less but it hurts the [domestic] workers because the company can move and put alot [sic] of workers out of a job.

Atasica S. wrote:

To consumers it helps them because they don’t have to pay as much but it could also hurt them because their product might not have as good of quality. Workers mainly complain about global production because many of them lose their jobs and most of them can’t afford that. It helps producers cause [sic] they don’t have to pay their workers as much.

Peter R. explained:

I[t] helps the consermers [sic] because they get cheaper products. It hurts the worker[s] by moving their jobs to other countries. It greatly helps the producer because he [sic] can make the product for a very cheap price and sell it for alot [sic] more and make a big profit.

Gabriel J. reasoned:

If a factory is in the U.S. and decides to move to Mexico so people will work for less. Therefor [sic] the U.S. workers get hurt because they don’t have a job. The U.S. consumer gains because the factory can produce more cheaply because of wages so the prices will be lower. Mexico workers gain because they will
get jobs. The Mexican consumer gains because the price will be lower because of wages.

"These responses demonstrate to the Jury that Mr. Speaks's students have a keen understanding of why products are produced globally (i.e., because the cost of production is cheaper—mostly due to lower wages) and that students realize that not everyone benefits from global production (i.e., while consumers may pay lower prices, they may get lower quality goods and many U.S. workers are losing their jobs to lower paid workers in other countries). The above excerpts illustrate to the Jury that Mr. Speaks's students, though only being seventh graders, are quite aware of some of the complexities of global production. Students are learning to think critically about the costs and benefits of global production. They are learning that global economic systems do not always benefit everyone and that, as global citizens, they need to weigh the costs and benefits so they will be better able to make cogent economic decisions. This sophisticated level of learning is essential to a global curriculum because it is preparing students to address adequately the complex realities of global systems.

"In addition to monetary costs and benefits, as part of a journal entry, Mr. Speaks asked students to reflect on how they felt and thought about foreign investors exploiting workers in China, a case study they covered during a global economics unit that revealed exploitation of Chinese workers
by South Korean investors. Mr. Speaks designed for this reflection to help students examine concerns they expressed in class regarding their making choices as consumers that bear on the quality of life of other global citizens. That is, as explained by a number of students during class discussions, in buying shoes made in China, consumers are tacitly supporting exploitation of human labor. Therefore, through reflective journal writing, Mr. Speaks allowed students to explore their thinking and feeling specific to consumer power and responsibility to affect other global citizens. Students were given the opportunity to examine the possibilities and realities of using their money to support or thwart businesses. They could explore the potential of their consumer purchases to make changes in the human condition.

"The student journal excerpts I now present demonstrate to the Jury that Mr. Speaks's use of global reflective journals was successful in helping students question and realize their responsibilities as global consumers and citizens. Specifically, the student journal excerpts illustrate that Mr. Speaks was successful in helping students identify themselves and others as global citizens and in realizing 'the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands' (Hanvey, 1982). Please study Exhibit #26:
Tammy P. shared:

The event in China made me feel angry. I think it is wrong to treat people that way. I think the Chinese government should do something even if it means the Hanna Bee [sic: Hanbee] Shoe Company may leave, no one deserves [sic] to be treated that way.

Saul C. explained:

I felt that it was completely cruel [sic] for people to do that to other human beings. Nobody should be put in that situation like those workers. I felt sorry for the workers that they needed money so much they went through [sic] the cruelty [sic] of that job.

Peter R. expressed:

When we learned about how Chinese workers were being exploited, I became very upset to know that Chinese workers are being treated that way and that Chinese officials weren’t doing anything about it.

Atasica S. reasoned:

Well mainly, I thought that the exploitation was inhuman and it wasn’t worth a good pair of shoes. I thought this because giving your workers an unsanitary environment, as well as beating them and paying them a low salary, is not worth one pair of shoes that could range from $15 to $30 (even if they were a good quality).

"Exhibit #27 reveals that Mr. Speaks’s students were also capable of demonstrating sophisticated understanding of the connection between exploitation of human labor and the low price of globally produced goods.

Tammy P. wrote:

If the boss of the company is taking advantage [sic] of his workers and not paying them enough the company can make a bigger profit.
Peter R. offered:

The connection is if these producers work their workers so hard, and pay them so little they can afford to lower their costs. The lower the price the more sales and more profits.

Saul C. shared:

When a company can get workers to work very cheap and without resources [referring to sanitary working conditions] the company is able to sell cheaper since they didn’t have to spend a lot on wages and other little things. The lower the price the more profit.

"Regarding learning specific to the justification of exploitation of human labor as a means to provide consumers with lower priced goods, students explained the following.

Tammy P. expressed:

It is not worth the human exploitation for lower priced goods because, people are being beaten or killed, and most the people care about are cheaper shoes. To stop countries from beating their workers we can boycott the places that do or not import them.

Peter R. shared:

No, its [sic] not [worth the human exploitation to have cheaper products], because just to buy a cheaper shoe you would be hurting people in other countries. By buying that shoe you help keep that company in business, which is hurting worker. We might not be able to go into that countries [sic] and stop them but we could boycott their product to make them go out of business.

Saul C. explained:

No human exploitation is worth it for a product just to get money. It is unfair to the people who really work to get money. We can’t tell countries how to run there [sic] country but we can show them they need to see what there [sic] doing. We all need to work together
to do things. If we don’t do anything about it our hole [sic] world is going to sink before our eyes.

"Analysis of student global reflections reveals to the Jury that Mr. Speaks’s students were, indeed, acquiring a global perspective. Excerpts from the student reflective journals illustrate that Mr. Speaks’s students were developing strong feelings about how workers are treated. They were testing and developing their values, e.g., that material goods are not as valuable as human life and dignity. Students were proposing ideas for the assurance of respect and dignity for all humans. They were applying problem-solving skills to address human exploitation. Examination of the excerpts of student reflections demonstrate that Mr. Speaks’s students were achieving a global curriculum. Their reflections express understanding of economics as a ‘global dynamic’ for change and of ‘awareness of human choices’ as increasing and diversifying in pace with systemic global transformations. Specifically, Mr. Speaks’s students were demonstrating sophisticated learning from a global curriculum that, even though global production is allowing for lower consumer costs due to lower costs of production, some ramifications of the globalization of production have been quite costly of human rights.

"As the Jury is able to discern, through providing students with an opportunity to reflect on their learning of a global curriculum, Mr. Speaks enhanced student attainment
of global goals. Additionally, it is important for the Jury to realize that Mr. Speaks's study of student global reflective journals enabled him to assess student attainment of global goals in order to develop future activities to build on student understanding. For example, consider Exhibit #28. Mr. Speaks reveals what he learned from his examination of the student excerpts that were just presented.

December 13, 1994:

I learned from reading their reflections that students do see how people and countries are interconnected through all of us being a part of the same human race. I learned that students recognize that all humans, in that we are human, have similar needs, rights, responsibilities, and that regardless of national or ethnic origin that all humans have the right to dignity and respect. Additionally, I learned that the largest part of my students recognize that the global system changes and the economic interactions are a key reason for global changes. Likewise, I learned from reading my students' reflections that they accept that human choices are changing as our global system is changing and that they have a responsibility to accept make choices that will affect others.

Reading student reflections have really helped me to assess how well students are getting the global goals and where I need to go next with my instruction. I am very pleased with the global reflection journals as a means to allow students to develop their thinking and me to assess their achievement specific to global goals.
4. A Relationship between the Attainment of Global Education Goals and Teacher Reflection: A Means of Assessment

"The Jury can further assess that Mr. Speaks success in implementing a global curriculum through reflecting on his own practice. From a study of his reflective writings, the Jury realizes that Mr. Speaks used his reflective journal to proctor student achievement in order to evaluate his own success as a global instructor. Analysis of Mr. Speaks's reflective notes reveal that he, at least in part, used reflective writing as a means to describe, analyze, and evaluate the impact of his instruction and the degree to which students were achieving global objectives. By examining these writings, the Jury gains even more insight into the impact of Mr. Speaks's global instruction. Please consider Exhibit #29:

December, 1993:

My reflection journal plays an important role in assessment of student learning. For example, from reviewing over my reflective notes from November 11, I was able to assess that my students are learning a lot about global education. I was reviewing over notes I wrote on the debriefing of the 'Living in a Global Age' with eighth period.

November 11, 1993:

Lisa F. explained that her team would have been able to complete the task if team C would have traded them for a battery. I asked team C why they did not trade with team B. Larry B. offered that team B did not have anything his team wanted so they did not make a trade. I asked why they didn't trade to help them out,
especially since team C did not need the extra battery. Monica R., another member of team C, explained that it was because they did not want the other team to win first. This revelation allowed us to get into a discussion about what winning means to us and whether there has to be a loser in order for there to be a winner. . . . I asked them to explain what their assumptions about having to finish the flashlight first said about our culture's view of winning and competition. Amanda shared that people of our culture are greedy. Jennifer P. explained that people are greedy and that rich people do not want to give the poor people things because they are afraid they won't have any left. This allowed us to talk about scarcity. Students were able to explain that there are enough resources in the world to meet everyone's needs but not enough for everyone's wants. Students explained that scarcity leads to people being fearful that they will not get what they need and what they want so there is competition.

December, 1993:

I was incredibly impressed when I read over these notes. My notes helped me to realize that my students have a keen understanding of why people compete for goods/services and why people trade. Collecting this data via reflection and then reflecting over them again allowed me to know better that eighth period students, in general, understand that peoples and nations trade with each other in order to secure things they want and/or need but do not have enough of. Also, it allowed me to feel more secure about students understanding that there is enough food, energy, and resources for everyone in the world to survive but that due to fear, greed, political ability and other factors world resources are inequitably distributed which leaves many people to suffer and die needlessly.

Being that a major objective for teaching global is to identify global problems, issues, and concerns (such as inequitable distribution of scarce resources) and to work toward solving them, as well as to explore the many ways in which peoples and nations of this world are interconnected (such as through values and human needs and interests), I found writing and rereading these reflections very rewarding. They indicate that my eighth period students, little seventh graders, realize that it is often human choices that are causing much human disaster—not some capricious act of an outside force. My notes reflected that students have a
provocative understanding of human choice (e.g., human ability to hoard goods/services for fear of not having their needs/wants met) and that they have a significant degree of understanding that these choices have consequences (i.e., those specific to inequitable distribution of goods/services which leads to much needless suffering and dying.

"Mr. Speaks proffers that reflective writing informed his practice as a global instructor. Furthermore, the Jury can observe that the accused confesses that he knows he was successful as a global educator. First, the defendant states that, from examination of his reflective writing, he knows that his students developed their understanding of the fact that resources are scarce and human wants are unlimited. Students were learning that, even though there are enough resources to meet everyone’s needs, there are not enough to meet all peoples’ wants; and that this inequity between scarce resources and unlimited demands often leads to fear, greed, conflicts, famine, and death. Second, Mr. Speaks learned from review of his reflective writing that students were comprehending key motivations for global trade, e.g., people want or need something that other peoples have or can make cheaper. Third, through global instruction, Mr. Speaks realized that students were coming to understand more about the ‘state of the planet,’ e.g., poverty, hunger, and scarcity of resources. Additionally, examination of his reflections reveal that students were developing an ‘awareness of human choices,’ e.g., that
current distributions of resources are the result of choices and impetus for further contemplation.

"Further review of his reflective writing from November 11 provided additional evidence to Mr. Speaks that his students were attaining a global curriculum. In his notes, Mr. Speaks shares that, after Jennifer P., Monica R., and Amanda P. explained their thinking specific to reasons for inequitable distribution of resources, he rhetorically asked if the amount of the team’s resources were the fault or credit of its members. Mr. Speaks’s reflective notes show the learning that followed. Please study Exhibit #30:

November 11, 1993:

Students agreed by nodding and the show of hands that it is not a country’s fault or credit that they have the resources that they have or that they have the natural disasters that they do. This led to students expressing that all people have the right to equal health care and security—even though they are not getting it. Charlene T. shared that there should be a global government to enforce laws to protect people and to improve their living conditions if necessary. Donna V. shared that is what the U.N. is trying to be [i.e., a global government]. This led to discussing the power of the U.N. Students agreed that the U.N. is powerful but that it does not have sovereign power over countries. I asked them to explain why this is the case. Students were able to explain that it is because countries do not want to give up power to the U.N. They were able to reason that this is the case because by giving up power to the U.N. countries give up control over their resources and the degree and frequency to which their needs and wants will be met.

This discussion prompted David L. to make a most incredible comparison. David L. compared the U.S. and the U.N. to Michael Jordan and the Bulls. He shared that individual countries are to the U.N. as Jordan is to the Bulls. Just like Jordan needed to share the ball with his team mates, which led to a lower personal
points average but also to his team winning a number of championships, the U.S. and other countries may have to give up some of their power in order for the world to win. David L. reasoned that just like Jordan, the U.S. and other countries must recognize the higher value of 'team' championships rather than go for a high individual points score.

This was terrific. I then asked students to share about some things the U.S. may have to give up in order for others in the world to do better. They shared a number of things, e.g., wealth, knowledge, resources, education, status, and power. I asked why the U.S. may have trouble doing this. They shared that the U.S. may feel threatened by other nations. For example, Gene T. shared that the U.S. may want to keep their nuclear technology to scare nations into not messing with them (i.e., power through strength). Monica R. shared that, like their nation (C), the U.S. may think they have to be #1 and may value that more than others doing well. We concluded that this attitude would have to change in order for all of us (the world) to win, just like the Bulls could win only when Jordan’s role changed.

"At the close of the day, during his reflection on the days' accomplishments, Mr. Speaks wrote:

Exhibit #31:

I am so pleased students were able to explain that individual countries need to look beyond their individual needs and interests to see those of less fortunate countries and to realized the pivotal role the US plays in UN and global governmental affairs. This will lead them to realize the unique role, responsibility, and leadership the US needs to take in order for global government to be possible, in order for living conditions to be improved for all peoples. After all, as students shared, it is not fair that some are more equal than others. Distribution is the key.

"While reviewing these particular reflective notes, Mr. Speaks wrote, 'I cannot express adequately how pleased I was to be able to write and reread my reflective writing. While doing so, I realized that this type of instruction and
learning is what I am trying to achieve.' He explained that 'my notes revealed to me that David L., Monica R., Amanda P., Gene T., Charlene T., Donna V., and many others in the class have an advanced understanding of sovereignty, the need for balance of power, the need for global government, and the role of chance distribution of wealth, resources, and subsequent power and influence.'

"The accused's reflective notes reveal students were learning that the economic, political, and military strength and condition of countries are not simply matters of hard work, fairness, and prudent planning but also the results of fate. Students were developing empathy for less fortunate countries and considering the implications of assuming more responsibility for the global human condition. This, for example, is evidenced in Charlene's comment specific to there being 'a global government to enforce laws to protect people and to improve their living conditions."

"Mr. Speaks's study of his reflective notes was of particular advantage for global instruction of lower achieving students. Most of Mr. Speaks's lower achieving students were reluctant readers and writers and many had been diagnosed as being discrepant of reading and writing skills. Actually, about twenty-five percent of the thirty students in Mr. Speaks's lower achieving group were receiving special education services which included being provided with oral testing. Written assessments or tests
that necessitated much reading were not allowing Mr. Speaks to evaluate effectively student achievement. Therefore, in addition to providing students with alternative forms of assessment, Mr. Speaks began to rely heavily upon descriptive accounts of student learning that he was recording in his reflective journal as a means to monitor and evaluate his lower achieving students' progress.

As exhibit #32 reveals to the Jury, Mr. Speaks probed his reflective writing in order to assess and build on student achievement. He reflected on class discussions and student-to-student and student-to-teacher interactions to ascertain and draw on prior student knowledge and experiences and to get a very practical sense of what students were learning.

Exhibit #32:

Though my reflective notes are not a source of data that I can use to assign particular grades to particular students, they are helping me make a general assessment of how lessons and activities are going and the degree, in general, to which the students are getting the information. For example, my notes on November 15 reflected much student understanding of the effects of pesticides on the environment. My notes explained that, after students read an excerpt from Rachel Carson's *Silent Spring*, they worked in pairs to generate a list of negative and positive effects that humans have on the environment. My notes revealed that this writing promptly led to a very rich discussion. Kevin B., normally a very restless and disruptive student, explained that we plant trees to give us oxygen. George E., an equally off task and energetic student, explained that trees also absorb carbon dioxide. Christopher Z. explained that trees stop erosion and emphasized the positives of irrigation and fertilization. Rodney S. added that emissions controls have been established to regulate the amounts of carbon
dioxide we put into the air. And, Diane K. shared about the necessities of recycling, reusing, reducing, and reproducing.

My notes revealed that I followed these comments with a question asking the class to explain why it is important to focus on the positive as well as the negative interactions between humans and the environment. With much teacher probing, Rusty explained that focusing on the positives made him feel good. My notes revealed that the class was able to spring board from this on to questioning why not wasting concern and energy on worry and fear is important. Michael J., one of my new students, was especially instrumental in this discussion. He explained that focusing on the negative gets us all worried and that it will not help us do good things or to fix the problems.

Notes such as those taken on November 15 shed light on the prior knowledge my students bring into the class and serve to help me realize the degree to which my students are able to make sense of the issues we are addressing in the class. Additionally, they help me to know better in which direction to direct the class, e.g., to move on or readdress some issues.

"It is undeniable that Mr. Speaks's examination of his reflective writing was advantageous to his global instruction of lower achieving students. Especially because many of these students were not able or were quite reluctant to demonstrate their knowledge and understanding through reading and writing, Mr. Speaks was not able to rely upon traditional types of assessment, e.g. essay, read and respond, and multiple choice tests. Rather, he strived to employ authentic forms of assessment (some of which will be examined later on in this text) and learned to draw on his analyses of descriptive teacher reflections."
As Exhibit #32 illustrates, Mr. Speaks was able to assess much student learning from analysis of his reflective writing. Moreover, for the purposes of the Jury, Exhibit #32 demonstrates Mr. Speaks's effectiveness as a global instructor. First, Mr. Speaks drew on students' prior knowledge and experiences in order for them to achieve the global objectives. He realized that, in order for students to make sense of and retain global goals, he needed to connect the goals to student experience. Therefore, he used probing questions to solicit student understanding of human and environment interactions and helped them relate it to the new data specific to the 'state of planet.' Second, Mr. Speaks assessed that questioning and student discussions revealed students knew much more than was obvious from their writing. He realized that students were attaining a global education. Third, Mr. Speaks's students were developing their 'awareness of human choices' in evaluating the effects of human-environment interactions. They were examining how peoples' and nations' choices are increasing and becoming more complicated and interdependent as human interaction with the environment are increasing in number and magnitude. Fourth, the Jury can attest that Mr. Speaks's students were cultivating 'state of the planet awareness' through identifying and evaluating positive and negative effects of and emergent global trends in human-environment interactions. Fifth, Mr. Speaks learned that remedial
writing tasks were instrumental in student organization of knowledge. Though lower achieving student may be reluctant and/or discrepant writers, some writing does help them structure their thinking and enhance class discussions of global issues and concerns. Likewise, the prompts could be collected and assessed to encourage students to value and feel positive about writing through written teacher comments. Sixth, student affect was being considered and valued by Mr. Speaks which is essential to the success of a global curriculum. As critics of global curriculum have expressed, global issues and concerns can be very scary to younger learners (reference critique of Lessons for 21 century). Mr. Speaks was being sensitive of the affect of a global curriculum and helping students embrace hope for the future through acknowledging positive, as well as negative, human-environment interactions. Finally, analysis of Mr. Speaks's reflective writing illustrates again that lower and higher achieving students in special programs were attaining a global education. Rusty F., Rodney S., and Kevin B., to name only a few, are all students diagnosed with attention deficit hyperactive disorder. Yet, these students were leaders in class discussion and demonstrated through their questions and comments that they were attaining goals of a global curriculum.

"From careful examination of Mr. Speaks's reflective writing, the Jury can clearly discern that his use of
reflective writing allowed him to ascertain and build on student prior knowledge specific to a global curriculum and assess continued learning of global objectives. Second, Mr. Speaks's reflective writing reveals that he relied upon his general assessments to prepare future global instruction to advance student attainment of global goals. Third, the Jury is able to conclude from its study and explication of Mr. Speaks's reflective notes that both higher and lower achieving students were achieving goals of a global education and that reflective writing, in addition to simulations, role plays, and authentic forms of assessment, can enhance student and teacher success with a global curriculum.

5. Conclusions:
A Relationship Between the Attainment of Global Education Goals and Instructional Activities and Strategies, Student Achievement and Ability Levels, and Student and Teacher Reflection

"In the defense's conclusion, Mr. Nayland argued that, by the end of Mr. Speaks's first sixth months of global instruction and research (starting with the completion of his proposal to implement and research global instruction, the recording of his first reflections, and the beginning of his teacher involvement in June 1993), Mr. Speaks was
exhausted from his over-zealous professional commitments and was at the turning point of deciding whether or not to continue with global instruction. Furthermore, Mr. Nayland proffered that the accused opted against further global instruction and, in hopes of nurturing a personal life, freed up time by reverting back to previous methods and materials of instruction. However, as the Jury can indubitably attest from critical analysis and reasonable interpretation of Mr. Speaks’s reflective writing, which was recorded in approximation to his supposed point of retreat, that, in spite of physical exhaustion and deprivation of a personal life, Mr. Speaks was indeed successful at implementing a global curriculum. Even through to his conjectured point of flight, Mr. Speaks was successfully implementing a number of global activities and strategies to foster student attainment of global education goals.

"First, from analytical examination of Mr. Speaks’s reflective writing, the Jury can clearly discern that Mr. Speaks successfully implemented a number of global activities with higher and lower achievers. Mr. Speaks was committed to 'teaching [global] for quality learning for all students.' Though, initially, Mr. Speaks was concerned that he would not be able to implement a global curriculum because his lower achieving students did not have the social and learning skills to participate in cooperative learning activities which Mr. Speaks believes are inherent to
learning global education, he did not abandon global instruction but challenged himself 'to make cooperative learning work for those who do not have the abilities to make it work.' Mr. Speaks proceeded to offer both higher and lower achieving students global activities like the 'Global Decision Making Role Play,' the peer review, and the 'Living in a Global Age' simulation to enable development of Hanvey's (1987) goals of a global education.

"Second, the Jury knows that, even though there were a few times when Mr. Speaks offered global activities to his higher but not lower achieving students, it was only because these activities were not structured enough for the lower achieving students—not because they could not or would not achieve—that Mr. Speaks did not offer them to his lower achievers.

"The Jury can infer that, even though it takes considerable time, global cooperative learning activities are cost-efficient of time and energy. They allowed Mr. Speaks to address students' individual concerns, encourage student-to-student tutoring, assess student affect, understanding, and opinion, and enhance student development of social and learning skills.

"Fourth, Mr. Speaks used analysis of his own reflective writing to assess and build on student prior knowledge specific to a global curriculum and assess continued learning of global objectives (e.g., awareness of human
choices, state of the planet awareness, and knowledge of global dynamics).

"Finally, the Jury can conclude that student reflective writing, in addition to simulations, role plays, and authentic forms of assessment, can enhance student and teacher success with a global curriculum.

a. Time Well Spent: Reflective Writing As Planning

"The defense argued that implementing global education was too time consuming an endeavor for Mr. Speaks to continue. In particular, Mr. Nayland explained that it was not realistically possible to implement conterminously a global curriculum and fulfill the many additional professional responsibilities to which Mr. Speaks was committed. With all due respect to Mr. Speaks's admirable commitment to the profession of education and, more specifically, the Prince Andrew's Middle School Community, I suggest to the Jury that Mr. Speaks's responsibilities were actually complementary; therefore, in accomplishing one task, he was actually addressing another. Specifically, Mr. Speaks's two most time-consuming tasks, global instruction and reflective writing for dissertation research, were not competing for, as much as they were economizing, time and energy. As I will demonstrate to the Jury, reflective writing, as time consuming as it was, actually enhanced Mr. Speaks's efforts
in, not distracted focus from, implementing a global curriculum. Please study Exhibit #33:

February 17, 1993:

I really love doing this journal. It is a pain, but it really does help me to focus on my students and on the activities we are doing. Practically speaking, it helps me plan for the next day and the many days ahead. I am able to look at where the students and I were able to get today and then plan where I want to be tomorrow and the days to follow. Also, keeping the reflective journal allows me to assess how well my students are meeting the objectives. However, though reflective writing is invaluable, it really does take time which most teachers don't have—especially if they want a personal life.

"While reflecting on February 17, Mr. Speaks was able to identify reasons he continued to keep a professional reflective journal in spite of its being so time consuming. First, reflective writing allowed him to focus on the classroom goals he was trying to accomplish. At the end of each day of instruction, Mr. Speaks reflectively wrote about the objectives he wanted to accomplish, the activities he employed to achieve the goals, and the degree to which his students were attaining the global objectives. Though his reflections were not structured to explain completely the specific materials, procedures, and evaluations of each lesson plan, they did provide Mr. Speaks with reflective data of his thinking regarding global objectives, content, and student achievement. For example, review his reflective notes for January 10, 1994:"
On February 7 I shared:

Eighth period and I went over the fourth reflective journal entry. They were asked to explain how we are connected to the Aztecs and Maya through our being human, e.g., through our meeting our needs through technology, religion, and science. The assignment is due on Friday. I am hoping that through this assignment students are going to realize that, through time, people, from different lands and cultures, are connected through our being human. That is, people of this globe are connected, regardless of their particular cultures and locations, because they are people—sharing human needs for food, water, shelter, and clothing. This understanding is fundamental to global education. It is not difficult to imagine that students may, as we all may from time to time, depersonalize others in the world with whom they have little or no contact. The differences of cultures and locations may easily disorient people in such a way that they lose familiarity with and realization of the innate, undeniable, and binding connection that all peoples of this world have to each other, i.e., their being human. The different languages, clothing, foods, religions, locations, jobs, etc. can lead people, possibly youths even more so, to come to believe, at least in practice, that there is no or little valuable connection between them and other peoples of the world. The connection may be so taken for granted that it is not valued as highly or explored as fully. Therefore,
almost oblivious to our fundamental, human interdependence, we focus on how we need the economic commodities and services that these people produce or the raw materials they have that we want or need to continue our standard of operations and living. And, in the process we forget that these different languages, religions, dresses, foods, world views, etc. are all manifestations of other 'people' doing the very thing that we are doing, i.e., making sense of the world and meeting our most basic human needs. Instead of celebrating how peoples have developed unique means of meeting our common needs, which may be useful though not interesting to us, we focus on the separation that they seem to cause or that we cause from their existence.

I am hoping that this and other reflective notebook assignments, as well as class discussions, will enable students to realize that motivations of peoples are very similar because we are 'all' collectively, globally human. Actually, I could have students simply reflect on the implications of this fact. That is, to make sure that students are getting the point of these lessons, I could have students explain in general and particular what it means for every person on this planet to be human—for example, what it means regarding laws, rights, and responsibilities. This could lead students to 'consciously' recognize that we are all human and all have the same needs, dreams, wishes, hopes but that we do not all have the same abilities to fulfill these. I could then have students explain what can and should, if anything, be done about this.

"These two data samples illustrate well the practical benefits of reflective writing. These entries highlight important concepts and content that Mr. Speaks was trying to teach his students. First, they show that Mr. Speaks was aspiring for students to transfer what they know about their own history and culture and apply it to understanding those aspects of other peoples' lives. Second, he was striving for students to realize the dynamics of geographic systems. Geography has served to protect, isolate, connect, enhance,
impoverish, etc. Geography is a major determining factor of how cultures have and will continue to develop. Mr. Speaks's reflective writing explains that he aimed to have students recognize how specific elements and conditions of geography affected U.S. cultural development and then to apply this understanding to learning about the cause-effect relationship between humans and the environment for other cultures. Third, and possibly most important, Mr. Speaks's notes present that he embraced the idea that all people are in fact human and that being human we have the same needs. His writing reflects that he has determined that a key way to help students understand the interdependent nature of the world and to help foster empathy for other peoples is to help them realize that we are all human. Being human has no political or geographic boundary. U.S. citizens are no more human than Nigerians, Germans, and Indonesians. Mr. Speaks concludes that since we are all human, we are all deserving of human rights and respect. Mr. Speaks's reflective writing has helped him identify another means to make global interdependence more conceivable for his students. Finally, Mr. Speaks's notes reveal that he sought to teach students to celebrate diversity among cultures because it represents the great ability of humans to meet their needs. He was trying to enable his students to understand that people have different resources and environments in which to meet their needs so their cultures, e.g., religions, languages,
histories, dress, and foods, may be different. However, he wanted his students to realize that these differences do not need to strike fear in people. Rather, cultural differences represent the great creative genius of the humanity that we are all a part—about which we should all celebrate. Ultimately, Mr. Speaks's reflective writing exhibits that he attempted to encourage students to appreciate diversity as a global phenomenon that connects us to, not separates us from, other peoples.

"Examination of Mr. Speaks's reflective writing illustrates that his reflections actually helped him to focus his goals of global instruction. Admittedly, it was time consuming, but, just like cooperative learning, reflective writing was cost efficient of time and energy. By reflecting on his practice, Mr. Speaks was guiding and improving his global instruction.

"Reflection aided Mr. Speaks in focusing his global goals. He was able to clarify students' need to celebrate cultural diversity as a mark of human genius of which we are all a part. He was able to illuminate his understanding of global connectedness through membership to the human specifies and apply this understanding for students to develop further their conception of human connectedness and responsibility. Also, he was able to clarify and evaluate the effectiveness of having students transfer understanding of cause-effect relations between U.S. cultures and
geography to understanding better the developments of cultures in other geographic locations. Second, Mr. Speaks’s reflective writing was practical and time efficient because it revealed to him successful teaching strategies he could employ for further global implementation, e.g., applying cause-effect relationships and transferable concepts. Additionally, reflective writing revealed to Mr. Speaks another illustration of global connectedness that he could use to help students visualize and conceptualize human interdependence.

"Mr. Speaks’s own words are even stronger evidence of the efficacious relation between his reflective writing and global instruction. I invite the Jury to consider Exhibit #36:

January, 1994:

Having reflective data entries to review, I am much more capable of evaluating what it is that I am truly expecting of my students than I would otherwise be able to. That is, on a daily basis I can analyze and evaluate the objectives I am trying to attain from my students and can then alter my activities, focus, and objectives, if need be, to attain more thoroughly the global objectives I have set for my students. Without having daily reflection data to fall back on, I would not assess nearly as thoroughly or know as well what it is that I want to do and am doing in the classroom. I am sure of this because I know that during my first four years of teaching I never spent this much time thinking about my practice and I remember many situations of getting to 'test time' and saying, 'Ok. What did I really teach my students? What do I really want to focus this test on?' Of course, this was not good assessment nor was it particularly fair, but it did and does happen. Now, however, through keeping a reflective journal of my daily endeavors, I know what I am doing in the classroom and I am much more in control of attaining my instructional objectives. Therefore,
reflection for me, in part, has become a means of controlling the quality of instruction and of meeting more thoroughly the daily objectives.

"Mr. Speaks confesses to the Jury that reflective writing is actually enabling him to fulfill better his primary commitment of teaching. His reflective writing assisted him in articulating his instructional goals which led to more appropriate, fair, and valid assessments. Subsequently, Mr. Speaks concedes that reflective writing helped him to meet better his instructional objectives.

"As well as assisting Mr. Speaks in articulating and achieving global objectives, reflective journal writing also aided him in assessing student achievement and needs. As the Jury has been able to ascertain, Mr. Speaks had a wide variety of ability levels--especially in his homogenous group of lower achievers. Reflecting on the instructional activities and strategies being employed in relation to his instructional objectives helped Mr. Speaks meet better the special needs of his students. Many of the students in Mr. Speaks's sixth period have special needs, e.g., anxiety disorders, attention deficit hyperactive disorders, reading and writing discrepancies, and hearing impairment. Reflecting on how each class went and on any situations that arose gave Mr. Speaks the opportunity to think about how well student needs were being met. Through reflective writing, Mr. Speaks could assess the degree to which class activities were meeting student needs and interests and
could begin to develop any changes needed to enhance student achievement of the global curriculum.

"On February 8 and 15, 1994, Mr. Speaks explained that investing the time to reflect on the special needs of his students was well spent. Please examine Exhibit #37:

February 8, 1994:

On Friday, sixth period worked in pairs to locate places in the Western Hemisphere. I am really feeling the pressure for my students to do well on the county proficiency test [CRES]. One-third of the evaluation is a multiple choice test over Latin America which includes having the students identify correctly some of the major geographic features of this region. Personally, I think this knowledge is important to global citizens so it is not hard for me to allot time to allow students the opportunity to practice locating significant places and recalling factual data.

After having students work in pairs with the maps, I gave them a map quiz with the students knowing that the highest scoring team would receive 'Jolly Ranchers.' Most students did pretty well. Of course, many students did not. This class has a number of students that have major recall problems. For example, Jeff A., who has an anxiety disorder and is new to our school, got so frustrated with the activity as well as with the quiz (because we were going too fast for him) that he could not do any of the questions. Melany is going to work with him, i.e., assess him individually. I will try to encourage him to relax and try to do as much as possible at the same speed as the rest of the class but explain to him that his grade will be assessed from the work that Melany and he do together.

February 15, 1994:

I was not sure sixth period, the Directed/Merit class, would have had time to do the assignment well during their class time on Tuesday (the day I was absent--which was the last day of school for that week due to three consecutive snow days) and figured that none of them did it for homework, so I gave them another night to check their work and told them that we would grade it together in class on Tuesday. Then I gave them a two sided handout of a crossword puzzle on Central American geography. Students were to complete the book
work first, according to the directions that were given last Tuesday which I repeated. Only then were students to move on to the crossword puzzle.

The students seemed to do well with the activity. I am trying to make fact gathering and recalling easier and more fun. I was able to order a set of crossword and word scramble puzzles for the students with my department funds. I am hoping that these puzzles will make looking at maps of different countries, places, and physical features more enjoyable and enable students to retain more information than simply filling in maps—which I also have them doing. We will have to see. Whatever it takes for them to retain the information for the county evaluation—and in order to have good general awareness of their global community.

Many students in sixth period are not good students. They do not have the parental support they need, and they lack many of the study skills they need in order to become better students. As an aside, I know that I am not meeting some of my students' needs. I have so many of them to focus on during the day and classes with students with many special needs--like sixth period--leave me at a loss as to how to deal with them all. Teaching, as it is presently, is really a social thing. It is a product of the collective not an individual process. I have to teach the 'class' not George E., Tim T., Kelly C., Bonnie C., Misty, and etc. And, frankly, I just cannot do it. And being that Global education is very conceptual as well as factual, it is really challenging to teach it to my sixth period students. However, I believe it would be just as difficult to teach them any other curriculum. They have special needs which need to be addressed in order for learning to be attained. It is only that I cannot meet all of their needs, no matter how hard I try. Hoping to meet some of their special needs, I did have them work in pairs. Let's hope they can help each other with their concerns. . . . They did seem to do well.

A follow-up reflection on February 16 revealed:

Many of sixth period did not have the assignment done as I had instructed them to do it. This means that I have to give up my lunch and then track them down to do lunch detention. More paper work and time. It seems that they did the assignment as they wanted it to be done and then dismissed it as finished--even though I spent at least a quarter of yesterday's class reviewing
the directions and warning them of the repercussions of not following the directions. Ugh!!! Why can they not just do what they are asked? I really have no idea.

We graded the work in class. While doing so, I launched into a number of discussions. For example, instead of just having students explain where most Latin Americans live, I asked them to explain why they live there, i.e., in the highlands. I wanted students to express their understanding of the effects of geography on culture. I had students explain why certain variables (e.g., annual income per person and literacy rates) are indicators of standard of living. Students were also able to explain problems that would result from only a few people owning all the 'good' farmland. I led the discussion by transferring the situation to the US. That is, I had students put themselves in the situation. We made comparisons of the standards of living between the US and Latin America.

Though this lesson was a nuts and bolts lesson, it did help the students express their understanding about the standard of living in Latin America compared to that of the US. It exposed them to information indicating that the US is doing so much better materialistically than Latin America. This will hopefully help them understand better the unique situation the US is in regarding global leadership and responsibility.

"These notes indicate that Mr. Speaks knew his students and classes have special needs and personalities—especially if they are tracked. His reflective notes kept revealing to him that students in sixth period do have special needs which need to be met. Also, through reflective writing, Mr. Speaks kept focused on the fact that the sixth period students' level of social capital is lower than that of his other classes. For example, he notes that 'many students in sixth period are not good students. They do not have the parental support they need. And they lack many of the study skills they need in order to become better students.'
Reflecting on his students' situations and abilities helped Mr. Speaks keep focused on student needs rather than simply getting frustrated with the situation. Reflective writing helped him realize that sixth period students could be doing better if their parents were more involved in their learning and demanded and enabled better results from their children. Additionally, Mr. Speaks was able to realize that these students would do better if they did not have the special needs they do, e.g., anxiety disorders, ADHD, and reading/writing discrepancies. By reflecting on his sixth period students' abilities and backgrounds, Mr. Speaks was able to evaluate the instructional situation and, instead of simply getting frustrated that his students were not learning from his teaching, actually used his knowledge of students' particular needs to alter instruction. This point is evidenced in Mr. Speaks's analytical reflections recorded on March 11, 1994:

Exhibit #38:

I cannot expect all of my sixth period students to do as well with the same types of instruction as other students when they have the learning challenges that they do, e.g., ADHD and discrepancies in reading and writing. Instead, I have to find ways to meet their instructional needs and hold them accountable for their success. The reflection journal is helping me find these ways. For example, the previous notes reveal that students were not good with following directions on the written work assigned in my absence from school, but the notes did reveal that students did quite well with the discussion. Reviewing over my reflection notes, I realized that students were able to explain why most Latin Americans live in the highlands, express an understanding of the effects of geography on culture, e.g., types of occupations, foods, and
diffusion of other cultures, explain why annual income per person and literacy rates are considered indicators of standard of living, and reason what kinds of problems could result from an inequitable distribution of wealth. Furthermore, studying my reflective writing revealed that students were able to express their understanding of these topics by making comparisons between the U.S. and Latin America. This is quite impressive. Hence, the notes reveal that the sixth period students are really doing quite terrifically. Without taking time to reflect on what is happening, however, it seems that sixth period is just not getting it, that they cannot follow directions and that they are not learning the material or skills.

I am also finding that reflective writing helps me prevent the needs, character, and developments of each class from blending into the others, and keeps my impressions from becoming so general that they are not reliable for helping me make the most effective instructional and evaluative decisions. I am realizing that it is easy to get so caught up in teaching that I do not realize how much progress the students really are making. For example, at the beginning of the year, I could not get sixth period to discuss the material as a class. They would jet out whatever it was they wanted to say without concern for others who may also wish to speak. Through examining my reflective writing, I am able to realize that these students now are not only able to discuss the material and global concerns and connections, but they are even capable of making comparisons between different cultures. This is true progress—progress that I would not be as aware of if it were not for taking the time to reflective on what is occurring in the classroom.

"Analysis of his reflective writing enabled Mr. Speaks to assess the special needs of his students and evaluate his instructional objectives and student progress in relation to his students' needs. Through reflective writing on the special needs of students, Mr. Speaks was maximizing his time by completing two tasks at once. First, he was evaluating the special needs of students in relation to the materials, activities, and assessments he used in order to
understand better how to plan future global activities and lessons for students with special needs to attain a global education. The benefits of reflective writing were even more valuable to Mr. Speaks during this past year because it was his first year of embarking on teaching global education. Just as any neophyte, Mr. Speaks had much to learn about teaching a global curriculum to students with special needs. Reflecting on the effects of his practice with students of special needs helped Mr. Speaks modify his planning and instruction, assess student and teacher progress, and learn what is necessary to effect a global curriculum for students of diverse ability levels. Second, reflective writing allowed Mr. Speaks to collect data in order to achieve his professional goal of teacher researcher. During his graduate work, Mr. Speaks became convinced that, if more people would write reflectively about their practice as global educators, more knowledge would be added to the research literature which could further the efforts of global instruction. Therefore, as well as implementing a global curriculum during the past year, Mr. Speaks determined to assume the role of teacher researcher in order to add knowledge to the global education research literature so that other teachers and researchers would be aided in their efforts. Hence, contrary to the defense's argument, the time Mr. Speaks committed to reflective writing was well spent. Implementing global
education and teacher research on the implementation of global education were excellent bedfellows. Completing one aided and abetted the attainment of the other.

"Contrary to the defense's argument, the Jury can reason how reflective writing helped Mr. Speaks maximize his time to enhance his efforts of effecting global instruction for all ability and achievement levels of students. It is obvious from only perusing Mr. Speaks's reflective writing that his schedule was arduous. However, as analysis of the data evidence, the number and weight of Mr. Speaks's professional obligations did not prevent him from achieving a global curriculum. Rather, he structured his professional schedule to maximize the results of his efforts which already include continuing in the position of department chairperson and receiving excellent commendations for this past year of global instruction. Furthermore, he is likely to defend his dissertation in December, 1994. Hence, the Jury can confidently conclude that Mr. Speaks's professional obligations did not make it realistically impossible to achieve a global curriculum. Rather, the compatibility of the two most time-consuming responsibilities actually nurtured the maturation of the other task which advanced Mr. Speaks's efforts to effect a global curriculum.
b. Global Instruction:

The Process Continues

"The final point to be made by the prosecution is that regarding Mr. Speaks's continued commitment to global instruction. The defense has argued that, by the end of December, 1993, due to overwhelming professional pressures resulting from Mr. Speaks over-enthusiastic commitment to a number of professional responsibilities, he abandoned global instruction and reverted back to his previous materials and methods of instruction in order to pursue a personal life. I will now present to the Jury analysis and interpretation of descriptive data that evidence Mr. Speaks's continued commitment to and success with implementing a global curriculum. I will present data on global activities, strategies and materials; and student ability level and teaching a global curriculum specific to Mr. Speaks's instruction after January first, during which time Mr. Speaks was not to be teaching for student attainment of a global perspective. Study and explication of this particular data will enable the Jury to conclude that Mr. Speaks did indeed successfully continue with global instruction in spite of the rigor of his professional schedule."
1. Global Activities, Strategies, and Materials:
Staying Real through Authentic Activities and Assessments

"As the prosecution and defense have both explained, Mr. Speaks believes cooperative learning is central to global instruction. It fosters the assumption of individual and group responsibility for achievement, it includes students of all ability levels, it enables higher student achievement and increased self-esteem and motivation, and it is a practical means to implement authentic activities and assessments. Mr. Speaks identifies all of these objectives as significant to preparation of students as global citizens. In particular, Mr. Speaks has explained that authentic activities and assessment are key to global instruction in that they foster skills, tasks, and roles that are expected of global citizens. Therefore, in using authentic learning activities and assessments, Mr. Speaks attempted to prepare students to assume confidently their roles as global citizens. Additionally, Mr. Speaks also explains for the Jury that authentic lessons and assessments are much more interesting to students because students enjoy assuming the roles of others and the activities make sense to them in reference to the tasks they will or already have to complete.

"During this past year, Mr. Speaks strived to make learning and evaluation as authentic as he possibly could. His reflective notes reveal these attempts and demonstrate
for the Jury to grasp the degree of Mr. Speaks's commitment to and success in effecting these types of instructional strategies and evaluations. On March 20 and 24, 1994, he reflected on the benefits of legal case analysis and student decision making via the writing of a legal decision. I ask the Jury to please survey Exhibit #39:

Instead of the CRES for sixth period, I seized a teachable moment. Since there have been so many fights in our school this year, the most recent occurring this morning, I decided that it would be a good idea for students to think about assault and battery charges. I have a book of lessons on laws for students. There are a number of cases that have been written that involve students, usually at school, that include a series of questions which lead students through explaining the purpose for and application of specific laws. These lessons are designed to help students understand better the laws of this land so they will be better citizens. I am glad to be teaching these lessons. They are very student friendly. They are written on their level about student specific situations and the questions and activities are provocative, e.g., students are asked to write a legal decision specific to a case. This is really good authentic assessment—just what I like to do. The students are doing what court judges are asked to do and what students are asked to do on the LSAT. This is really good practice and it is reflective of the type of work that students may be called to do as professionals someday.

Also, on March 24, I reflected:

In eighth period, we analyzed the Tinker v. Des Moines City Schools. In my classes I have been leading students through a number of first amendment rights cases, e.g., search and seizure, freedom of speech and freedom of press. We have had a great time. The cases are written especially for middle school students, so they are interesting and they are related to them at school. This is great. The lessons meet the students where they are and help students make sense of the laws in a familiar environment. Great. Exactly what a lesson should do.

But, what do lessons on first amendment rights have to do with global education? Actually, a lot. I am
having students illustrate global ramifications, issues, history, etc. through the first amendment rights. We are looking at the first amendment rights and asking if just Americans are entitled to these rights. I am also having students explain our moral obligation to help other peoples and nations attain these rights. We are looking at some efforts the US and other countries have made in this regard, e.g., present US-China relations regarding trade and human rights. We are also looking into the spread of democratic ideas and how peoples' struggles for freedom unite us, another global thread. I am reemphasizing the influence of the French and American revolutions on Latin America. Great.

"Mr. Speaks had students make analyses of cases and apply particular court decisions and constitutional rights to hypothetical and actual situations to help prepare students to question, develop, and interpret their beliefs of justice, equity, and law. Additionally, he challenged students to solve moral dilemmas regarding global human rights. These are all responsibilities that Mr. Speaks believes are expected of today's global citizens. He accepts that students have to understand the laws of their country, other countries, and the United Nations. Global citizens seek to ensure human rights, justice, and order for all peoples—regardless of national origin. Therefore, Mr. Speaks accepts that global citizens need relevant cognitive and affective development to embrace the legal and moral challenges facing global society today, e.g., ethnic cleansing, abuse of children's rights especially in war-torn countries, and equal access to opportunities for all peoples and nations. Hence, Mr. Speaks provided students with
authentic activities and assessments that challenged students to interpret and apply legal understanding by comparing rights guaranteed on national and global levels to help students grapple with demanding 'human choices' awaiting them as global citizens, e.g., weighing the costs and benefits of legislating morality and determining ways to ensure inalienable human rights for all global citizens.

"Mr. Speaks provided students with another authentic activity reflecting the information and skills demanded of the global citizen, i.e., political cartooning. Using political cartoons was quite helpful to Mr. Speaks's achieving a global curriculum. He described the benefits of using political cartooning as an authentic activity for student attainment of goals of a global education. Consider Exhibit #40:

March 28, 1994:

Now, about political cartooning--Terrific lesson. Authentic. Great. I really do like to have my students 'doing' things that reflect 'true to life' activities. As global citizens, students can use their cartooning abilities to make sense of world issues, concerns and happenings. I was so surprised how naturally and eagerly students took to cartooning. They enjoyed this method of expression. Seeing this told me that I really could use this method much more than I do to teach about global issues, concerns and events. Of course, Newsweek, which I get, has terrific cartoons. This week's issue, for example, had a cartoon on China and the US regarding human rights. I can start using them as warm-ups to get students into inferring from and analyzing news events and perspectives. For example, in yesterday's eighth period class, we were able to pursue identifying and understanding pro-Israeli and pro-PLO perspectives via a cartoon. We were able to look at the different perspectives that are present in the paper. Terrific.
This allowed students to read the paper critically which is an essential skill to global citizens.

Additionally, while drawing on perspectives, we were able to tap a Jewish American student’s perspective on the pro-Israeli and pro-PLO cartoon. I am looking for activities that allow me to tap student perspectives and experiences. The cartooning activity allowed us to do this. Saul C., though he admittedly does not practice Judaism strictly, was able to share how he did not appreciate the artist’s comparing Hitler to an Israeli soldier and an Israeli POW camp with a German WWII concentration camp. Saul C. was able to explain that the two are not the same—the purposes are not the same nor are the war crimes. Also, Saul C. was asked to share how his perspective might be different from the rest of ours. He did not seem to want to talk about it much so I did not pursue it. From reflecting on this, however, I now know that I could have thrown this question back to the class to have them hypothesize about Jewish Americans’ perspectives and then could have asked Saul C. to explain if the hypotheses were accurate of his thinking and to what degree. Additionally, it would have been nice if Amanda was in class so when we discussed apartheid in South Africa as the ‘making of a terrorist’ she could have been able to explain how she read this differently or the same as the European American students. Her presence would have been a great resource. She embraces her ethnic identity and is very comfortable discussing her perspective which can be very different since she is a Trinidadian only living in the US. Students are great resources when activities such as the political cartooning activity are used to draw out perspectives.

"The political cartooning activity provided much opportunity for learning. It allowed students to identify, analyze, and evaluate perspectives consciousness, interpret, analyze, and explain information specific to current global issues and events, and apply creativity, imagination, and art skills to demonstrating their understanding of the world. Political cartooning is a type of authentic activity that Mr. Speaks was providing to students in order to
prepare them for their roles as global citizens. Mr. Speaks makes this point all the more clear through his reflect writing on April 11, 1994. Study Exhibit #41:

Today was a very productive day. I conducted a CRES assessment that involved students creating a political cartoon to express their understanding of their first amendment rights. I was very excited about this activity. It is an authentic activity. Authentic activities and assessments encourage students to describe and gain an understanding through activities that demand competence of real world skills, e.g., analysis, evaluation, empathy, and team building. Therefore, authentic assessments and activities such as political cartooning are opportunities for students to develop and enhance skills that are necessary to succeeding in today's global society.

2. Global Goals:

Action Verbs—Not Just Concepts

"In addition to the authentic forms of activities and assessments, during the months of March and April, Mr. Speaks led students to apply directly Hanvey's goals of a global education, e.g., cross cultural awareness, human choice, and "'state of the planet' awareness.' First, he led students to identify cross-cultural comparisons in order to enhance their awareness that ways of living can vary greatly among or mirror each other across cultures due to influences such as climate, location, and geography. Mr. Speaks described this activity while reflecting on March 15, 1994.

Exhibit #41:

In sixth period, we compared and contrasted Mexican and US family life using a Ven diagram. We identified
similarities, e.g., both societies value education, religion, and entertainment, and differences, e.g., most of Latin America is Roman Catholic whereas most of the US is Protestant. We then hypothesized about the ideas, beliefs, and values that may be behind these activities. For example, we made suggestions as to why Mexicans and Americans may value education and religion.

This lesson helped students gather, organize, and infer from information they viewed yesterday from a slide presentation.

"Similarly, on March 17, 1994, Mr. Speaks had students apply their understanding of the ramifications of human choice.

Exhibit #42:

Sixth period is doing a really neat lesson. We have been looking at people who are their age who live in different situations. On Wednesday, we watched a 10 - 15 minute video on an inner city African American boy. Today, we spent 10 - 15 minutes looking into the life of a young Appalachian girl. Before watching the film, the students and I discussed Hanvey's global objectives, i.e., perspectives consciousness, state of the planet awareness, cross cultural awareness, human choices, and global dynamics. These are not easy concepts for the students to understand, especially global dynamics and human choices. To make them easier for the students to understand, I decided to have students look for examples of these concepts as they are illustrated in the world. After discussing it with Melany, I decided that the concepts were going to be challenging enough for the students, so I decided to present the material as simplistically as possible. Since reading and writing is quite challenging for many of these students, I chose present the data for analysis by means of viewing a video.

Before showing the video, I had students focus on just one of the global goals, human choice. It seemed child-friendly and it applies to where the students are now. Also, it would have been easy to lead students into a cross-cultural analysis but since we did that for our look at the Mexican family, I thought it best to apply another of the goals. (I am applying the goals directly to make sure that the students get the
exposure and I think they are ready for this assignment.)

Also a warm-up to viewing the video, I had students share some of the choices they make every day and to explain some of the consequences of those decisions. This introduced the video and focused student attention on the concept of human choice. I was also able to share about my brother’s life, i.e., how he made choices to cope with family pressures by taking drugs and abusing alcohol. I explained to the students my opinion of how he has not yet actualized his talent. The students seemed pleased with my sharing.

After we watched the story of Chris’s, the inner city child’s life, I asked them to identify the choices he made, e.g., to make good grades, stay away from drugs, help his family with money by working, help with family chores, and protect others by being a responsible crossing guard. I then asked students to explain what they believe the results of these decisions would be. I also had them explain what they thought would have resulted if Chris had made other choices, e.g., running drugs, joining a gang, or not doing well in school. They were very responsive and were quite able to explain that decisions have effects and that even kids need to make wise decisions.

"Additionally, through an analysis of another video, Mr. Speaks led students to apply the goal ‘state of the planet’ awareness.’ He reflected on this lesson on March 19:

Exhibit #43:

Today, we applied the term ‘state of the planet’ awareness. We watched a video about Vicki’s life in the Appalachian Mts. Relying upon this and the previous film, I was able to help students identify poverty, mal-nutrition, and illiteracy as conditions of the world. Students were able to suggest that if the USA has these problems and we are as wealthy as we are that many other countries must have these same problems and even worse.

I am very pleased we are doing these lessons. They have given students an analytical tool with which to study the world. They can look for how the world is a
network of global systems and how we are all a part of it. I am very pleased because these goals are helping students realize how united the world is and how we really are all connected through our being human and trying to meet our human needs. Interesting, via looking at different children in America, students are able to make some articulate hypotheses about the state of the world and about other cultures. This is exactly why I am teaching this lesson, to help students realize how interdependent we are to others and to encourage them to make inferences from what they know.

"Mr. Speaks shared that using Hanvey’s global goals is a useful analytic tool for studying the world. He applied the goals to help students focus on the interconnectedness of the world and realize how sophisticated and involved the interdependence is. As has been revealed to the Jury through analysis of his reflective writing, Mr. Speaks holds that global education is a way of seeing and interpreting experiences and information. By having students learn this way of seeing the world, i.e., through a global perspective, via a direct analytical application of cases was truly an insightful and dynamic way of learning. Hanvey’s global goals provided learners with a conceptual framework by which they can make sense of the world. For example, students were able to study ways in which cultures are similar and different due to particular influences. Students can examine evidence of perspectives consciousness as it is demonstrated in texts, audio-visual materials, and the media, and they can collect data in order to evaluate the ‘state of the planet.’ Applied in this manner, Hanvey’s goals are more than a conceptual framework. They became
activities for Mr. Speaks's students to collect and analyze data. They were used as a lens through which they could evaluate and predict. Students could apply their understanding of "state of the planet" awareness by collecting, examining, and interpreting data specific to the world's condition and then make political, economic, environmental, or humanitarian forecasts specific to emergent global trends. Therefore, as applied by Mr. Speaks, Hanvey's goals were not just a conceptual framework but a very practical means for students to explore the world.

3. Student Experiences: The Next Frontier

"As illustrated by study of Mr. Speaks's soliciting Saul C.'s experiences and perspectives as a Jewish American during the political cartooning analysis and drawing activity, Mr. Speaks tapped student backgrounds as a means by which to implement global education. Analysis of his use of student cross-cultural and ethnic experiences further evidences that Mr. Speaks continued implementing a global curriculum in spite of his arduous professional schedule.

"One of Mr. Speaks's students, Lynda M., is a Trinidadian. During this past year, she was living with her aunt in the Prince Andrew's Middle School community in order to attend school in the United States. As the Jury will soon be able to attest, Mr. Speaks used Lynda M.'s
experiences as a person of African decent and as a Trinidadian to further student development of a global perspective.

"Because of Lynda's presence in the classroom, Mr. Speaks's students were privy to an insider's knowledge of life in the Caribbean. All year, Lynda served as a cultural ambassador from 'the islands.' She shared about her life in Trinidad, e.g., the clothes, the festivals, the music, the religion, the food, the language, and the schooling. Also, being partly of African decent, which very few of Mr. Speaks's students are, Amanda was able to share her feelings about being a person of color in the United States and in the Prince Andrew's Middle School community specifically. Mr. Speaks relied upon Lynda's insights to enriched the learning of students in her class, and, as he explained in his reflective notes on March 12, 1994, student development of cross-cultural learning would not have been as keen had it not been for Lynda's presence in the classroom. Please review Exhibit #44:

After the test on Friday, Lynda M. shared some of the materials that she brought in from Trinidad and Tobago. She lived there for eight years and was born there. We are studying this country as a part of our unit on Latin America. I know that we would not focus on these islands if Lynda M. was not in the class. But since she is in the class, we are able use her as a resource.

She brought in a tin lid drum and played 'Happy Birthday.' She also brought in a flag of Trinidad, a tapestry bag, and music. She even talked as a Trinidadian. Saul C. summed up the classes' reaction by saying 'Cool.'
Having Lynda M. in class is a great boon to me as a global educator. Lynda M. is so proud of her heritage and country, and the other students are so intrigued to learn about her 'other' life. When she spoke with the Trinidadian accent the students ate it up. They kept wanting to hear her. They loved it.

After playing 'Happy Birthday' on the traditional drum, Lynda M. shared some colloquialisms, e.g., 'limin.' She also discussed tourism, religion, interracial marrying, the labeling of races in the U.S. as compared to that in Trinidad, and the Carnivals—which she explained are celebrated to recognize freedom from slavery. I also had a National Geographic magazine (3/94) that discussed Simon Bolivar and Trinidad and Tobago. A student brought this in for research points and I was about to use the pictures and captions to flush out what Lynda M. had to share about her island experiences when she agreed to bring in some materials and teach the class. It really was terrific.

What I really liked about today's lesson is Lynda M. was the teacher. She felt comfortable enough to explain her thoughts, materials, and experiences. She is the expert. She lived there—not me. One student even commented, 'Mr. Speaks, you're the teacher. You're supposed to know these things.' This student recognized that Lynda M. was the one with the knowledge and experience not me. This student, though jokingly, was commenting on the role reversal of the teacher and student. I was the student and Lynda M. was the teacher. This reversal or recognition of personal, cross-cultural experience was great. I believe global education needs to embrace and encourage the use of legitimate cross cultural experiences. Global education calls for insiders to share what they know about their experience so others can understand and appreciate it more. This is exactly what Lynda M. did for our class.

Having student, cross cultural experiences to rely upon as a teaching resource is like no other materials or resources I have employed this year. There is nothing that I enjoy more than having students share and apply to what we are learning that information and experience that they have.

"As the Jury can read, Mr. Speaks's offered his students a keen opportunity to develop 'cross-cultural
awareness' by tapping Lynda M.'s experiences. The Prince Andrew's Middle School community lacks much cultural diversity. It was a boon, therefore, whenever Mr. Speaks had the opportunity to tap a student's or teacher's cross-cultural experiences as a global instructional resource. As Exhibit #44 specifically illustrates, Lynda M.'s presence in the class was especially helpful. She was very well liked by her peers and was quite proud of being from Trinidad and of African decent. Lynda M.'s pride and confidence freed her to share her feelings and experiences in a way that other students did not seem to feel threatened. Actually, the other students seemed intrigued to know more about her life as an islander and as a person of color in America. Because Lynda M. was in Mr. Speaks's class and because she was so comfortable with her difference, the students were able to learn much more about Caribbean culture than they would have had Lynda M. not been in the class. Furthermore, because the class and Mr. Speaks were so open to learning from Lynda M., she was able to assume the role of teacher and help her peers develop further their sense of 'cross-cultural awareness. She was able to share about the rich cultures of the Caribbean and help dispel stereotypes about Latin Americans, e.g., people's perceptions that they are drug traffickers, illiterate peasants, and communists.
4. Student Ability Level and Teaching Global:

All Students are Not Created Equal

"The final evidence the prosecution will present to demonstrate Mr. Speaks's continued commitment to and success with global education during a time when he was conjectured to have abandoned global instruction in pursuit of a personal life is again specific to global activities and strategies implemented with his lower achieving students. The prosecution suggests that, if he was still committed to and succeeding at effecting a global curriculum with lower achieving students after spring break (a time when even master teachers are often struggling to remain motivated and effective with similarly leveled students), Mr. Speaks was indeed committed to and successful at achieving teaching for student attainment of a global perspective. Hence, the Jury will be able to decided conclusively that Mr. Speaks is indeed guilty, in the first degree, of 'corrupting the youth' of the Prince Andrew's Middle School community via global instruction.

"Without further ado, I present Exhibit #45 for the Jury's examination:

March 24, 1994:

Yesterday, sixth period took the CRES (i.e., Frederick County's proficiency test entitled the Criterion Reference Evaluation System) on Latin America. From the questions students asked, it was obvious that many of them are not self directed. It seemed as if most of them are just not capable of reading a multiple choice question and responding adequately to it. They can finally achieve the task if I, the teacher, direct
their reading and comprehension. I am confident that they can complete the tasks, just not by themselves. They seem to lose the purpose of what they are doing if I am not there to direct them.

The directed/merit students do not seem to have the learning skills needed to read and respond to material in order to demonstrate learning/achievement. Of course, what I need to do is help them learn these skills. Students need reading comprehension, writing, evaluation, analysis, synthesis, description, generalization, etc. skills in order to research, understand, and address current global issues and concerns. Students will not simply be able to compute some numbers and write a few sentences adequately address our global concerns. They will have to be able to describe, code/decode information, and apply it to meet their needs as global citizens. They have to be effective problem solvers. And, since most data is still in visual, linguistic form, students are called upon to be able to read and respond to written data accurately and effectively. Additionally, students will need higher level and critical thinking skills in order to be discriminating consumers of information. For these reasons, I actually support the CRES test and am glad that students are being assessed on how well they can use maps while applying some of these skills. However, implementing the CRES test raises my awareness that many of my directed/merit students do not have these essential skills.

"Reflection on his practice has heightened Mr. Speaks's awareness that all students are not created equal. As Goodlad (1984) explains, students enter school with a variety of levels of social capital, e.g., abilities to learn and achieve, parent support, and nutrition. Lower achieving students are most often not as self-directed as higher achieving students and many of the parents of lower achieving parents do not have the same parenting skills and resources as the parents of higher achieving students. Additionally, many of the lower achieving students have
trouble reading, comprehending, writing, and applying higher level thinking skills. It is not surprising, therefore, that lower achieving students are in fact lower achievers. However, as his reflective writing has revealed, Mr. Speaks accepts that lower achieving students are just as much global citizens as higher achievers and, therefore, regardless of levels of achievement, are called upon to make the same decisions as other global citizens. Hence, Mr. Speaks has concluded that it is necessary that all students be provided with opportunities to develop skills and understandings essential to global citizenship, e.g., competencies specific to decision-making processes, costs and benefits of interdependence and dependence, coping skills to address changes, and cross-cultural and comparative analysis skills (Lamy, cited in Kniep, 1987). Mr. Speaks realized that, if students are not enabled to develop these skills, they most likely will be less capable to effect change to enhance their lives. They may very well end up not having access to the social power, economic base, and global information necessary to achieve their personal and social goals. Therefore, as a global instructor, Mr. Speaks accepts that he is called upon to offer students instruction that will empower them not only to identify and work toward meeting personal needs but also the needs of this world and its many peoples. The degree of Mr. Speaks’s commitment to global instruction for ‘all’ students is
evidenced in his reflective writing on May 14, 1994, a date well after his speculated point of reversion to global instruction. I present the Exhibit #47:

In order for global peace and prosperity to be achieved, all global citizens must have access to knowledge and must be empowered through education to make sense of information in practical, problem solving ways. Therefore, I cannot allow myself to think, 'These are the lower ability level students. They are just not capable of learning.' Instead, I must embrace the fact that most people in the world are and were not honors students and that in order to have a global society that is demonstrative of equity, liberation, and justice, all peoples must have the abilities to access and make sense of data. This means, all of my students must receive a quality education, one that enables them to develop the cognitive, affective, psychomotor, and social skills necessary to assume and fulfill their responsibilities as global citizens. Hence, regardless (and possibly because) of diverse and discrepant ability levels, I must take guard not to fall prey to expecting less learning of slower achievers. Rather, I must find and develop activities and materials that enable these, as well as the more motivated and able, students to develop the skills and achieve the understanding that is essential to global citizenship.

The activities I need to implement will have to emphasize the attainment of skills and knowledge that is authentic to and reflective of those skills found in the global workplace. My lessons, therefore, will have to be cooperative and authentic in nature. My professional challenge then is not deciding what types of lessons to implement but 'how' to provide these lessons for all students when my lowering achieving students do not have the cooperative learning skills to actually work together on projects and activities that could be found in the workplace.

"The evidence reveals that long after the time during which Mr. Speaks was supposed to have abandoned global instruction, he actually confirmed his resolve to achieving the goals of a global curriculum. In May 1994, almost a
year after his embarkment upon teaching global education, Mr. Speaks was still committed to attaining his goal. He was committed to providing lessons to all students that would allow for their attainment of skills and understandings for succeeding in today's global society. Even in May, long after the time that Mr. Nayland suggests Mr. Speaks abandoned his commitment to teaching a global curriculum, the Jury observes evidence that reveals an even stronger resolve by Mr. Speaks to prepare his students for their global responsibilities.

"Analysis of Mr. Speaks's reflective writing demonstrates his continued commitment to student learning of global skills and information through global instruction. Global education was not simply a fad for Mr. Speaks. It truly was a means of instruction that reflected his gestalt shift. He had developed a global perspective of the world and was now teaching from this perspective. Global instruction was not simply another band wagon or approach to school improvement. Global education had become Mr. Speaks's methods, content, materials and objectives of instruction. Mr. Speaks could not revert to his previous methods and materials of instruction. They no longer fit his perception of the world. They were no longer adequate for his professional needs. Therefore, even if using well known materials and methods would have provided Mr. Speaks with more time for a personal life, he could not have used
them. His previous methods and materials reflected his old way of seeing and knowing. Now that he saw the world as a network of interdependent and ever-changing systems, he needed materials that would enable him to teach from this perspective. Therefore, as time consuming as first years can be, Mr. Speaks remained committed to teaching from a global perspective.

"In addition to his continued philosophical commitment to global instruction, Mr. Speaks proceeded through the year to offer students lessons that would enable their attainment of goals of a global education. Further analysis of his reflective writing substantiates this conclusion. I present Exhibit #48 for the Jury's consideration:

April 14, 1994:

I am really pleased regarding the 'global news cast' lesson today (and yesterday). Students actually assumed the roles of newscasters. I was quite impressed especially with the directed/merit class [homogenous grouping of lower achieving students]. The direct/merit students enjoyed the activity and almost all of the students worked really hard to present the perspective their group was given. Doing so they were able to question and apply what they know about perspectives and their affect on the media. Great!

The directed/merit students did a terrific job. They identified their slant and the slants of the other student reporters as they applied their knowledge of bias. For example, all students—except one—actually created a news story complete with details that reflected the desire to attract a particular audience. The creative writing and simulated presentations demonstrated that students were able to realize that the same stories and information can be presented in different ways based on the audience to which the information is being delivered. This is great.
This activity not only enabled students to enhance their writing and presentation skills, it also encouraged them to be critical consumers of news and information. These skills are essential to global citizens (Lamy, as cited in Kniep, 1987). And this lesson served to emphasize that learning can be enjoyable as well as strong in content and skill development.

Another point about which I am most impressed is the students really got into their roles as news casters. Some of the students selected their own station names, brought in visuals, and even used reporter lingo (e.g., 'now back to you Bob,' 'this just in,' and 'stay tuned for more information at 11'). This really pleased me. The activity allowed students to be creative (in their writing and presentation) and the students really got into the activity. Also quite impressive, the students were as quiet as church mice while the other students gave their presentations. I cannot remember ever having students behave so well during student presentations. Great. And, from their body language and eye contact (as well as audience responses) I could tell students really got into the activity. I feel really good about this instruction. This is the reason I returned to the classroom.

"Study of Mr. Speaks’s reflective notes reveals that he was still providing cooperative learning and authentic assessment activities to effect global instruction. As Mr. Speaks explains through his reflective writing, the 'global news cast' simulated activity was an authentic assessment that allowed his higher and lower ability level students to demonstrate achievement of curricular goals by working together in cooperative learning groups. The 'global news cast' activity allowed students to apply creativity, imagination, and understanding in ways that ordinary read-response activities and assessments do not. For example, as illustrated by reflection on the simulated news reporting
activity, learning through the development, application and critique of a real occupational role excited students about learning which made learning much more enjoyable and attainable, especially for students who traditionally achieve success at a slower pace.

"Analysis of the data illustrates to the Jury that even at the end of the year, Mr. Speaks was still effecting a global curriculum. Furthermore, Mr. Speaks's notes reveal that all of his students were being provided with and learning from global instruction. Mr. Speaks explains even more conclusively that his initial fears that only higher achieving students could succeed from a global curriculum were unfounded. His personal inquiry into his practice revealed that, in fact, cooperative learning and authentic assessment activities were quite successful for teaching all student achievement levels the higher level thinking and problem-solving skills necessary of a global curriculum.

"The final evidence I will share with the Jury to illustrate Mr. Speaks's continued success with global instruction is specific to a particularly rewarding success story that Mr. Speaks realized at the end of the year. Being convinced that cooperative learning, as time consuming as it may be, is essential to learning a global curriculum, Mr. Speaks persisted, through the end of the year, in his efforts to provide all of his students with as many cooperative learning experiences as possible. During one
particular cooperative learning activity, Mr. Speaks learned a very important and unanticipated lesson. That is, cooperative learning activities may allow students to identify and develop skills the teacher may not even realize the students have. This point is very well illustrated in the reflection notes taken by Mr. Speaks on April 19, 1994.

I ask the Jury to review Exhibit #49:

In sixth period [a homogeneous group of lower achieving students] today we played 'Numbered Heads review,' a cooperative learning activity. However, instead of as a review, we used 'Numbered Heads' to familiarize and acquaint students with new material. This worked beautifully. The students worked well together. They identified a number of correct answers regarding the colonization of Northern America, and they enjoyed the class. Learning and applying reading and writing skills was fun. This was terrific. For example, I actually witnessed Rusty F. find a difficult answer in the text for his team. This was great. Rusty F. has a great deal of trouble reading and writing but during the past two days he has done great. It could be because there are candy incentives but I don't think that is all there is to it. I very frequently give candy or treats to students. I believe that Rusty F.'s success, therefore, is due at least in part to the fact that we were doing a cooperative learning activity. He was not alone or singled out. He was working with others and he was able to contribute a great deal. Rusty F. knows how to skim text and how to find key words and phrases. It is possible that he has developed this skill as a coping response for having to read much more text than is possible for him or than is interesting to him. But, for whatever reason, Rusty F. is able to skim text and locate key information very quickly. This made Rusty, an otherwise slow achieving and non-resourceful student, a great asset to his team. Also, Lisa G. found a number of answers for her team. This was incredible. Crystal is a new student and is very slow but very hard working. She does not always achieve in the class. Today she did. For example, one of the questions was to find the definition of 'transcontinental.' The word was not in the glossary in the back of the book so they had to go hunting for it in the text. Crystal actually checked the index and found that the word is on page 104. Doing so, she was
able to direct her team to that page and her team (the only one) found the answer. Great. She was so pleased with herself. As she left the class, she told me, very proudly, how well she did and that she found a number of answers for the team. I responded that I saw that and that I was quite impressed.

"Reflection on his practice again reveals to Mr. Speaks the benefits of cooperative learning to global instruction. Rusty F. and Lisa G. are struggling students. It would be very easy for them to be left behind in the learning process. They are slow readers who had great difficulty expressing themselves through writing. Academic success for Rusty F. was additionally difficult because he did not assume much responsibility for his success, e.g., he rarely completed homework and would often do inadequate class work. However, through cooperative learning activities, Rusty F. and Lisa G. were able to shine. They were able to apply the coping skills they have developed to locate and process information. Most students do not have these skills because they learn at the pace to which the class is geared. Therefore, when the pace was quickened, the skills Rusty F. and Lisa have developed became quite valuable.

"Reflective writing demonstrates to the Jury that, even at the end of the year, Mr. Speaks was successfully implementing cooperative learning to enable all students to learn from activities that foster a global curriculum. Additionally, his instruction continued to foster student pride, self-esteem, classroom participation, and desire for
further academic success. Therefore, considering Mr. Speaks's initial concerns that he would not be able to achieve a global curriculum with lower achieving students (as well as the charges that he, in fact, did 'corrupt the youth' of the Prince Andrew's Middle School community via global instruction), the Jury can conclude confidently from the evidence presented through analysis and interpretation of Mr. Speaks's reflective writings that he undeniably succeeded in implementing activities, strategies, and materials that allowed for students to achieve goals of a global curriculum.

5. Conclusion:

Global Education—There's No End to What You Can Achieve

"The Jury has heard the defense's argument that, during the course of this past year, Mr. Speaks abandoned global education for its being a fad and an impractical means of instruction. Specifically, the defense argued that Mr. Speaks reverted to his previous methods and materials of instruction to allow more time for a personal life. According to the defense, Mr. Speaks was exhausted from his over-zealous professional commitments. Therefore, after the end of winter break, the accused opted against further global instruction, reverted back to previous methods and materials of instruction, and applied free time to nurturing a personal life. The Jury has heard the defense explain
that the many professional demands for Mr. Speaks's time made it impossible for him to achieve, to any significant degree, goals of a global education. Furthermore, the Jury has heard the defense proffer that the prosecution has presented no evidence manifesting the success of Mr. Speaks's global instruction.

"As the prosecuting attorney, I have now concluded my presentation, analysis, and interpretation of data to counter the defenses' arguments. First, the evidence proves that, in spite of physical exhaustion and deprivation of a personal life, Mr. Speaks was indeed successful at implementing a global curriculum. Even through to the end of the year, Mr. Speaks successfully implemented a number of global activities and strategies that fostered student attainment of global education goals. Additionally, analytical examination of Mr. Speaks's reflective writing shows that Mr. Speaks successfully implemented a number of global activities with higher and lower achievers. Mr. Speaks was committed to 'teaching [global education] for quality learning for all students.' In spite of initial concerns that he would not be able to implement a global curriculum with his lower achieving students, the evidence proves that Mr. Speaks did not abandon global instruction but challenged himself to provide all students with quality global instruction. Through the duration of the year, Mr. Speaks offered both higher and lower achieving students
global activities like the 'Global Decision Making Role Play,' the 'Living in a Global Age' simulation, the 'global news cast' simulation, and political cartooning to enable all students to develop Hanvey's (1987) goals of a global education.

"The evidence reveals that, even though it takes considerable time, global cooperative learning activities are cost efficient of time and energy. They allowed Mr. Speaks to address students' individual concerns, encourage student-to-student tutoring, assess student affect, understanding, and opinion, and enhance student development of social and learning skills. The time Mr. Speaks committed to planning and implementing cooperative learning activities was well invested. It allowed him to meet, rather than obstruct his attainment of, the afore-established global objectives.

"The Jury has seen that Mr. Speaks used analysis of his own reflective writing to assess and build on student prior knowledge and assessed continued learning of global objectives (e.g., awareness of human choices, 'state of the planet' awareness, and knowledge of global dynamics). The evidence demonstrates that reflective writing assisted, not thwarted, Mr. Speaks's attainment of a global curriculum. Specifically, analysis of his reflective writing enabled Mr. Speaks to assess the special needs of his students and
evaluate his instructional objectives and student progress in relation to student needs.

"Through reflective writing, Mr. Speaks was ultimately able to maximize his time. He was able to complete two tasks at once. First, he was reflecting on his progress with global instruction in order to understand better how to plan future global activities and lessons for students of all achievement levels. Second, reflective writing allowed Mr. Speaks to collect data in order to achieve his professional goal of teacher researcher. Though Mr. Speaks's professional schedule was arduous (e.g., being a department chair, helping to open a new school, using cooperative learning, implementing a new curriculum, and writing a dissertation), analysis of the data reveals that the number and weight of Mr. Speaks's professional obligations did not, as the defense would have it, prevent him from achieving a global curriculum. Rather, the data indicate that Mr. Speaks structured his professional schedule to maximize the results of his efforts. Hence, Mr. Speaks's professional obligations did not make it realistically impossible to achieve a global curriculum.

"Ultimately, the Jury can conclude that global education was not a fad or another professional bandwagon for Mr. Speaks. Rather, through efficacious use of his time, Mr. Speaks proceeded to succeed in effecting a global curriculum for all ability level of students through the
duration of the year. Therefore, the Jury is compelled to find Mr. Speaks guilty of 'corrupting the youth' of the Prince Andrew's Middle School community via global instruction.
A. Introduction

The purpose for conducting a systematic self-critical inquiry of global instruction was to identify and describe practical concerns specific to global instruction in order to understand better and improve my instructional practice; and to add to pedagogical knowledge a teacher’s voice specific to practical concerns of global instruction. I wanted to learn more about a teacher’s everyday concerns specific to affecting a global curriculum and to offer my findings to other teachers, encouraging them as they attempt teaching for a global perspective and/or teacher action research. Specifically, I wanted answers to the following questions:

1. What teaching strategies, activities, and materials are most effective for teaching for a global perspective?
2. What constraints and concerns are most persistent and limiting specific to global instruction?
3. How can I address effectively the constraints and concerns of teaching for a global perspective?
4. What local global resources are available for global instruction?
5. How can I effectively use my local global resources?
6. What forms of assessment are most effective specific to global instruction?
7. What is the relationship between student ability level and attainment of global education goals?
8. How can I, through reflection on my teaching, know and meet specific pedagogical and professional development goals?
9. How can I, through reflection on practice, effect changes necessary to implementing global education?

Furthermore, I wanted answers to these questions from a teacher’s perspective and experiences. Though I have great respect for research, I realize that much research holds little interest for teachers. Often teachers criticize research for having little relevance to classroom realities and explain that what is found through research, valuable or not, is presented in professional journals in a jargon and format that often obscure the information from teachers. Through my research, I wanted to help ameliorate this situation. Not only did I want to improve my practice. I wanted to share with other teachers practical information specific to global instruction from a teacher’s perspective and experiences and in a teacher’s voice.

Through conducting critical teacher research, I also wanted to claim my right and responsibility to construct knowledge. I no longer wanted to be solely dependent upon someone else’s construction of reality and knowledge and onerously disperse it to the even more oppressed students. I realized that, during my previous years of instruction, I was tacitly and unthinkingly accepting what an outsider claimed to be my experience. Now, I wanted to determine and examine what I know about effective teaching and learning to liberate myself from false consciousness (Habermas, 1971)
(i.e., thinking and actions that are not meeting a person's enlightened self-interests). Likewise, I wanted to share my experience and knowledge with other teachers so (1) they can hear themselves (e.g., their concerns, interests, and knowledge) through another teacher's voices and (2) be encouraged and assisted in claiming their rights as theorists as well as practitioners so to free themselves from the oppressive deception of false consciousness.

B. A Relationship Between Personal Experiences and Teaching Global Education

Regarding my questions pertaining to addressing constraints and concerns specific to global instruction and maximizing the use of local-global resources, through reflection on my practice, I realized that a number of personal experiences influenced me to teach for a global perspective. Through reflective narrative writing and analysis I learned that being raised in an abusive and dysfunctional family, accepting a gay identity, and experiencing evangelical faith as an adolescent are all positively related to my teaching for a global perspective.

My early religious experiences fostered interest in different cultures and peoples. I belonged to an evangelical Christian church which was dutiful in preparing missionaries to "spread the Gospel" by traveling abroad to convert others to Christianity. Through my exposure to
evangelical Christianity, I developed an interest in other peoples, cultures, and places. My church provided special programs during which missionaries shared their cross-cultural experiences by presenting and explaining slides, photographs, clothing, art work, and other artifacts. Missionaries told tales of their adventures "in the field," and through my exposure to missionary tales of the field, I developed an interest in reading books written by and about missionaries and others who experienced cross-cultural experiences. These books carried me to distant lands and introduced me to exotic peoples and customs.

I was first attracted to religion because it provided me with a nurturing and loving environment (a church). As explained in chapters V, VI, and VII, I have always felt estranged from my family. Through my religious experiences, I found a "family" (i.e., the "family of God") who loved me, treated me with special affection, and took pride in my affinity for learning.

I am no longer a practicing Christian and my definition of God is much broader than it once was; yet, through my early religious experiences, I learned (and still believe) that membership in the "family of God" is not limited to a church, city, state, nation, or region. Before I had even heard the term "global education," I was developing a global perspective of humanity, beliefs, and values. Through my early religious experiences, I was learning that people from
all over the world are members of the same human race and that we have beliefs, values, attitudes, dreams, fears, and etc. that characterize and unite us as human. Though our specific beliefs may differ, all peoples and cultures are interrelated through the shared reality that all peoples and cultures have some type of beliefs and value system.

Through reflective narrative writing on my early life experiences, I also learned of a self-perceived connection between my family problems and the problems of others around the world. Suffering through the confusion, neglect, and violence of an abusive home, I developed empathy for other peoples. I had some sense of what it is to suffer—be trapped in an oppressive, impoverished, and destructive environment. These experiences, in conjunction with my religious experiences, helped me develop emotional and spiritual empathy with other peoples. I understood being born into a situation over which one has very little terrestrial control. I empathized with other peoples (especially children) of the world who were living in situations that were much worse than mine.

Narrative analysis also revealed a relationship between my experiencing education as liberation and my teaching for a global perspective. During adolescence, I experienced the liberation of education. It was through learning that I was able to escape far from the people that hurt me—the people whom I love most dearly today—but whom I can love only from
a distance. Through reflective narrative writing, I found that, in becoming a teacher, I hoped to help others gain the analytic tools necessary to gain liberation from the oppression of ignorance—the false consciousness that keeps us chained to someone else's interests (e.g., people of color not succeeding in school because it is a white man's system). I found that, through education, I came to believe people can solve their problems, resolve their differences, and improve their lives so "... we can all come together." This hope, in part, led me to global instruction.

Having decided to teach in order to help others emancipate themselves from "life's burdens," I chose to teach for a global perspective. Being gay, I perceived the need to teach a curriculum that focuses on tolerance and respect for human dignity. These factors are core to global education. Through a global curriculum, I could "explore the struggles and victories of other peoples" in order to find "hope and even answers" specific to my personal struggles for justice. Likewise, I could help others through their particular struggles as well as educate students to understand how the struggles of individuals affect the whole.
C. Implications for Global Educators
   and Teacher Researchers

My research findings suggest that global instructors would benefit from critical reflection on personal experiences that motivate their global instruction. By knowing what led them to teaching for a global perspective, teachers can know and critique better their assumptions and biases, allowing for more balanced presentation of global materials and content. (e.g., see Schukar, 1993). Furthermore, through self-critical inquiry of their motivations for teaching for a global perspective, teachers reconcile theory and practice and are empowered to free themselves from oppressive, false conscious practices in order to offer more just instruction.

Specific to teacher researchers, my findings indicate that more research is needed to understand more conclusively relationships between personal experiences (e.g., religious, family, and minority experiences) and teaching for a global perspective. Teacher research into the motivations for global instruction could reveal more information on the types and levels of experiences related to global instruction which would allow more critique of biases and assumptions sustaining and perpetuating global education. Additionally, understanding better the types of experiences that foster teaching for a global perspective would guide
future program development for teacher preparation and K-12 curricula.

D. A Relationship Between Teacher Education Training and Teaching Global Education

Regarding the research questions specific to meeting, through reflection on my teaching, pedagogical and professional development goals and affecting changes necessary to implementing a global curriculum, my research findings indicate that there is a positive relationship between the type of educational training and teaching for a global perspective. Prior to graduate studies in global education, my major objectives for teaching students geography and culture were for them to learn demographic and cultural information about peoples and nations of the world and to be able to explain the cause-effect relationships between geography and culture. Reflective narrative analysis revealed that, though these instructional goals are appropriate, they are not enough for today's student.

The nature of today's society is irrefutably global. In order for students to be successful in today's global society, they must be knowledgeable of the significance of the interdependent relationships of world systems (e.g., historical, political, economic, and cultural). Through graduate studies in global education, I developed more fully
a global perspective and acknowledged that teaching must reflect the global nature of the world.

Through global graduate education training, I developed an operational global perspective of world systems that subsequently led to significant changes in my instructional goals, strategies, activities, and assessments. For example, as revealed in chapter five of this study, prior to my graduate work in global education, my teaching focused on identifying similarities and differences between peoples and cultures. I did not help students understand the interdependent nature of the world. As I reflected on January 11, 1994, "Now [after receiving graduate training in global education] I see the world as a network of interconnected systems. Therefore, I teach about the world in this way. I show students how we are connected, how our decisions affect each other, and how our lives depend on each other." Through reflective narrative writing I realized the significant relationship between my global instruction and professional training. If it was not for reflective narrative writing, I probably would not have realized the significance of my graduate training on my thinking. I may have thought, as I hear so many teachers say about reform efforts, "I've been doing that for years," when, in fact, I haven't.
E. Implications for Teacher Preparation Programs and Additional Research

Though it is possible (even likely) that a number of teachers are, to varying degrees, teaching for a global perspective, my findings suggest that it is more efficacious to train and assist teachers in global instruction. Classroom realities (e.g., time constraints and teacher burn-out from being over-burdened) often thwart professional development of teachers. To expect teachers to happen upon global instruction is too haphazard and inefficient. Teachers teach what they know. It is possible that many teachers know (see) the world as a network of interdependent systems. However, my research reveals that, even with some degree of this knowledge, I was not teaching for a global perspective. At the very most, I was only teaching for cross-cultural awareness. It was only through participation in a global education program that I was able to articulate, foster, and systematize a global perspective. It is possible that this situation is the case for a number of teachers. School districts keep teachers inundated with a number of professional development programs (e.g., TESA, GESA, Dimensions of Learning, and School Improvement)—not to mention the rigor of simply keeping up with the planning, grading, parent contacts, and tutoring that characterize a day in the life of a teacher. It is unlikely that teachers will individually and capriciously adopt teaching for a
global perspective. My research suggests, therefore, that it may be more efficacious for teachers to be trained in teaching for a global perspective through teacher preparation, in-service, or staff-development programs.

My research also indicates that more research is necessary on how teachers come to teach for a global perspective. Is it through teacher preparation, in-service, or staff-development programs? Is it through working with colleagues or attending professional conferences? Maybe it is through exposure to global education literature? Or, maybe (and most likely) through a combination of a number of these and other factors? Additional research would enable evaluation of the effectiveness of different types of global education training programs and provide more knowledge about the different processes taken to prepare teachers for global instruction.

F. A Relationship Between Knowledge of Instructional Context and Global Education

Again, specific to my research questions pertaining to: effecting change necessary to teaching for a global perspective; addressing constraints to global instruction; and identifying and using maximally my local-global resources, my research findings indicate that it is significant to successful global instruction to know the
local context within which one wishes to affect global change.

Having four years of teaching experience in this particular district, I had much practical knowledge of the community, students, and curriculum. I was able to apply this knowledge to identify points into which I could infuse teaching for a global perspective. Second, through resuming my position as a seventh grade teacher, I gathered even more pertinent information throughout the year. My data gathering was not imposing. As a member of the field, it was natural and responsible for me to know my students, colleagues, administrators, curriculum, and community. Other teachers, administrators, students, and parents were not suspicious or intimated by my gathering contextual information. Therefore, I was able to gather very rich data of my instructional environment specific to implementing global education.

Being able to resume my teaching position, I procured a strategic posture from which to affect global instruction. Not only did I know where and how to infuse teaching for a global perspective, as a teacher, I faced less resistance to implementing a global curriculum than could be expected by an outside agent. My colleagues, administration, students, parents, and community trusted me. As a teacher in the community, I was accepted and respected as one of them. They accepted and sought my insights, materials, and
guidance specific to global education which allowed for
global curricular change to take root and (mostly likely)
endure.

As an insider, I was able to identify and tap practical
and accessible community resources for global instruction.
For example, I was able to access collegial ties, previous
knowledge of instructional materials, leadership positions,
student experiences, teacher backgrounds, and familiarity
with the "essential curriculum." Knowing of and being able
to tap these resources augmented my efforts to affect global
instruction.

Furthermore, as an insider with previous work
experience, I knew teachers' attitudes regarding change. I
knew that teachers in this particular district are already
committed to a number of educational programs (e.g., TESA,
GESA, School Improvement, Dimensions of Learning, and
Cooperative Learning) and that they might resist committing
to additional educational reform. Therefore, I knew that I
had to present a strong rationale for global education and
provide materials, activities, and lessons, as well as help
them identify points in their curricula into which they
could naturally and necessarily infuse global education.
G. Implications for Global Educators, Teacher Preparation Programs, and Teacher Researchers

My research suggests that it is efficacious to affect global education reform from the "inside-out." When considering how to affect global change, teachers, teacher educators, and program developers may want to consider that teachers are key to effectual change.

As the gatekeepers of curricula, teachers greatly determine what is taught and how it is learned. Teachers are in the most natural position to effect global reform. They know their contexts (e.g., their colleagues, students, parents, and communities) and are best able to identify how, when, and where to infuse teaching for a global perspective.

Teachers who are serious about global instruction may wish to consider what they know about their instructional milieu to determine how to go about effecting a global curriculum (e.g., the school and community climates toward change and teaching for a global perspective). My experience reveals that one teacher can affect global reform—even if the effects are not all-encompassing.

Teacher educators may wish to train teachers to study their local environments in order to gather data necessary to implementing successfully global instruction (e.g., data specific to the resources for and constraints to global instruction). It is unlikely that teachers will find themselves teaching in a school or district that has
established teaching for a global perspective as a major reform goal. Therefore, teacher educators may desire to assist neophyte teachers and teacher researchers in ways to implement global instruction individually rather than waiting for their districts and schools to provide guidance for global reform.

Additionally, my research indicates that more research is needed to discern how individual teachers can and do effect global instruction. Reflective narrative analysis on my teaching reveals that I assumed teaching for a global perspective as a result of a variety of personal and professional experiences and that, from tapping these personal and professional experiences and related insights, I was able to affect global reform. More research needs to be completed on how teachers can teach for a global perspective without the assistance of an outside global change agent in order for it to be more practical and reasonable for teachers to succeed at global instruction.

H. A Relationship Between Global Education and Student Ability Levels and Activities/Strategies

My study revealed data specific to my research questions pertaining to: the relationship between student ability level and the attainment of global education goals; and the teaching strategies, activities, and materials effective for global instruction.
My findings indicate that all students can attain the goals of a global curriculum. Though I was initially concerned that lower achieving students did not have the skills necessary to succeed at global cooperative learning activities and that I would, therefore, not be able to provide them with a global curriculum, my findings indicate that lower, as well as higher, achieving students can develop the necessary skills to attain a global education. I found that, for my lower achieving students, it was necessary that I structure activities more tightly, include incentives and reprimands for desired behavior, and allow more time for instruction, but the lower achieving students were successful at attaining the goals of global education through participation in global cooperative learning activities.

My study also revealed that student-active and authentic learning activities are resourceful for teaching global education. Through such activities as role plays, debates, peer-reviews, simulations, construction projects, and moral dilemmas, students were provided ample opportunity to enhance development of a global perspective.

Though cooperative learning and other forms of student-active and authentic learning strategies are time consuming to plan, facilitate, and assess, my research findings indicate that these activities are cost efficient. In employing global cooperative learning and other
student-active strategies, I addressed individual student concerns, provided for student-to-student tutoring, assessed student affect, progress, and opinions, and fostered student development of social and learning skills.

Additionally, my study revealed that student reflective writing is an effective means to ascertain and build on student prior knowledge and assess continued learning of global education objectives. Student reflective writing provided students an opportunity to share their thoughts, probe their feelings, and wrestle through the complexity of global issues. Having at least 30 students in a class makes it difficult for teachers to respond in a meaningful way to each student and, in kind, for students to express their thoughts and feelings resulting from instruction. My research findings indicate that, having students keep reflective journals, gave students the time and means to express their reactions and learning. If it was not for the use of student reflective writing, I would have lost a great deal of insight and information specific to student attainment of and thinking pertaining to global education objectives.

I. Implications for Global Educators and Teacher Researchers

My findings suggest that lower and higher achieving students are capable of attaining the instructional goals of
a global curriculum. Though it is usually easier to teach a curriculum to students who enter the classroom with the skills, attitude, materials, and family support that foster achievement, it is just as important, if not more so, to prepare the students who lack these resources. All students are global citizens and are in need of preparation for success in our global society. Teachers need to claim responsibility for preparing all students for success as global citizens—regardless of the "social capital" with which they enter school.

In order for teachers to provide effective instruction for all students, my findings indicate that cooperative learning, student-active, and authentic learning strategies would be beneficial. From such student-centered and authentic learning activities, all level of students can attain skills and content knowledge necessary to the global citizen. Furthermore, though they demand time, according to my findings, cooperative learning, student-centered, and authentic learning activities promise much return (e.g., teacher assessment of student affect, opinion, and achievement and student development of social and learning skills). Hence, teachers would be wise to employ these kinds of activities as efficient means to prepare students for their roles as global citizens.

Additionally, my research findings suggest that global instructors can learn much from student reflective
narratives. In having students construct reflective narratives specific to their attainment of global objectives, teachers demonstrate their value of student thinking and ideas and provide an excellent opportunity to understand, evaluate, and respond to student thinking and feeling specific to global education. Attainment of this data can also be used for future planning and instruction.

J. A Relationship Between Teacher Research and Teaching for a Global Perspective

Specific to my research questions pertaining to: the effectiveness of teacher reflection on the attainment of pedagogical and professional development goals and the implementation of a global curriculum, my research findings suggest that, though I felt the pressure of time constraints all through the research project, teacher research greatly assisted— not thwarted— my instruction.

My findings indicate that systematic self-critical inquiry of my global instruction enabled me to assess the specific needs of my students, evaluate my objectives and instruction in relationship to student needs and progress, articulate the rationale for my instruction, evaluate and improve the equity of my instruction, and participate in the construction of knowledge specific to global instruction. Through teacher research, I ultimately was able to complete two tasks simultaneously. As a teacher, I was able to
improve my instruction through knowing better how to plan for more effective global instruction; and, as a researcher, I was able to claim my right to construct knowledge from a teacher’s perspective on global instruction.

K. Implications for Global Educators, Teacher Educators, and Teacher Researchers

Global educators may wish to enhance their instruction through conducting teacher action research. My research demonstrates that systematic self-critical inquiry can result in improved and more just practice. Specifically, global educators may wish to study the process of affecting global reform to understand better the constraints and resources to global instruction relative to their locale and describe and evaluate their success in accessing the resources and addressing the constraints.

Teacher action research is a method of inquiry designed specifically to guide teachers through the processes of: (1) identifying problems/concerns/interests; (2) planning and implementing actions to address concerns; (3) observing and gathering data for analysis in order to foster improved practice; (4) reflecting over data to evaluate effectiveness of actions and determine the need for future actions; and (5) feeding results back into further planning, acting, observing, and reflecting. My research suggests that global educators may employ teacher action research not only as a
means to affect global change but as a means to improve the equity of their instruction.

In order to assist teachers in conducting systematic self-critical inquiries, it would be helpful to include research training as part of teacher preparation. Then teachers would be better prepared to assume responsibility for constructing knowledge and participating in the professional educational discourse.

L. A Relationship Between Good Teaching And Global Education

Specific to my research question pertaining to teaching strategies, activities, and materials most effective for global instruction, reflective narrative analysis of my global instruction reveals that teaching global education is compatible with and even dependent upon good teaching, e.g., fostering higher-level and critical thinking skills, student-active and cooperative learning strategies, and learning content and negotiation skills necessary of global citizens. My findings indicate that in order to be a good global educator, one must first be a good educator. Teachers may be teaching their curriculum excellently--without a global perspective. Some readers may be thinking, "How can instruction be good without including opportunities for development of a global perspective?" Their reasoning may be that, without teaching for a global perspective,
students are not learning information and skills as they relate to the reality of today's global society. Therefore, how can this instruction or the instructor be good?

My findings reveal that teaching for a global perspective enhances teacher effectiveness and student competence. However, global education does not stand alone but on the shoulders of good instruction. Without good instruction, teaching for a global perspective is a banal, if not impossible, endeavor. Therefore, indicative of my research findings, is that in order to be a good global educator one first must be a good educator.

M. Implications for Global Educators and Teacher Preparation Programs

Global education reform does not start at ground zero. Rather, it builds on sound pedagogical philosophies and methodologies that have been and continue to be tried through practice and found true in theory. While preparing teachers with effective philosophies and methodologies through pre-service instruction, it would be efficacious to train school teachers to make instruction and content relevant to the responsibilities of today's global citizen. Likewise, it would be prudent to demonstrate how the different disciplines are interrelated in society and to enable teachers to provide interdisciplinary instruction reflective of the holistic nature of global society.
Teaching from a global perspective makes instruction even more effective and worthwhile since it prepares students more thoroughly as global citizens. Therefore, rather than simply hoping that, through personal and professional experiences, teachers happen to develop the insight to teach for a global perspective, my findings suggest that it would be judicious to prepare teachers for global instruction during pre-service preparation or through in-service training. Just as it is true that a straight line is the most economic line between two points, the most economic relationship between global education and the teacher is direct global instruction.

N. Resources and Conditions Specific to Teaching for a Global Perspective

My research suggests that there are a number of practical and accessible resources and conditions for affecting a global curriculum. These resources and conditions, listed in order of their significance, are:

1. student need for preparation as a global citizen/reality of global interdependence
2. teacher interest in teaching for a global perspective
3. global education training of teachers
4. curriculum objectives that call for and endorse the goals of a global curriculum
(5) student-active, cooperative learning, and authentic learning/assessment strategies
(6) teacher cross-cultural experiences
(7) student cross-cultural experiences
(8) student interest
(9) time to plan, develop, implement, and evaluate global activities and strategies as well as locate, preview, and adapt global activities and materials
(10) local-global connections, e.g., survivors of the holocaust, veterans of foreign wars, international businesses, import and export products, students who speak English as a second language, and churches, temples, and synagogues.
(11) administrative support
(12) staff support/interdisciplinary instruction
(13) community and parent support
(14) global instructional materials

0. Implications for Schools, School Districts, Teacher Educators, and Global Educators

The reality of today's global society and the need for students to develop a global perspective are the most persuasive conditions reflecting the need for global educators. Need is the mother of invention. Today's student needs a global perspective in order to be successful in today's global society. The global reality of today's
society provides the most cogent and convincing rationale for teaching for a global perspective. Realizing this, teachers are in a stronger position to affect global change.

My findings indicate that not having global curriculum materials is no excuse for not teaching global. Global education is a way of seeing and experiencing life. Teachers and students do not need (though they can be quite helpful) materials prepared specifically for learning a global perspective. Rather, my research reveals that student and teacher cross-cultural experiences are more significant and accessible resources for global instruction. Likewise, identifying and tapping ways in which local instructional contexts are connected to the rest of the world is resourceful in illustrating the rationale for global instruction as well as demonstrating the historical depth and level of sophistication of local-global interdependence. Hence, it would be more productive for teachers to survey and solicit student and teacher cross-cultural experiences as well as explore local linkages to our global community as local-global resources than to remain instructionally paralyzed from the lack of global educational materials.

Furthermore, my findings illustrate that most of the resources, as well as the most significant resources, for teaching global education are pedestrian. They do not come in a binder labeled "a teacher’s guide to global
instruction." Instead they are lived experiences that walk into the classroom. Teachers, schools, districts, and teacher educators would benefit from realizing this point and providing for, as well as tapping, as many cross-cultural experiences as possible in teaching for a global perspective. The Maryland Directory of Ethnic Organizations is an exemplary illustration of the usefulness of identifying local-global resources to encourage teachers to teach for a global perspective through lived experience.

P. Constraints to Global Instruction
My findings revealed only two significant constraints to global instruction—time and lack of ethnic diversity. It is not reasonable to expect that a teacher would be willing to invest the amount of time to teaching or research that I did during the past year. And, frankly, I do not think it is particularly healthy to commit so much time to any particular endeavor. Global instruction and teacher research created an imbalance in my life. At the beginning of the school year, this was of no particular concern (though I was exhausted all the time). However, at that time, I was single, not dating, and committing approximately twelve to fourteen hours a day to research and teaching. It is not reasonable to expect (nor wise to ask) teachers to be willing to commit so much time to their profession.
Additionally, not having ethnic diversity in the school, classroom, and local community makes it difficult to establish the need to teach for a global perspective. It is an up-hill battle. Because students do not know complex levels of diversity, it is difficult to demonstrate and examine its effects in the classroom, and it is hard to get past superficial consciousness, empathy, and appreciation of diversity when students' local realities are absent of any sophisticated cross-cultural experiences.

Q. Implications for Schools, School Districts, Teacher Educators, and Global Educators

My research indicates that teachers need more time to affect global curriculum change, especially if they are initiating the change themselves. They need time to develop their own global perspective and to determine how it relates to their instruction. They also need more time to locate materials, adapt instructional styles, and develop, implement, and evaluate global activities and strategies.

Teacher educators can assist teachers by preparing teachers to teach for a global perspective and by providing them with bibliographies and catalogues of quality global materials, as well as with opportunities through student teaching to use a number of these activities and strategies.

Furthermore, schools and districts can be of the most support to global educators by adopting global education
reform as a priority and providing financial and instructional resources to assist teachers in teaching for a global perspective.

R. Bringing Rigor to Teacher Action Research

In order to stave off some criticism of teacher action research, I applied a number of qualitative research techniques to enhance the rigor of my data collection, analysis, and interpretation. More specifically, I attempted to increase the trustworthiness of my data by applying a number of techniques suggested by Lincoln and Guba (1985) as a part of naturalistical inquiry.

I steep the reader in my situation and encourage their trust of my data by providing a "narrative of the self," a detailed, analytic, and evaluative description of my practice as a global educator and researcher. Second, I used reflexive journal writing to reflect on my daily field experiences, thoughts, insights, feelings, assumptions, and beliefs. Third, I adapted "referential adequacy" checks (see Lincoln and Guba, 1985). At the end of each month, I wrote a formative analysis of my research data. I compared these findings to the notes that I had taken, coded, and interpreted during that month. I then looked for discrepancies between my analyses and notes. Fourth, I resumed classroom instruction in order to allow for "prolonged engagement" in the field (Lincoln and Guba,
1985). Finally, I applied "persistent observation" (Lincoln and Guba, 1985). Just as with prolonged engagement, persistent observation is part of the critical teacher action research process. As a critical teacher action researcher, I was called upon to identify the pertinent questions, concerns, issues, and information of my study in order to address adequately my problem. Conducting a systematic self-critical inquiry demanded that I focus on the relevant data in order to solve my problem.

S. Implications for Teacher Action Researchers

Having to meet the rigor of dissertation research, I found methods to enhance teacher action research. In order to attain my Ph.D., I had to demonstrate to my advisor and research committee members that I can, in fact, conduct research. Having to address my committee members' concerns for trustworthy, rigorous, and systematic data collection, analysis and interpretation was the catalyst for my borrowing research techniques from qualitative research. My research indicates, therefore, that teachers can, in fact, conduct inquiry into classroom concerns with the exactitude and strategy marked of qualitative research. Furthermore, through attempting to achieve trustworthy data, the writer conveys to the reader the seriousness and fidelity necessary of a writer and researcher that can encourage readers' trust of the writer's data and knowledge.
Before closing, it is significant to mention that at the inception of my research I did not anticipate focusing so much upon the learning process associated with research. I assumed (planned) that the focus of my study would be to describe the constraints and resources specific to achieving a global education. Instead, I found myself sharing my focus. By the mid-point of my research, I realized that a major function of the research process was understanding the learning process and that what I was finding out about conducting teacher action research was just as significant to my study as what I was learning about implementing a global curriculum. Hence, my research reporting reflects my discovery of the process by which I found out about teaching for a global perspective as well as what it is that I actually found specific to teaching for a global perspective.

Finally, as the focus of my research changed so did my means of gathering data. By the end of December, 1993, I had run out of time. I could no longer continue having my students keep reflective journals. There simply was not enough time in the day for me to respond to my students' writing, as well as conduct research and plan to teach from a new perspective. Therefore, I simply focused on my story, the sense I was making out of teaching for a global perspective through conducting critical teacher action
research. I continued to keep a reflective journal, write monthly narrative analyses ("referential adequacy" checks), and respond to my committee members "critical feedback" and, by the end of the research process, I was able to present a "narrative of the self," describing the richness of my teaching and research experience.
APPENDIX A

UNEARTHING A CRITICAL THEORIST'S PERSPECTIVE OF TEACHER ACTION RESEARCH

During my year long experience with teacher action research, I gradually learned that my research beliefs, assumptions, and goals reflected, though not exclusively, tenets of critical theory. From self-critical reflection, I was able to identify and explain the impact of my personal and professional experiences on the development of my "theories of action." (See McCutcheon and Jung, 1990.)

In 1962, I was born into a poor, under-educated, working class family living in West Virginia. My family and local community did not see much value in schooling. They measured a man's worth by the amount of hard labor and women he could do and the amount of liquor he could hold. A woman's value was measured in terms of how good she was in the kitchen and bedroom and, of course, good looks and fidelity to her husband and family. Gender roles and social expectations were very clear. Men worked in a local steel mill and got drunk on pay days. Women did the cooking and took care of the children. Getting an education was not important for males or females. Just physical labor.
Without dragging you through the sordid details of my life, it is enough to say that, as a child, I liked to play with dolls, I loved to read and go to school, and I talked a lot. I was queer. I did not fit in. Though my mother was glad to have someone to help her with the house work, my father was ashamed of his sissy second son. My church and religion condemned the sexual desires I would develop. And, society (e.g., school, T.V., music, and much literature) hated me and people like me for being different. They wanted girls to be girls and boys to be boys. This boy found that doctrine hard to believe and follow. While I liked to do some boy things, I also liked to do girl things and some boy things seemed silly to me, e.g., fighting, playing army, and not liking to dance. I just did not fit in.

Through critical self-reflection, I realize that my experiences of being gay in a largely homophobic society have irrevocably affected me. I know what it is to be discriminated against -- to have a bottle of Coke thrown at me and my partner for holding hands as we walk down the street, to experience anti-gay jokes in every possible medium, to be taught from infancy through adulthood that being gay means I will burn in hell eternally, to fear losing my job as a teacher because society thinks gay means child molester.
Critical self-reflection has helped me to see that, as a member of a sexual minority, I experience a number of social and economic inequities. For example, I do not have the same human, political, economic, or social rights guaranteed to heterosexuals. From enduring and being reflectively aware of such inequalities, I have been able to realize that there are assumptions, biases, and organizational structures in society that are perpetuating inequity and hegemony between peoples. Reflective inquiry of personal experiences has also revealed to me that I can identify my goals (my emancipatory interests, if you will) and take actions for their attainment. Self-critical reflection has revealed that much of my personal experience has led to the development of a critical theorist's perspective. I did not "officially" adopt a critical science perspective. I acquired, learned, purchased, lived it through my experiences of social and economic inequity. Critical self-reflection revealed to me assumptions, biases, perspectives, and theories that have inspired, guided, and sustained my personal and professional actions. Critical self-reflection has unearthed my personal "theories of practice" which have been developing from, and continue to reflexively shape, my personal and professional experiences. Through conducting critical critical teacher action research, therefore, I am able to identify and articulate
much more confidently and thoroughly the epistemologies and methodologies relevant to my research.
APPENDIX B

PERSONAL EXPERIENCE WITH CRITICAL THEORY

These axioms have affected every aspect of my life, including my research. Critical theory helped free me from the oppressive and destructive grasp of evangelical Christianity. It helped guide my examination my sexual assumptions and practices. Experiencing equity and hegemony as a sexual minority, I was predisposed to see the injustice and despotism characteristic of the construction of knowledge. It impelled me to examine my role as a teacher, a practitioner, a doer. Through critical theory I was able to make sense of my frustration, apathy, and anger related to implementing curricula, projects, and other "improvements" that I had no say in. Ultimately, the axioms of critical theory led me to conduct a systematic self-critical inquiry into my practice as global instructor -- not only to improve my teaching but to free myself from practices and assumptions (theories) that foster inequity and hegemony (e.g., a researcher is the constructor of knowledge, a teacher receives knowledge, and knowledge is passed on to students). The axioms of critical teacher action research influenced me to implement a global
curriculum to enable students to meet better their responsibilities as decision-makers in a global society and to assume my professional right and responsible to participate in the construction of knowledge.
APPENDIX C

A REFLECTIVE JOURNAL ENTRY:
GOALS OF A GLOBAL EDUCATION

June 23, 1993:
I have identified the goals of global education in relation to the "essential curriculum" for the seventh grade. From doing this, I hope, that even before I begin my planning, I will be able to know what global education goals are to be accomplished, how they are to be accomplished and when they are to completed.

Essential Curriculum Specific to Global Education Goals

1. Perspectives consciousness:
   
   Current Events
   
   .Gather information, think critically, and solve problems
   .Analyze events from different perspectives
   .Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives
   .Investigate various world cultures
Examine the contributions of different ethnic, racial and religious groups.

Describe the multiethnic composition of Anglo American countries.

Describe the variety of backgrounds and cultures reflected in social classes and life-styles of Latin America.

Citizenship and Government

Interact positively through self-respect and enhanced appreciation of social diversity.

2. "State of the Planet" Awareness:

Gather information, think critically and solve problems.

Define problems, propose solutions and draw conclusions based on data.

Make decisions and evaluate consequences.

Identify environmental issues and recommend ways to protect the environment.

Identify current events relating to countries studied.

Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology and the environment.
Locate places and cultural/natural features by interpreting maps, using directions, legends, grid systems, boundaries scales, and political units.

Describe how the geographic factors affect an area's climate.

Analyze patterns of population growth and settlement.

Show the influences of transportation and communication on the movement of people, goods, and ideas.


Give examples of how technologies, institutions, languages and beliefs link different peoples.

Identify scarcity in decision making and cite examples of economic interdependency using case studies.

Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspectives.

Tell how people change their environment for economic needs and consequently change their lives.

Tell how individuals and groups advance/impede change through voting, lobbying, and demonstrating.

Show how technological change and resources determine economic growth.

Identify situations demonstrating respect for majority rule and individual rights.
.Analyze consequences resulting from the
exercise/denial of rights and responsibilities
.Give examples of how individuals and groups bring
civic improvement

3. Cross-cultural Awareness
.Demonstrate an understanding of geographic concepts
and processes to examine the role of culture,
technology and the environment
.Show the influence of transportation and communication
on the movement of people, goods and ideas
.Recognize the diversity and commonality of peoples,
the reality of interdependence and the need for global
cooperation through multicultural perspectives
.Investigate various world cultures
.Examine the contributions of different ethnic, racial
and religious groups
.Describe the multiethnic composition of Anglo American
countries
.Describe the variety of backgrounds and cultures
reflected in social classes and life-styles of Latin
America
.Practice values for improved self-concept and
acceptance of others in a pluralistic society
.Tell how individuals and groups advance/impede change
through voting, lobbying, and demonstrating
. Make a reasoned commitment to human dignity, justice, and democratic processes
. Analyze beliefs and values associated with the rule of law
. Identify situations demonstrating respect for majority rule and individual rights
. Analyze consequences resulting from the exercise/denial of rights and responsibilities
. Give examples of how individuals and groups bring civic improvement
. Illustrate conflicts between conscience and respect for authority and situations in which individuals demonstrate support for human rights

4. Knowledge of Global Dynamics
. Tell how institutions and media affect others
. Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology and the environment
. Analyze patterns of population growth and settlement
. Show the influence of transportation and communication on the movement of people, goods, and ideas
. Compare regions
. Relate economic principles, institutions and processes needed for effective citizens, consumers and workers
Define the terms "first world," "second world," and "third world" nations.

Give examples of how technologies, institutions, languages, and beliefs link different peoples.

Identify scarcity in decision making and cite examples of economic interdependency using case studies.

Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperation through multicultural perspective.

Tell how people change their environment for economic needs and consequently change their lives.

The contributions of different ethnic, racial and religious groups.

Interact positively through self-respect and enhanced appreciation of social diversity.

Practice values for improved self-concept and acceptance of others in a pluralistic society.

Make a reasoned commitment to human dignity, justice, and democratic processes.

Analyze beliefs and values associated with the rule of law.

Identify situations demonstrating respect for majority rule and individual rights.

Analyze consequences resulting from the exercise/denial of rights and responsibilities.
Give examples of how individuals and groups bring civic improvement.

Illustrate conflicts between conscience and respect for authority and situations in which individuals demonstrate support for human rights.

5. Awareness of Human Choices

Gather information, think critically and solve problems.

Define problems, propose solutions and draw conclusions based on data.

Make decisions and evaluate consequences.

Identify scarcity in decision making and cite examples of economic interdependency using case studies.

Recognize the diversity and commonality of peoples, the reality of interdependence and the need for global cooperations through multicultural perspectives.

Tell how people change their environment for economic needs and consequently change their lives.

Characterize the governments of Latin America and Europe.

Document modern Europe's cooperation and conflict.

Interact positively through self-respect and enhanced appreciation of social diversity.

Practice values for improved self-concept and acceptance of others in a pluralistic society.
. Make a reasoned commitment to human dignity, justice, and democratic processes
. Analyze beliefs and values associated with the rule of law
. Identify situations demonstrating respect for majority rule and individual rights
. Analyze consequences resulting from the exercise/denial of rights and responsibilities
. Give examples of how individuals and groups bring civic improvement
. Illustrate conflicts between conscience and respect for authority and situations in which individuals demonstrate support for human rights
May 11, 1993:
Especially throughout this first year, I will have to get to know the staff much better than I know them now. This will help to respond better to my particular situation. However, there are some characteristics that I already know that should help me as I begin my work as a global educator.

My school is a middle school, grade levels 6-8th, which is located in a solid middle class, white (almost rural) suburb. From my reading and research on global education (e.g., Tye and Tye, Merryfield, and Bennett), I know that it can be difficult to teach effectively about global perspectives in a school or classroom that is not multicultural. That is, students, teachers, and parents may lack an appreciation for understanding the interrelated nature of the systems of the world (i.e., technological, ecological, economic, cultural, historical, and political systems) due to their lack of exposure to evidences of these interrelationships.
Hence, they may not perceive the need for teaching global perspectives.

I do know that our district is very much a part of the effective schools movement (Lazote) which is test driven. Proficiency test scores are the measure for improvement. So, I know that if global education is perceived as a threat to high test scores or if it is not a means to high test scores it will not be acceptable to other teachers and the administrators. This is a big concern. Though I know good teaching and I know "teaching for the test," I also know that it is difficult to introduce yet "another" program to teachers who are forced, above all else, to produce high test scores.

I realize that all teachers in my district have been inserviced and expected to demonstrate competence in Teacher Excellence Student Achievement (TESA), Madeline Hunter's Essential Elements of Instruction (name/date), Dimensions of Learning (date/name), interdiscipline teaching (name/date), cooperative learning strategies (Slavin, Johnson and Johnson, and Kagan). If they see global education as just another fad or band wagon, as I am sure from a top-down approach they would, neither
I nor global education have a snowball's chance in hell to succeed.

I also know that some of the teachers in my school will most likely resist my efforts to infuse global perspectives. According to Tye and Tye (1991) there are a number of defensive moves taken by teachers to resist global education or any other program. From my previous four years of teaching in this district to which I will be returning, I can anticipate that a number of these means of resistance will be employed. These are burnout, refusal, avoidance, withdraw, negotiation, and selective participation. From my experience as a teacher, a school improvement team member, and team leader in this district, I know that defensiveness is a very real problem. Many teachers may simply be burned out from all the other programs they are expected to participate in, e.g., TESA, the School Improvement Team (and its many committees), cooperative learning, Essential Elements of Instruction, extracurricular activities, higher level thinking training, textbook adoption committees, advanced placement and gifted programs, and all the at-risk programs -- not to mention all the problems associated with opening a new school building (which my new staff will be doing). Teachers may simply not have
the energy or time to engage in learning to teach from a global perspective. Hence, they may simply refuse to do it. They may throw their hands up and say, "Not another band wagon!"

Anticipating that teachers may already be burned out or may very well be over-loaded, I must be sure not to force teaching global education onto teachers. Rather, I must help them to perceive it as a need. That is, through demonstrating the rationale for a global curriculum and by meeting the districts expectations via a global curriculum, I will help teachers see that teaching global is rewarding, necessary, and attainable. Additionally, working within the "team" concept, the grade levels teach at least two integrated units per year. I will need to be very resourceful regarding this responsibility. I can provide definitions, concepts, explanations, and illustrations of global education and even outline and lead them through a unit lesson plan specific to analysis of one of the interdependent systems of our world, i.e., cultural, political, technological, ecological, historical, or economic interdependence. This will make it easier for them to teach global perspectives.
Another defensive pose the Tye and Tye (1992) warn about that my colleagues may take is avoidance. They may listen to all that I have to say and let it go in one ear and out the other or they may just pay it lip service. To overcome this obstacle, I will be particularly resourceful in helping them find global materials. For example, I am planning to investigate the local area in order to know what local global resources are available and list these resources in a global directory. With D.C. around the corner, I am assured access to a number of national and international organizations, e.g., the USIP, NCSS, Green Peace, Amnesty International, the National Gay and Lesbian Task Force, the Smithsonian Education and Resource Center, the ASCD regional resource center in Fairfax, Va., the World bank, PETA, embassies, and major religions' networks. I have already accessed a number of these sources and have found them very beneficial in helping students get to know about other people and cultures.

Tye and Tye (1992) also warn against teacher withdrawal. From my previous four years of teaching in my local context, I have experienced teacher withdrawal a number of times. Out of the feeling of professional obligation or just plain guilt or administrative
pressure, I have seen teachers (myself included) commit themselves to a project without having the resources to finish it. Therefore, I can be sure that some teachers, especially those with less experience, may over-extend themselves out of desire to be the best teacher they can. This could be especially true since my staff will be opening a new school. I know that I want to set high standards for my students as well as meet high professional standards. Plus, I will be conducting teacher action research as a means to develop professionally. Regarding the members of the staff, the principal has mentioned a number of times that she has selected the staff largely because we have high expectations and a lot of enthusiasm and creative ideas to improve instruction. I am sure that in trying to set excellent precedents for our school that many of us may very well over extend ourselves and find ourselves withdrawing from our commitments as a means of professional preservation. Therefore, I am prepared for having to back out of some of my own commitments as I return to the classroom and assume, in addition to my role of teacher, the roles as global change agent, critical teacher action researcher, department chair, and SGA advisor. It is also wise to expect that other teachers may adopt some global instruction but may not be able to follow through. Because of all the stresses
of opening a new school and simply returning to the classroom, as a number of our staff will be, we may withdraw from new strategies and programs and resort to old ways of doing things just to survive our first year back and our first year in a new building teaching with a new staff. As a teacher-leader and initiator, I will have to help the teachers so they will not need to withdraw. I will try to provide resources, support, suggestions, planning, administrative details, etc. as well as help them learn how to better manage their commitments.
APPENDIX E

REFLECTIVE JOURNAL ENTRIES SPECIFIC TO
TEACHER LEADERSHIP

October 27, 1993:
I received three more boxes of materials from Social Studies Services. I am very pleased with the simulation activities, the global writing lessons, the geography games and puzzles, the environment book, and the folklore book. I cannot not get over thinking how glad I am that I accepted the role of department chair. Through this position, I have been able to provide myself and other teachers with global materials. If I had gone to another school, I would not have had this opportunity or this influence. I would have had to make do with what was already ordered -- which most likely would not have been chosen with teaching for global in mind. This position and my choice to come to this school was quite wise. I may even apply for the new high school in a couple of years. If I could do what I have done in this school, even more teachers in this district could teach a curriculum that reflects the global interdependent nature of world systems.
This would allow for even more students to be influenced by global materials and objectives which would make it more likely that they would be prepared for their roles as global citizens. It really is amazing the influence that one person can have.

October 12, 1993:
I was able to give the lesson plan and materials for "Why People Trade?" to the other seventh grade teacher so her students could also learn about global trade. Because I already had the bags made up and the lesson was done, it was much more likely that she would use this lesson. Great. That is yet another class that will be exposed to global.

October 13, 1993:
Sandra Cox [the foreign language teacher teaching one seventh grade social studies class] said the "Why people trade?" activity went really well with her class. I’ll try to see her to ask what she believes her students have learned
APPENDIX F

REFLECTIVE JOURNAL ENTRIES ILLUSTRATING
DATA GATHERING

August 18, 1993:
I received the name and phone number of a local person who is a Holocaust survivor today. What a great local global history contact. I will definitely give her a call and arrange for her to come into class and share about her experiences.

August 20, 1993:
I just talked to Chief Joseph Raincrow Neale. He was identified in a multicultural education directory published by the State of Maryland. This is a terrific boon. It is actually entitled Directory of Maryland Organizations and Resources. I am going to call the phone number identified in the front to order copies for my team and department. This will help them include guest speakers and other global and multicultural data/materials in their lessons and class activities.
September 20, 1993:
I am reading two novels being taught in language arts that have cross-cultural themes. I am hoping this will give me yet another way to reach students with cross-cultural instruction. This will be material in which they are already grounded that I can reference while teaching them my curriculum. Great. Making interdisciplinary connections with my students is really exciting. It makes me feel closer to my students, the curriculum, and the other teachers.
September 7, 1993:

Students really need to learn to work together. They need to learn to respect others' rights to learn as well as their own. I am finding that 6th period [a homogeneous group of lower achievers] is having a rough time respecting other's rights to learn. In the past I have just not allowed the disruptive students to participate in cooperative learning activities. I realize now that this is not the most enlightened approach to teaching and learning. The students I was denying cooperative learning activities were the ones who needed them most. So, now I am pressed to make cooperative learning work for those who do not have the abilities to make it work. That is, I am now challenging myself to teach non-cooperative students or students who have trouble working in groups to develop the skills necessary for these types of learning activities. I am doing this not only because it is better teaching and it allows for students to learn skills that they need but don’t have. I am teaching
students cooperative learning skills, e.g., team building and problem solving, communication, individual and group responsibility, and getting along with and appreciating students who are different, because they need these skills to be successful global citizens (see Lamy, 1987). These students may very well be the ones most at risk of not succeeding as global citizens, because they are not successful at staying on a task within a group. Hence, I must, as a part of my global instruction, provide opportunities for "all" students to develop the skills necessary to global citizenship.

November 8, 1993:
Today I did a global trade simulation, "Living in a Global Age," with my lower achieving students. They did not do so well with it. Rusty was everywhere. I was very concerned that the flashlight parts were going to come up missing. (They don’t belong to me.) And students did not focus very well. Plus, they did not finish the activity. UGH!!! That means I have to set it up again tomorrow which is a time consuming process. Double UGH!!! . . . We will finish it tomorrow and the debriefing questions should really help students make connections about how energy rich, agriculturally rich, and technology rich nations trade.
November 9, 1993:
Sixth period was able to finish the "Living in a Global Age" simulation. I did like the activity but it did take a lot of energy to keep them focused. Rusty still seemed to be all over the place. Students had trouble allowing me and Melany [a resource teacher] regain focus in the class. I had to give a couple of lunch detentions because of this. However, I was impressed with their ability to discuss the analogies of the exercise. Mel was able to explain how nations are interdependent, i.e., that none of us have all the goods and materials that we want, and we need each other to get them. We were able to discuss how everyone in the world can be winners. They voted by the show of hands that there are enough resources in the world so that everyone’s needs can be met. They voted that everyone is entitled to having their needs met — no matter where they live or what their nationality is. They agreed that we are all entitled to good health care and equality.

December, 1993:
Even though the lower achieving students needed more structure, they are quite capable of learning the same global concepts from the same global activities as the higher achieving students.
I am glad to have read in my reflective notes that I did try the "Living in a Global Age" activity and that the students did enjoy it and learn from it. They were able to do a less structured activity and learn from it, as were the higher achieving students. This encourages me to want to keep using cooperative learning activities with "all" of my students, not just with those who already have the cooperation and teamwork skills that are needed. Therefore, all of my students, not just the higher achievers, will be better prepared to work cooperatively in a global society that desperately needs harmony and collaboration from all of its citizens.
APPENDIX H

EXCERPTS OF DAILY REFLECTIVE JOURNAL WRITING

June 16, 1993:
I have talked to Paulette and Nancy Jenkins (school support) regarding the ethnic makeup of our local community. It seems to be from a solid middle class SES and to have very few minorities. I anticipate this to make my job as a global instructor more difficult. From Paulette and Nancy's comments, I can guess that students have had, at the most, very isolated interactions with students from different ethnic and cultural backgrounds. Hence, they and their parents may not see the need to explore how they and others perceive the world and how these perceptions affect their actions, beliefs, values, and interactions (as well as how their beliefs, actions, values, and interactions affect their perceptions). If they do not perceive the need for a global perspective, my job could be more difficult than I anticipated. However, if students and parents do not perceive the need for global education (i.e., studying how the world is comprised of a number of integrated systems,
political, ecological, economic, cultural, and historical), then I am in the right place. It may not be an easy path but it is definitely one a global instructor needs to go down. Students and parents, especially if they don't already, need to see how the peoples and cultures of the world are interrelated and need to study the implications of the interdependent nature of the world. So, as challenging as it "may" seem, I -- a global instructor -- may very well be needed here more so than in a place where people of difference are interacting on a daily basis.

August 27, 1993:

Well, Friday has come, and for the most part, gone. Monday the students come. Last pm was orientation for students and parents. I was presented with a number of surprises. The biggest surprise was there were a number of students of color. Sure, I knew there are at least a "handful," as I had been told, but I guess I have been focusing so hard on arranging field trips, thinking of guest speakers, and talking to teachers about coming into my room to share experiences that I did not learn as much as I would have liked about the ethnic make-up of my school community. Nor did I get as much information on my community's SES, religions, educational goals and expectations, and cross-cultural
experiences. However, I was very happy to at least see the "handful" of diversity. One young lady's father is 1/2 Hispanic. I saw a father of African descent -- though we never got to talk. One young man is of Indian descent.

August 30, 1993:
I found out today that I have an Asian American student, three African American students, and possible others who are of ethnic backgrounds other than European American. Great. I was so glad to see this. I really want a lot of diverse thinking in my classes. I hope the ethnically diverse students can share their experiences and for the benefit of the class I hope these students have cross-cultural lore to share. We will see. I also found out today that we have an Indian student in the eighth grade who is physically challenged. While thinking about her, I thought it would be really nice to put together a group of our ethnic students as a panel regarding their experience in this community. Rather than just putting one student on the spot, they would have each other on the panel. This would help them feel secure as they addressed the classes specific to their diversity and their feelings and experiences. I will talk to Diane again. This would be something she could help me with,
e.g., schedule a time when all students and I could get together to form the panel and role play the interaction with the class.

March 24 1994:
Instead of the CRES for sixth period, I seized a teachable moment. Since there have been so many fights in our school this year, the most recent occurring this morning, I decided that it would be a good idea for students to think about assault and battery charges. I have a book of lessons on laws for students. There are a number of cases that have been written that involve students, usually at school, that include a series of questions which lead students through explaining the purpose for and application of specific laws. These lessons are designed to help students understand better the laws of this land so they will be better citizens. I am glad to be teaching these lessons. They are very student friendly. They are written on their level about student specific situations and the questions and activities are provocative, e.g., students are asked to write a legal decision specific to a case. This is really good authentic assessment -- just what I like to do. The students are doing what court judges are asked to do and what students are asked to do on the LSAT. This is really good practice and it is reflective of
the type of work that students may be called to do as professionals someday.
APPENDIX I

STUDENT REFLECTIVE JOURNAL WRITING

Excerpts demonstrating student reflective writing specific to responsibility of global citizens to realize "the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands (Hanvey, 1987):

Tammy P. shared:

The event in China made me feel angry. I think it is wrong to treat people that way. I think the Chinese government should do something even if it means the Hanna Bee [sic: Hanbee] Shoe Company may leave, no one deserves [sic] to be treated that way.

Saul C. explained:

I felt that it was completely cruel [sic] for people to do that to other human beings. Nobody should be put in that situation like those workers. I felt sorry for the workers that they needed money so much they went through [sic] the cruelty [sic] of that job.

Peter R. expressed:

When we learned about how Chinese workers were being exploited, I became very upset to know that Chinese workers are being treated that way and that Chinese officials weren't doing anything about it.
Atasica S. reasoned:

Well mainly, I thought that the exploitation was inhuman and it wasn’t worth a good pair of shoes. I thought this because giving your workers an unsanitary environment, as well as beating them and paying them a low salary, is not worth one pair of shoes that could range from $15 to $30 (even if they were a good quality).

Excerpts of student reflective journal writing specific to interpreting the connection between exploitation of human labor and the low price of globally produced goods:

Tammy P. wrote:

If the boss of the company is taking advantage of his workers and not paying them enough the company can make a bigger profit.

Peter R. offered:

The connection is if these producers work their workers so hard, and pay them so little they can afford to lower their costs. The lower the price the more sales and more profits.

Saul C. shared:

When a company can get workers to work very cheap and without resources [referring to sanitary working conditions] the company is able to sell cheaper since they didn’t have to spend a lot on wages and other little things. The lower the price the more profit.

Excerpts of student reflective journal writing specific to the justification of exploitation of human labor as a means to provide consumers with lower priced goods:

Tammy P. expressed:

It is not worth the human exploitation for lower priced goods because, people are being beaten or killed, and most the people care about are cheaper shoes. To stop countries from beating their workers we can boycott the places that do or not import them.
Peter R. shared:

No, its [sic] not [worth the human exploitation to have cheaper products], because just to buy a cheaper shoe you would be hurting people in other countries. By buying that shoe you help keep that company in business, which is hurting worker. We might not be able to go into that countries [sic] and stop them but we could boycott their product to make them go out of business.

Saul C. explained:

No human exploitation is worth it for a product just to get money. It is unfair to the people who really work to get money. We can’t tell countries how to run there [sic] country but we can show them they need to see what there [sic] doing. We all need to work together to do things. If we don’t do anything about it our hole [sic] world is going to sink before our eyes.
APPENDIX J

EXCERPT OF CRITICAL READER FEEDBACK

November 1, 1993:
My talk with Merryfield went very well. She had some very good advice. She suggested that I refer to what I am doing as teacher inquiry rather than teacher theorizing. Great. I feel much more comfortable with this term and the implications for my research. I definitely know what it is to inquire. I am doing it all the time. (Just like in the previous paragraph -- Are reflection journals going to help my students learn?) She wants to see diversity among students. I am making too many generalizations between classes. She empathizes with me in that I have 160 students and suggests that I focus my study on a couple of classes rather than all six. Again, this was music to my ears. I too have felt that my notes have revealed much general data but nothing specific. This is not very rich. I need to focus on a couple classes so I can describe my students, understand their needs, understand how their particular situation and personality affects teaching and learning global, and
take the time to analyze what my students are really learning about global.

Merry also suggested that I change the proper names that I am using to protect my district and specific students. I will do this. It is good policy and it should stop anyone from questioning the ethics of my research.

Merry wants me to find out upon whose ideas of integration Frederick is building. And she wants to know more about the county's use of the "dimensions of learning." This will take some extra time, time that I really do not have. But it should add to the richness of my study.

It was also requested of me that I provide more analysis, i.e., that I explain "why" more rather than simply describe. I agree with this. It will take a lot more time. But I do believe that it will add to my study. It will help me to know better why it is that I am doing what I am doing and why I chose certain activities. Asking "why" should help me to know better what it is I am trying to accomplish through my instruction.
While asking and answering the "why," I will also need to provide more illustrations. I need to share what students are doing, thinking, saying, believing, etc. Merry shared that students' voices are missing. Well, they should be. I am not trying to speak for students. I wish only to speak for myself. However, I can accommodate her request to a degree. I can record more of their voices and explain my interpretations of them. This would really add a level of richness to my data that I would otherwise not have. I do want to focus more on the students, their thoughts, beliefs, frustrations, experiences, questions, answers, etc. I want to hear my students more and study the sense I am making from my students.
APPENDIX K

EXAMPLE OF DAILY REFLECTIVE NARRATIVE

November 29, 1993:
Another month is almost over. I can hardly believe it. Though I do not like making a practice of wishing my life away, truly I cannot wait until this year is over. Collecting data, writing, and starting a brand new year of teaching is no fun. It is a lot of work. But it keeps me off the streets.

Today, my first and eighth periods began their charts on environmental issues that I want to hang in the cafetorium. To have them come up with really good data and then to convert it into a graph or chart of some kind is expecting too much. Students really need more time rehearsing this skill. This is understandable. Graphing information is a very complex and sophisticated analytic tool. Students need to be able to learn to take information and then represent it via different charts and graphs. However, I really do not have the time to teach them statistics, and as far as I know, the statistics workshop software that I ordered
last summer has not yet been made available to the school. I will check on this tomorrow. It would really be a good integrated lesson. I will have to check with Scott.

So students more or less found charts and/or graphs that they could replicate and give credit to their appropriate authors. Replicating this information, I am hoping will allow students the opportunity to use data as a means to teach others through visual aids. It would be much nicer if students could create their own statistics but they are only in the seventh grade. So they will simply locate a chart/graph and use it to demonstrate something they have learned about the relationship between people and their environments.

First period did not go as well as the other honors classes because I was simply not prepared. This is very typical. I work out many of the details with first period and so on until I finally have a good lesson for eighth period. I do not do this intentionally. I simply do not have the time to do all that is expected of me. Most important, I cannot have students write as much and grade their work and get it back to them in any timely manner while I have 160 students to teach. It is impossible. I am almost
killing myself to get the grading done -- late as it is. And I really like my means of assessment. I like students writing about what they have learned and think about global systems. Plus, students really need to learn to express their understanding through the written language. This is an important skill in today's global society. However, in order to help them write better and to express better their understanding through writing, I need more time to work with students and to grade their work. (Can you tell that I spent a great deal of time over Thanksgiving grading?)

In first period I explained the assignment and realized that they did not have enough data on their topics that could easily be expressed through charts and graphs. Hence, I ended up taking the next honors classes to the library. Fortunately, they had not shelved the books we used last week so students could use them to get the information they wanted. Many of the students in the other classes were then able to find information and present it in bar graphs, pie charts, pictographs, and timeliness. They did not have to just copy someone else's work. Many students had to take the data from lists or charts and make it into graphs. Maybe the exercise is better than I thought. Or maybe my expectations are just too high. I do not know.
Anyway, at the very least, the students will convert this data into graphs, charts, and diagrams to explain something they have learned. These posters will be hung in the cafetorium so even more students will learn from them. And, students are learning how to interpret, prepare, apply, and present visual data.

Eighth period, though much louder and larger, seemed to pick up the assignment well. They were able to get the data they wanted and to begin planning their poster. Tomorrow and Wednesday will be the only class time they have to prepare their charts which are due on Friday. UGH!!! Even more grading. Eighth period did seem to get all the information they needed. We will have to see how well they do.

Regarding performance students generally did well on their reflection journals. At least half of my first period received As and 8th period seemed to do almost as well. I was particularly pleased with the work of David L., Tim M. (thank God!), Scott S., Mark T., Beth R., Steve M. (thank God, again), Robin M., Donna T., Corey S., and Alicia W. These students were able to express much of what I want them to learn from global education. That is, we are all interconnected and we
must consider each other (peoples and nations) in order to make wise decisions.

Sixth period will not be doing the research. They just do not have the skills that are needed to do the research. Tony E. did approach me last week about helping me with the students' writing. She was suggesting help with the honors students but I need help with sixth period. I will talk to her. Maybe these students could work on an interdiscipline project for the two of us and Melany M. who helps Tony E. as well. Great. Maybe that would help. At present, however, I cannot have them do the data collecting via the reading resources that I have through the library because they do not have the skills and I do not have the time to commit to such a large undertaking by myself. If Tony E. would be willing to help, I would be able to help students take the data they are collecting about these countries and write reports and the three of us could split the grading. This would really make me happy. The merit/directed students could learn to do data collecting and then explain it in a well written essay -- just like the honors students. And the data is going to be right there. Great. I really do love writing this out it really helps with planning.
As it was, today, students did well collecting data. They are the first students to collect the "Amigo’s" (a global simulation) data which is allowing them to race through Latin American. I will have to have them compete more frequently then at the end of collecting data for 8 countries. They need more frequent reinforcement than that. And having them collect the data and write reports will help them review material for the tournaments. I really do think students will like this. Let’s hope.
APPENDIX L

ILLUSTRATION OF NARROWING FOCUS OF RESEARCH

Excerpts from referential analytic narratives that illustrate the narrowing of my focus with the progression of the research schedule:

August, 1993:
The notes I have taken from June 16, 1993 through August 27, 1993 are specific to my experiences of previewing software for purchase by the school to which I have been assigned, communicating with colleagues and parents, preparing activities for the 1993-94 academic year, attending a cadre for the integration of the academics, specials, and technical education, and participating in staff orientation activities for the initial opening of Windsor Knolls Middle School. This analysis, being written before I actually begin teaching, does not reveal reflection on my actual instruction. This will begin with the September formative analysis.
From the initial analysis of my field notes, which — by the end of the year — will be used to construct a case study describing the efforts of an educator working to implement global education, a number of themes have emerged. To date, these are as follows:

- ADMINISTRATIVE SUPPORT
- BOARD SUPPORT
- COMPATIBILITY BETWEEN GLOBAL AND ESSENTIAL CURRICULUM GOALS AND OBJECTIVES;
- COUNTY POLICY
* - ETHNIC AND CULTURAL BACKGROUNDS OF STUDENTS;
* - ETHNIC AND CULTURAL BACKGROUNDS OF TEACHERS;
* - FINANCIAL RESOURCES
- GLOBAL EDUCATION GOALS (According to Robert Hanvey)
* - GLOBAL MATERIALS
  - GROUNDED IN PRACTICE
* - INTEGRATED AND CO-TEACHING
* - LOCAL - GLOBAL RESOURCES
* - PARENT SUPPORT
* - PARENT - TEACHER NETWORK
- PREJUDICE AND BIAS IN THE WORK PLACE
* - STUDENT EXPERIENCES AS LOCAL - GLOBAL RESOURCES
* - TEACHER REFLECTION
  - TEACHER BELIEFS
  - TEACHER AS LEADER
* - TEACHER EXPERIENCES FOR IMPLEMENTING GLOBAL EDUCATION
* - TEACHING STRATEGIES
* - STAFF SUPPORT

* INDICATES THE MOST RE-OCCURRING THEMES

Of the re-occurring themes, the ones most frequently cited are integrated and co-teaching, local global resources and global materials, student experiences as global resources, reflection on the critical teacher action research process, and teaching strategies.
September, 1993:
Since the advent of my first day of "teaching" global and not just planning for it, a number of new categories have emerged from my notes. Those most notable are teacher preparation (daily lessons and academic training), time concerns, global activities and strategies, and bridging multicultural and global education. In addition to these, more data were collected and added to previously identified categories. These include administrative support, board support, county policy, student ethnic and cultural experiences, teacher ethnic and cultural experiences, financial concerns, global materials, interdisciplinary instruction, local-global resources, parent-teacher network, parent support, student experiences, staff support, teacher experiences, and teacher beliefs.

October, 1993:
The themes that emerged most frequently from the data I collected during October are specific to the categories of global activities and teaching strategies, time concerns, teacher assessment of student achievement, parent - teacher relations, teacher preparation, teacher experiences, student beliefs, and teacher as leader. Of these categories, only "assessment of
student achievement" is new. However, from reviewing my data, I realized the need to alter some of the previously identified categories to accommodate and best reflect my data. The categories that have been adapted are: parent-teacher network to parent-teacher relations; and global activities, global materials, and teaching strategies combined to form global activities and teaching strategies.

Due to time constraints, for this formative analysis, I focus on only the three categories that have emerged most frequently in my data. These are global activities and teaching strategies, teacher assessment of student achievement, and parent-teacher relations.

November, 1994:
During the month of November, I wrote about 80 pages of notes on my practice. From these notes, I have learned even more about how time concerns, global activities and strategies, student assessment, student thinking, the reflection process, and the achievement level of students are related to the implementation of global education. In this formative analysis, I will address global activities and strategies, student assessment, student thinking, and achievement level.
APPENDIX M

STUDENT ABILITY LEVEL ADDRESSED IN THE
MARCH--APRIL NARRATIVE ANALYSIS

March 12:
Not only is map analysis good for helping students to
learn how to interpret and manipulate data, it also
helps them to realize how similar the US is to other
places in that we use what natural resources we have to
produce the many goods that we do. Additionally,
Melany and I discussed how well the directed/merit
students are doing with cooperative and higher level
thinking activities. We shared that the students
handle group map analysis very well. We shared that we
are very impressed with their ability to look at the
map and its symbols and make sense of the data. We
were especially impressed with their ability to make
inferences from the map, e.g., that Venezuela,
Columbia, and Mexico are important to the US because of
their petroleum resources.

Sixth period (the directed/merit) students really are
trying hard. They do not have many of the study,
social and learning skills that the honors students have but they do have the ability to make sense of data and to apply what they know about their lives in America to other places and people. This is a great resource to be realized by teachers. That is, it is incredibly helpful for teachers to claim as resources what students already know to develop what they do not know. The unknown makes more sense this way and their learning is more rich.

March 14, 1994:
I thought that it would be interesting to have the students analyze the film for cross-cultural awareness, global dynamics, perspectives consciousness, state of the planet awareness, and global issues. Of course, being that only sixth period was ready to start something new, I began with them. I was nervous and still am. This is my directed/merit group and they do not have the study and writing skills that are necessary for explaining their comprehension of these complex concepts as they are illustrated through human and environmental interaction. What is interesting is they are able to explain very well concepts and relationships, e.g., how we are connect to Mexico historically because we both have connections to Native Americans as the aborigines of the Americas, but since
it is not easy for them to write what they know in a way that expresses adequately what they know they understand. I am always reluctant to start these types of lessons with them. Actually, what I need to do is talk with Melany tomorrow. I already talked to her briefly today (she was not in the room because she was direct teaching Rusty R., Chrystal N. and Jeff A.); but we agreed to talk tomorrow about what I did in class today. What I can do as I work with her is ask for suggestions on assessment. She is a special ed. teacher. She must know how to assess students by ways that do not frustrate students but allow them to truly demonstrate what they know. Good. This could really help. Today, I did have them list some information, i.e., similarities, differences, ideas, and impressions (Mexican and American of each other) but I think that if I had focused the lesson more and had just one visual organizer for the students to use that they would have done a lot better. Actually, I can review the visual organizers that I have and make them some handouts of the information. Since we did not have the time to debrief all the information offered on the video, we can use one or a number of the diagrams to help students organize better what they remember about the video. Then with whatever Melany and I come up with the students will have organized information to
apply for assessment. Great. I feel much better. I really do think that using the goals as directly as this is really a good idea. I think the honors students will be able to use it even better. They have the study and learning skills, the motivation, and writing ability to apply the analysis in writing. However, I am sure that whatever Melany and I come up with I will be able to offer it to the Honors students as well.

Something interesting occurred today as we were defining cross cultural awareness. Christopher Z. asked, "What about the similarities. Can we identify them?" Great question. It actually pinpointed something that has been bothering me all year. As goal, global education should not be looking just for the differences between cultures but just as fervently for the similarities. Hence, we should be trying to achieve an awareness that cultures are different and the same. This was very interesting. I think that it would be more beneficial to seek an awareness of how people live their lives then c/c how it is similar and different from what we know. To just celebrate diversity is reactionary and not holistic. Instead, we may benefit more from looking at what it is that we share so we are more comfortable looking at and
accepting the aspects of others' lives that are different.

March 24, 1994:
Yesterday, sixth period took the CRES (i.e., Frederick County's proficiency test entitled the Criterion Reference Evaluation System) on Latin America. From the questions students asked, it was obvious that many of them are not self directed. It seemed as if most of them are just not capable of reading a multiple choice question and responding adequately to it. They can finally achieve the task if I, the teacher, direct their reading and comprehension. I am confident that they can complete the tasks, just not by themselves. They seem to lose the purpose of what they are doing if I am not there to direct them.

The directed/merit students do not seem to have the learning skills needed to read and respond to material in order to demonstrate learning/achievement. Of course, what I need to do is help them learn these skills. Students need reading comprehension, writing, evaluation, analysis, synthesis, description, generalization, etc. skills in order to research, understand, and address current global issues and concerns. Students will not simply be able to compute
some numbers and write a few sentences adequately address our global concerns. They will have to be able to describe, code/decode information, and apply it to meeting their needs as global citizens. They have to be effective problem solvers. And, since most data is still in visual, linguistic form, students are called upon to be able to read and respond to written data accurately and effectively. Additionally, students will need higher level and critical thinking skills in order to be discriminating consumers of information. For these reasons, I actually support the CRES test and am glad that students are being assessed on how well they can use maps while applying these skills. However, implementing the CRES test raises my awareness that many of my directed/merit students do not have these essential skills.

A fault with the CRES is that it really does not demand that students make much sense of the maps. The test basically checks to see if students can locate information on maps. This is really frustrating. This is a low level skill. By the time they are in the seventh grade students need to be able to draw conclusions or inferences from maps. They should be able to describe relations between climate, geography, and culture. Students were not asked to do this. This
is a problem with the test. It really do not test much.

April 12, 1994:

Going back to a point I brought up earlier, I am very pleased about the cooperative learning working allowing me to spend individual time with students. While they are working in small groups, I am free to travel around the class to monitor student effort and give input and guidance when and where needed. This is really important in sixth period. Having the students write a news brief (about one page in length) was a lot to ask of my Merit/Directed students. First, many of these students do not feel comfortable writing or do not like or enjoy it (e.g., Sam S., Tim T., Chrystal N., Geri W., Kelly C., and Rodney S.) To ask them to create a story from a particular perspective these students needed particular attention. Sam basically wrote the topic sentence and two supportive positions for the conflicting sides. Dennis L. accomplished nothing on paper. He kept stating that he did not understand. Frankly, he may not have. However, Melany—our special ed. teacher and an excellent instructor, and I both explained the assignment to him personally as well as with the group. Interestingly, every time I turned around Dennis was off task. I think Dennis just did
not want to do his work. In this class, it is really hard. Students have many challenges and hinder their being able to express their thinking. I thought that this activity might make the difficulty seem less so. This may have happened but not completing. Melany and I were running from student to student without a break just to address all students' needs.

All in all, the activity went really well all the classes did well in that they really got into the activity. Even the majority of students in sixth period were interested or even excited about the lesson. And because they were working in groups I was able to get around to the many students with all their needs. Also, having Melany in class was also great. She was able to help by going from table to table to help students understand the information. And, with her expertise in special ed., she is quite capable of explaining activities in ways that make sense to these students. Cannot always say that about my directions and explanations. Hence, I am really glad about this activity. Even the direct/merit students enjoyed it and most of all the students worked really hard to present the perspective their group was given. Doing so they were able to question and apply what they now
About perspectives and their prevalence in the media.

Great!

April 14:

I am really pleased regarding the lesson today (and yesterday). Students actually assumed the roles of newscasters. I was quite impressed especially with the directed/merit class. The direct/merit students enjoyed the activity and almost all of the students worked really hard to present the perspective their group was given. Doing so they were able to question and apply what they know about perspectives and their affect on the media. Great!

The directed/merit students did a terrific job. They identified their slant and the slants of the other student reporters as they applied their knowledge of bias. For example, all students--except one--actually created a news story complete with details that reflected the desire to attract a particular audience. This creative writing and simulated presentations demonstrated that students were able to realize that the same stories and information can be presented in different ways based on the audience to which the information is being delivered. This is great.
This activity not only enabled students to enhance their writing and presentation skills, it also encouraged them to be critical consumers of news and information. These skills are essential to global citizens. And this lesson serves to emphasize that learning can be enjoyable as well as strong in content and skill development.

Another point about which I am most impressed is the students really got into their roles as news casters. Some of the students selected their own station names, brought in visuals, and even used reporter lingo (e.g., "now back to you Bob," "this just in," and "stay tuned for more information at 11"). This really pleased me. The activity allows students to be creative (in their writing and presentation) and the students really get into the activity. Also quite impressive, the students were as quiet as church mice while the other students gave their presentations. I cannot remember ever having students behave so well during student presentations. Great. And, from their body language and eye contact (as well as audience responses) I could tell students really got into the activity. I feel really good about this instruction. This is the reason I returned to the classroom.
Today we finished almost all of the students presentations. Tomorrow we will finish them in eighth period and then discuss cruel and unusual punish via a Newsweek story and map focusing on 16 different countries that have what the US court system has called cruel and unusual, e.g., caning, flogging, amputation, mutilation, and stoning. If the students in sixth and eighth periods respond as well as they did in the first three periods, they will really appreciate the information. Again, this has really taught me that I need to keep abreast of news media, though it is a pain in the ass for me. There are so many global resources in newspapers and magazines that it would be a shame not to reference them more frequently. The materials, such as the information about the disappearance of the Maya in National Geographic, the archeological findings in Mexico reported in the Washington Post, the coverage on the "global mafia" in Newsweek, and the "Made in America" article in the Frederick Post. Terrific. They all helped my students and enriched my teaching. Of course, this means more time to check the news. But it does seem to really pay off. The information is interesting and it makes what we are studying seem even more relevant and interesting.
April 19, 1994:
In sixth period today we played "Numbered Heads review," a cooperative learning activity. However, instead of as a review, we used "Numbered Heads" to familiarize and acquaint students with new material. This worked beautifully. The students worked well together. They identified a number of correct answers regarding the colonization of Northern America, and they enjoyed the class. Learning and applying reading and writing skills was fun. This was terrific. For example, I actually witnessed Sam S. find a difficult answer in the text for his team. This was great. Sam has a great deal of trouble reading and writing but during the past two days he has done great. It could be because there are candy incentives but I don't think that is all there is to it. I very frequently give candy or treats to students. I believe that Sam's success, therefore, is due at least in part to the fact that we were doing a cooperative learning activity. He was not alone or singled out. He was working with others and he was able to contribute a great deal. Sam knows how to skim text and how to find key words and phrases. It is possible that he has developed this skill as a coping response for having to read much more text than is possible for him or than is interesting to him. But, for whatever reason, Sam is able to skim
text and locate key information very quickly. This made Sam, an otherwise slow achieving and non-resourceful student, a great asset to his team. Also, Crystal N. found a number of answers for her team. This was incredible. Crystal is a new student and is very slow but very hard working. She does not always achieve in the class. Today she did. For example, one of the questions was to find the definition of "transcontinental." The word was not in the glossary in the back of the book so they had to go hunting for it in the text. Crystal actually checked the index and found that the word is on page 104. Doing so, she was able to direct her team to that page and her team (the only one) found the answer. Great. She was so pleased with herself. As she left the class, she told me, very proudly, how well she did and that she found a number of answers for the team. I responded that I saw that and that I was quite impressed.
APPENDIX N

COMPLETE MARCH--APRIL NARRATIVE ANALYSIS

Student Ability Level and Teaching Global

All Students are Not Created Equal

March 24, 1994:

Yesterday, sixth period took the CRES (i.e., Frederick County's proficiency test entitled the Criterion Reference Evaluation System) on Latin America. From the questions students asked, it was obvious that many of them are not self directed. It seemed as if most of them are just not capable of reading a multiple choice question and responding adequately to it. They can finally achieve the task if I, the teacher, direct their reading and comprehension. I am confident that they can complete the tasks, just not by themselves. They seem to lose the purpose of what they are doing if I am not there to direct them.

The directed/merit students do not seem to have the learning skills needed to read and respond to material in order to demonstrate learning/achievement. Of
course, what I need to do is help them learn these skills. Students need reading comprehension, writing, evaluation, analysis, synthesis, description, generalization, etc. skills in order to research, understand, and address current global issues and concerns. Students will not simply be able to compute some numbers and write a few sentences adequately address our global concerns. They will have to be able to describe, code/decode information, and apply it to meeting their needs as global citizens. They have to be effective problem solvers. And, since most data is still in visual, linguistic form, students are called upon to be able to read and respond to written data accurately and effectively. Additionally, students will need higher level and critical thinking skills in order to be discriminating consumers of information. For these reasons, I actually support the CRES test and am glad that students are being assessed on how well they can use maps while applying these skills. However, implementing the CRES test raises my awareness that many of my directed/merit students do not have these essential skills.

Reflection on my practice has heightened my awareness that all students are not created equal. As John Goodlad (1984) has explained, students enter school
with a variety of levels of social capital, e.g., abilities to learn and achieve, parent support, and nutrition. My directed/merit students are not as self-directed as my honor’s students and many of their parents do not seem to have the same parenting skills and resources as many of the honor’s students parents. Additionally, most of them have trouble reading, comprehending, writing, and applying higher level thinking skills. Having remedial ability levels, therefore, makes it difficult for the directed/merit students to achieve. Yet, they too are global citizens and are called upon to make decisions that demand levels of abilities that they presently do not have. This being so, it seems necessary and urgent to provide students with opportunities to learn these skills, e.g., problem identification, description, analysis, synthesis, inference, evaluation.

If students are not enabled to develop these skills, they most likely will be less capable to affect change to enhance their lives. They may very well end up not having access to the social power, economic base, and global information necessary to achieve their personal and social goals. Therefore, as a global instructor, I am called upon to offer my students instruction that will empower them not only to identify and work toward
meeting personal needs but also the needs of this world and its many peoples.

The Global Soap Box

In order for global peace and prosperity to be achieved, all global citizens must have access to knowledge and must be empowered through education to make sense of information in practical, problem solving ways. Therefore, I cannot allow myself to think, "These are the lower ability level students. They are just not capable of learning." Instead, I must embrace the fact that most people in the world are and were not honors students and that in order to have a global society that is demonstrative of equity, liberation, and justice, all peoples must have the abilities to access and make sense of data. This means, all of my students must receive a quality education, one that enables them to develop the cognitive, affective, psychomotor, and social skills necessary to assume and fulfill their responsibilities as global citizens. Hence, regardless (and possibly because) of diverse and discrepant ability levels, I must take guard not to fall prey to expecting less learning of slower achievers. Rather, I must find and develop activities and materials that enable these, as well as the more motivated and able, students to develop the skills and
achieve the understanding that is essential to global citizenship.

The Confession of A Sinning Pedagogue

Being challenged to meet my remedial students' learning needs is really not a matter of not knowing what types of learning activities to apply. I had concluded long before I began teaching global that learning needs to reflect the skills and knowledge that students will be expected to have as adults. Therefore, the activities I need to implement would have to emphasize the attainment of skills and knowledge that is authentic to and reflective of those skills found in the global workplace. My lessons, therefore, would have to be cooperative and authentic in nature. My professional challenge then was not deciding what types of lessons to implement but "how" to provide these lessons for students when these students do not have the cooperative learning skills to actually work together on projects and activities that could be found in the workplace.

It seemed, therefore, that I was caught in a vicious cycle. The very skills I wanted to have my students develop were needed in order to do the activities that would prepare them for their global responsibilities.
And, for those readers who think "vicious cycle" is a 
dramatic and hyperbolized analogy of the situation, I 
can only say that my first four years of teaching were 
actually that. I recall, quite vividly, my sixth 
period (the on-grade class I taught right after lunch) 
that I had during my fourth year of instruction -- the 
year before I started as a full-time doctoral student 
in the global education program at the Ohio State 
University. I was so very frustrated. It was my only 
class in which the students generally did not do their 
homework, seemed to care less about passing, and 
frequently disrupted the class during instruction. 
Interesting, I offered this class very few cooperative 
learning activities. I "justified" this action saying, 
"If they cannot do their work they do not deserve the 
reward of doing the more enjoyable activities." Well, 
I could not have been more wrong. Enjoyable 
activities, especially those that foster the 
development of skills and knowledge specific to adult 
roles should not be rewards. Rather, these activities 
are the students' entitlement. Students are entitled 
to an education that adequately prepares them for their 
adult lives. Yet, instead of providing these students 
with the learning activities necessary for their adult 
success, I played a power game. I was determined to 
break their wills. I even recall coming into the
planning room one afternoon and exclaiming to my team members, "Well, I have just declared war on sixth period, and I never begin a war that I cannot win." Of course, I write this with great shame and embarrassment. However, it is important that I share this experience because it illustrates where I was and now am as an instructor. I now realize that as a teacher dedicated to preparing students for their global responsibilities that I have no option but to offer lessons that inspire student intrigue and learning specific to abilities and understanding demanded of our global society. I am not "justified," therefore, in expecting students to have the skills that are needed for learning before I offer the activities that will help students develop these skills. Nor is it acceptable to provide enjoyable activities that reflect true-to-life skills and exercises only as rewards for good behavior. Instead, I must offer ALL students opportunities to develop these skills and knowledge through the activities I offer.

"Times, they are a changin'..."

As reflected in my classroom notes, I am pleased to share that my commitment to this philosophy, i.e., student active learning of global skills and
information, is now visible in my classroom. For example, on April 14 I shared:

I am really pleased regarding the lesson today (and yesterday). Students actually assumed the roles of newscasters. I was quite impressed especially with the directed/merit class. The direct/merit students enjoyed the activity and almost all of the students worked really hard to present the perspective their group was given. Doing so they were able to question and apply what they know about perspectives and their affect on the media. Great!

The directed/merit students did a terrific job. They identified their slant and the slants of the other student reporters as they applied their knowledge of bias. For example, all students—except one—actually created a news story complete with details that reflected the desire to attract a particular audience. This creative writing and simulated presentations demonstrated that students were able to realize that the same stories and information can be presented in different ways based on the audience to which the information is being delivered. This is great.

This activity not only enabled students to enhance their writing and presentation skills, it also encouraged them to be critical consumers of news and information. These skills are essential to global citizens. And this lesson served to emphasize that learning can be enjoyable as well as strong in content and skill development.

Another point about which I am most impressed is the students really got into their roles as newscasters. Some of the students selected their own station names, brought in visuals, and even used reporter lingo (e.g., "now back to you Bob," "this just in," and "stay tuned for more information at 11"). This really pleased me. The activity allows students to be creative (in their writing and presentation) and the students really get into the activity. Also quite impressive, the students were as quiet as church mice while the other students gave their presentations. I cannot remember ever having students behave so well during student presentations. Great. And, from their body language and eye contact (as well as audience responses) I could tell students really
got into the activity. I feel really good about
this instruction. This is the reason I returned
to the classroom.

Interesting, reflective inquiry reveals that student-active lessons are core to global instruction. As
explained, student-active, authentic lessons and
assessments help lower ability level students achieve
curricular goals by providing them the opportunity to
apply what they already know and can do to attaining
even more of the knowledge and skills necessary of
global living. These activities allow students to
apply creativity, imagination, and understanding in
ways that ordinary read-response activities and
assessments do not. For example, as illustrated by
reflection on the simulated news reporting activity,
learning through the development, application and
critique of a real occupational role can excite
students about learning which makes teaching and
learning much more enjoyable and attainable, especially
for students who traditionally achieve success at a
slower pace. My fears, therefore, that only the
honors, gifted and talented, motivated, parent-involved
students can learn global education through cooperative
and student-active lessons (because only they actually
have the social and learning skills necessary for this
type of learning) are not being supported by the data
from my reflective inquiry. Rather, my inquiry reveals
that, in fact, cooperative learning and life-authentic activities, which tap student knowledge, can be quite successful for teaching remedial students higher level thinking and problem-solving skills as a part of a global curriculum. This point becomes even more clear with further reflection:

March 12:

Not only is map analysis good for helping students to learn how to interpret and manipulate data, it also helps them to realize how similar the US is to other places in that we use what natural resources we have to produce the many goods that we do. Additionally, Melany and I discussed how well the directed/merit students are doing with cooperative and higher level thinking activities. We shared that the students handle group map analysis very well. We shared that we are very impressed with their ability to look at the map and its symbols and make sense of the data. We were especially impressed with their ability to make inferences from the map, e.g., that Venezuela, Columbia, and Mexico are important to the US because of their petroleum resources.

Sixth period (the directed/merit) students really are trying hard. They do not have many of the study, social and learning skills that the honors students have but they do have the ability to make sense of data and to apply what they know about their lives in America to other places and people. This is a great resource to be realized by teachers. That is, it is incredibly helpful for teachers to claim as resources what students already know to develop what they do not know. The unknown makes more sense this way and their learning is more rich.

"Knock. Knock. Is anyone home . . . ?"

A finaly point I wish to make before leaving the topic of student ability level and teaching global education is that cooperative learning allows students to apply
skills and knowledge that one might not realize they have and that other activities may not bring out or foster. This point is very well illustrated in the reflection notes taken on April 19:

In sixth period today we played "Numbered Heads review," a cooperative learning activity. However, instead of as a review, we used "Numbered Heads" to familiarize and acquaint students with new material. This worked beautifully. The students worked well together. They identified a number of correct answers regarding the colonization of Northern America, and they enjoyed the class. Learning and applying reading and writing skills was fun. This was terrific. For example, I actually witnessed Sam S. find a difficult answer in the text for his team. This was great. Sam has a great deal of trouble reading and writing but during the past two days he has done great. It could be because there are candy incentives but I don't think that is all there is to it. I very frequently give candy or treats to students. I believe that Sam's success, therefore, is due at least in part to the fact that we were doing a cooperative learning activity. He was not alone or singled out. He was working with others and he was able to contribute a great deal. Sam knows how to skim text and how to find key words and phrases. It is possible that he has developed this skill as a coping response for having to read much more text than is possible for him or than is interesting to him. But, for whatever reason, Sam is able to skim text and locate key information very quickly. This made Sam, an otherwise slow achieving and non-resourceful student, a great asset to his team. Also, Crystal N. found a number of answers for her team. This was incredible. Crystal is a new student and is very slow but very hard working. She does not always achieve in the class. Today she did. For example, one of the questions was to find the definition of "transcontinental." The word was not in the glossary in the back of the book so they had to go hunting for it in the text. Crystal actually checked the index and found that the word is on page 104. Doing so, she was able to direct her team to that page and her team (the only one)
found the answer. Great. She was so pleased with herself. As she left the class, she told me, very proudly, how well she did and that she found a number of answers for the team. I responded that I saw that and that I was quite impressed.

Again, reflection on my practice reveals the benefits of cooperative learning which I hold to be essential to global instruction. Sam and Crystal are struggling students. It would be very easy for them to be left behind in the learning process. They are slow readers, having great difficulty expressing themselves through writing, and Sam does not assume the responsibility for his academic success, e.g., he rarely completes homework and will often do inadequate class work. However, through cooperative learning activities, Sam and Crystal are able to shine. They can apply the coping skills they have developed to locate and process information. Most students have not had to develop these skills because they learn at the pace to which the class is geared. Therefore, when the pace is quickened, the skills Sam and Crystal have developed become quite valuable. And, do not think that both students were not aware of this. Sam was wearing a smile that was a mile wide, and I have already shared the comment Crystal shared about her pride in her work.

Reflection shows me that cooperative learning does enable teachers to include all students in learning and
even foster pride, self-esteem, classroom participation, and desire for more academic success. Therefore, looking back to a concern that I previously explained, i.e., that lower ability students may not receive the education needed to attain the social power, economic base, and global information necessary to identify and achieve personal and society goals, I am relieved and charged to find evidence from reflective inquiry that demonstrates cooperative learning is important to my global instruction. Additionally, this evidence makes it reasonable to suggest that cooperative learning may be core to global instruction in general. As explained, reflection on my practice indicates that cooperative learning increases the interest and involvement in academic achieve of the lower, as well as the higher, ability level students. It is promising to realize that there are activities that increase the opportunity for all students to achieve because this will enable more students, especially those of slower achievement ability, to take part in learning and to actually achieve the skills and knowledge that will be expected of them in the global society.
APPENDIX O

WRITING AS A WAY OF KNOWING

I had decided to conduct critical teacher action research on my practice as a global instructor. I would apply critical teacher action research to guide my implementation of global instruction (i.e., to plan and act); to gather data via reflective narrative writing specific to my objectives for global instruction (i.e., to observe/gather data); to analyze and interpret formatively my findings through reflective narrative analysis of my daily reflection journal entries (i.e., to analyze/reflect); and then reflexively to fed back into my practice what I learned from analysis of my data. Furthermore, at the end of the year, I would construct an analytic narrative case study through which I made a summative evaluation of my practice. Great. I would then be done. Or so I thought.

Research is definitely a process. Even when a product is produced, research is not finished. It is intended that the findings, usually through publication and professional presentations, become part of the social discourse. Through public and professional consideration, the "product"
progresses even further. It is critiqued, referenced, clarified, revised, etc. and etc.

A most frustrating, though incredibly rewarding, aspect of the research process, is that learning about the research process is a part of the process. Research is ever evolving. There is always something new to learn through and about the research process. Its continuity and resistance to completeness is the essence of science and possibly its greatest promise. However, as a doctoral student, the process of science can be as inspiring as it is aggravating. Often, just when I thought I knew something and was ready to "write it up," I learned that I knew something more . . . something more articulate, revealing, and significant. Something I needed to share with the readers in order for them to understand more fully the rationale, processes, and outcomes of my research.

Writing and rewriting and rewriting and rewriting . . . takes much time. Yet, as I have found from reflecting on the process of "writing up" research, the insights and knowledge gained can be as invaluable as the time they demand. At the beginning of my research, I was not aware of much of what I have subsequently learned through conducting research. (I wasn't even trying to learn much of what I now know.) Of course, I had an acceptable research proposal, I gained access into the field, and I knew my methods of inquiry, analysis, interpretation, and writing. However,
while conducting my research, I learned more about what I already knew and how I came to know it, as well as understood better what I was now learning and how I was learning it.

The "writing up" of my findings was no exception to the learning process. Actually, it is my case in point. While planning, writing, and reflecting on my analytic case study, I became aware that, for most of my life, writing has been a means of knowing.

As early as third grade, I can remember learning through and about writing. I remember that I wrote the words "I hate you, Mom" on one of the solid white pages in front of my mother's "wedding" Bible. Upon looking at the words, my thoughts became clear. I did not hate my mother. I was, and since then have often become, quite angry with her, but I did not "hate" my mother. I remember that, upon reading the words that I wrote, I was immediately overwhelmed with shame, guilt, and sorrow. I tried to erase the words, but the passion with which I wrote those small but disproportional and powerful words caused me to press the pencil so hard against the paper that the traces of "I hate you, Mom" have never been able to be completely erased.

I continued my writing through middle school. In fact, I finished the first draft of a murder mystery, my first novel, and began a second novel, a romance novel inspired by, none other than, the "Love Boat." All of my characters
were based on the kids in my classes. I used my stories to represent and make sense of the budding relationships between my peers.

Through high school and college, I sporadically kept a personal reflection journal. I had many intense feelings that I had to get out. Since adolescence, I had been developing spiritual thoughts and homosexual feelings. Both are still important to me today. Possibly, gay identity issues and spiritual renewal and growth are my two greatest interests. In order to make sense of the development of these interests, which were unfortunately experienced in conflict of each other, I turned to writing. Through poetry and prose, I was able to probe my thoughts, feelings, needs, and interests. In particular, I wrote to make sense of what I believed about the nature of God and the universe, the purpose of life, the relationship between God and humans, and the apparent irreconcilable contradictions characteristic of life. Writing was a means by which I could make sense of my thoughts and experiences as they related to each other.

Having an enduring affinity for writing, in retrospect, it seems peculiar that, in developing my research project, I did not anticipate or plan for learning more through and about research writing. Instead, it has turned out that, just as I have done at least since third grade, from reflecting on my narrative, I learned about my reality. I
naively and narrowly thought that "writing up" my research findings would simply be a matter of recording what I learned from my study. However, through completing a summative writing analysis (i.e., a case study) from analyzing, evaluating, and interpreting my formative reflective narratives and from subsequently reflecting on the process and product of my reflective narrative writing, I have again learned more than I anticipated.
LIST OF REFERENCES


