Global Educators' Personal Attribution of a Global Perspective

Kenneth Thomas Carano

Western Oregon University, Monmouth, Oregon

_____

Abstract: This case study of self-identifying global educators investigated factors that they attributed to the development of their global perspective and how it influenced curricular decision-making. Analysis resulted in seven themes identified by the participants as having attributed to the development of a global perspective: (a) family, (b) exposure to diversity, (c) minority status, (d) global education courses, (e) international travel, (f) having a mentor, and (g) professional service. Additionally, the themes were perceived to influence curricular decision-making by providing strategies and resources. The participants' perspectives have implications for social studies teacher education programs and future research. These implications include the types of instructional methods, themes, and global dimensions that should be addressed in teacher education programs. Future research should focus on issues underlying the nature of global education courses being taught in social studies teacher education programs, the teaching methods being used by graduates of those programs, and further analysis on emerging themes perceived to be critical in developing a global perspective.

Key words: global education, global perspectives, social studies, teacher education

_____

For two years my wife and I lived in Suriname, South America, as Peace Corps volunteers. During our time in Suriname, we resided in the rain forest village of Tapoeripa, which was inhabited by descendents of runaway African slaves who still held onto many of their traditional customs and beliefs. Oftentimes, it had the look and feel of the old exotic Africa of my mind. Tall walls of pristine jungle flora guarded either side of the river while local women washed clothes and dishes on rocks at the river's edge. The information age had not yet made it to the Surinamese interior and phone lines were nonexistent, except for the one cell phone at the police station that worked only occasionally and was about a five kilometer walk away from the village. In 2000, after two years away, I returned to the United States with what I perceived to be a heightened awareness of other cultures, a greater tolerance of others, and an interest in world events. Soon after, I began teaching high school social studies and these new perspectives had a profound influence on my curricular decision-making. In 2004, I started a doctoral program in social science education and was introduced to an area of study, global education, that provided me with a title to a perspective I felt was important to develop in students.

I have been introduced to invaluable teaching methods for incorporating global education in the classroom, but ultimately reflecting upon what brought me to this study, I find that I come back to my time in Suriname. Although not formally introduced to global education, my time as a Peace Corps volunteer was a major influence on how I attempt to instil in my students the skills necessary to thrive in a globalized world. Clearly, I agree with Lincoln (2005) that personal experiences have a major influence on to what one attributes her or his beliefs and values. Yet, this is an area of study that has not been widely explored in global education. The research described herein is a case study exploring factors to which self-identifying global educators attribute their global perspective.

Purpose of the Study

The globalization of economic, political, technological, and environmental systems has permanently altered the knowledge and skills young people need to become effective citizens (Merryfield, 2000). The scale with which these systems are transforming through many modern societies is unprecedented (Kennedy, 2007); therefore, globalization has the possibility of expanding the critical, imaginative, and ethical dimensions of education (Heilman, 2009). Students need to understand these global interconnections if they are going to attain their full potential and develop the skills enabling them to interact effectively with people different from themselves (Tye, 2009).

Unfortunately, global issues are not well integrated into most teacher preparation programs (Zong, 2009). Although there have been several important studies examining global perspectives in teachers (see, for example, Gaudelli, 2003; Duckworth, Levy, & Levy, 2005; Merryfield, 2007; K. A. Tye, 1999), there appears to be little research conducted on how these teachers perceive they developed their global perspective despite research indicating the decisions teachers make are based on personal perceptions and thinking (Ukpokodu, 2006). This case study explored this gap in the research. The research questions are as follows:

1. To what do self-identified globally minded teachers attribute the development of a global perspective?
2. How do teachers perceive their curricular decision-making is influenced by that to which they attribute their constructed global perspective?

Research Framework

Based upon the overview of the global education literature and the underlying components of the dominant pedagogy, I have identified five dimensions of a global perspective (see Table 1) as necessary components to be applied in the classroom.

Table 1: *Five Dimensions of a Global Perspective*

Dimension Descriptions
1. Intercultural Awareness: Understanding the uniqueness of the individual and culture.
2. Globality: Aware of world conditions, trends, interconnections, and unanticipated consequences of human actions.
3. Service-learning: Process of learning and developing through participation in organized service experiences that meet local or global community needs.
4. Global literacy: Skills needed to successfully interact with others in a globalized world.
5. Social justice: Analyzing the issues of power structure arrangements and the fair distribution of advantages, assets, and benefits among all society members.

The intercultural awareness dimension consists of four categories. The first two categories, *perspective consciousness* and *cross-cultural awareness*, come from the work of Hanvey (1976). The former is the awareness that one's world view is unique, often shaped by individual events in one's subconscious and an understanding that each individual goes through this process. The latter is the ability to perceive one's culture from other vantage points. *Fluidity of culture* refers to recognizing the dynamics of a culture are in a constant state of fluctuation (Imbert, 2004; Markowitz, 2004). Finally, *cosmopolitanism* is predicated on the principles of the existence of mutual respect and understanding among the world's people (Appiah, 2006).

The second dimension, globality, consists of four categories. Within the first category, *state of the planet awareness*, issues identified as being pertinent include the awareness of different global belief systems, political systems, economic systems, and population issues, such as illegal immigration (Collins, Czarra, & Smith, 2003; Hanvey, 1976; Merryfield & Wilson, 2005). *Knowledge of global dynamics* is the awareness that events in a world system are interconnected and have unanticipated consequences that often influence local and global endeavors (Hanvey, 1976); Merryfield & Wilson, 2005). Another concept originally identified by Hanvey (1976), *awareness of human choices*, is the ability to realize the problems of choice from multiple perspectives and their long-range implications. The last category, *Spatial-temporal awareness* involves looking at the shrinking of space and time and how it has fostered global interconnections (Pike & Selby, 2000) and changed the nature of social space (Scholte, 2000).

Service-learning has two categories. The first, *community service* refers to being actively involved in improving the human condition through participation at the local or global level (Kirkwood, 2001). The second, category builds of the previous category by encouraging this active involvement to strive towards *sustainable development*, which pertains to the type of economic growth enabling the present generation to meet its needs, while limiting its use of nonrenewable sources in order to benefit future generations (Banks et al., 2005).

Global literacy is the fourth dimension. The first category, *digital technology*, encompasses becoming digitally literate and gaining critical technological skills that enable students to have an enhanced personal life and learn about the world (Merryfield & Wilson, 2005; Nordgren, 2002). *Research and thinking skills* include analytical thinking and problem-solving skills, which are increasingly more important in an interconnected world to be able to compete economically (Joftus, 2004) and become globally competent citizens (Kirkwood, 2001; Lamy, 1990). These skills also entail the ability to detect bias and unstated assumptions to acquire the decision-making skills students need as citizens living in a democratic society (Merryfield & Wilson, 2005). The last category, *conflict resolution skills*, involves developing communication, advocacy, negotiation, compromise, and collaboration skills (Martin-Kniep, 1997).

The final global dimension, social justice, has four categories. *Legacy of colonialism* examines the origins and assumptions underlying a Eurocentric framework and analyzes alternative frameworks for understanding history (Merryfield, 2001). The category of *capitalism* refers to the misguided understanding of democracy becoming interwoven with capitalism, which can lead to economic inequality appearing to be an expected consequence of living in a democratic society (Ladson-Billings, 2004). Universal *human rights* are a foundation to gaining a global perspective (Myers, 2006). While human rights first gained traction in the western world, there is no consensus as to whose human rights are the correct ones (Goodhart, 2003) and this lack of consensus should be

explored in global education (Gaudelli & Fernekes, 2004). *Power/influence of the media* refers to the necessity of students unlearning the often exaggerated information promulgated because of media stereotypes (Cortes, 2000; Seikaly, 2001) and the media's influence on policy making (Wanta, Golan, & Lee, 2004). For a complete listing of the global dimension categories see Table 2.

Table 2: *Five Dimensions of a Global Perspective and Categories*

Global Dimensions	Categories
1. Intercultural Awareness	a. Perspective consciousness b. Cross-cultural awareness c. Fluidity of culture d. Cosmopolitanism
2. Globality	a. State of the planet awareness b. Knowledge of global dynamics c. Awareness of human choices d. Spatial-temporal awareness
3. Service-learning	a. Community service b. Sustainable development
4. Global literacy	a. Digital technology b. Research and thinking skills c. Conflict resolution skills
5. Social justice	a. Legacy of colonialism b. Capitalism c. Human rights d. Power/influence of the media

Overview of Study

Merriam (1988) stated purposeful sampling is used when the researcher is attempting to gain insight from a specific group, such as global educators. I employed this method by inviting six high school social studies instructors to participate. The instructors identified themselves as global educators and were involved in a global education project, which was a partnership between a southeastern university and nearby public schools. Participating teachers examined global issues and applied this content to secondary school teaching and curriculum development. While not personally involved in the global education project, I had been introduced to the participants through a colleague, affiliated with the project, who was aware of my research focus. The colleague was not one of this study's participants. The research questions were answered using data collected from semi-structured interviews. Participants were each interviewed twice. While analyzing the data, I used the framework developed by Miles and Huberman (1994) to describe the major phases of data analysis: data reduction, data display, and conclusion drawing and verification.

Research Question 1: To what do self-identified globally minded teachers attribute the development of a global perspective?

Answers were divided into two categories: initial development and intensification of global perspective. The initial development category had two sections: perceptions of self and perceptions

of others. Three themes emerged from the perceptions of self section. The themes were family, exposure to diversity, and minority status. Two themes emerged in the perceptions of others section: exposure to diversity and global education courses. The intensification of global perspective category had the following four themes: international travel, global education courses, mentor, and professional service. For a summary of the groups, themes, and subthemes see Table 3.

Table 3: *Groups, Themes, and Subthemes*

Grouping	Theme(s)	Subtheme(s)
Perception of self		
Initial development	Family	Intercultural awareness, globality
	Exposure to diversity	Intercultural awareness, globality
	Minority status	Social justice, intercultural awareness

Perception of others		
Initial development	Exposure to diversity	Intercultural awareness, globality
	Global education courses	Intercultural awareness, globality
Intensification of global perspective	International travel	Globality, intercultural awareness, social justice
	Global education courses	Provided terminology, provided resources, globality, intercultural awareness
Intensification of global perspective	Mentor	Support system
	Professional service	Globality

Family. Four interview participants chose family in the development of a global perspective. Some participants referred to the influence of their parents, whereas others talked about the impact of grandparents or siblings. Additionally, there were a couple of salient differences in their perspectives of how family aided in the development of a global perspective. These differences emerged as the subthemes *globality* and *intercultural awareness*.

Tye and Tye (1998) found that teachers were more likely to be attracted to global education if they followed world news early in life and had parents who discussed current events with them while growing up. Those studies did not focus on perceptions; therefore, this is the first study in which teachers who are attracted to global education explicitly cited family as a factor in the initial development of a global perspective. For the purposes of teacher preparation programs, this finding demonstrates that some preservice teachers believe a global perspective may be developed prior to entering teacher education programs. Additionally, the subthemes were limited to only two of the five global dimensions. The same two global dimensions were overwhelmingly focused on throughout the themes of this study, suggesting that *globality* and *intercultural awareness* are the global dimensions most likely to be learned by students prior to entering teacher education programs.

Exposure to diversity. This theme emerged in both sections of the initial development category. Three participants cited its influence on the development of their own global perspective and five participants perceived it was beneficial in the development of a global perspective in others. Additionally, the subthemes *intercultural awareness* and *globality* emerged.

Past research suggests that being exposed to people from different races, ethnicities, and cultures is correlated to global-mindedness and an increased intercultural awareness (see, for example, Mapp et al., 2007; Merryfield, 2000). Perhaps, what is most beneficial for teacher education programs is that the subthemes differed based on the types of exposure. When addressing an exposure to diversity that entailed more detailed interaction with people from other cultures, each interview participant talked about the subtheme of *intercultural awareness*. For example, MN, OP, and ST[1] talked about growing up in a multicultural environment and how this led to having friends from different cultures who opened their eyes to multiple perspectives by exposing them to different elements of outside cultures such as parties, foods popular in their friends' households, music, and the traditions practiced by their friends from various cultures. On the other hand, when discussing exposure to diversity at a more superficial level, in which they were around diverse groups but either did not interact or had limited interaction, the subtheme addressed was *globality*. For instance, when ST traveled to Hawaii and Japan as a tourist and did not spend much time interacting with the locals, she talked about how this provided her with a new awareness of the areas' cultural landscapes.

Minority status. Three interviewees identified minority status as an important component to the initial development of their global perspective. Minority status refers to being the part of a sociological group that is not a part of the dominant group, leading to a perception that s/he has experienced oppression due to the group association. *Social justice* and *intercultural awareness* emerged as the subthemes.

The results of Merryfield's (2000) study of teacher educators, in which she found that experiences of discrimination, injustice, and being identified as an outsider were influential factors in a commitment to global education, correlate with the interviewees who identified the minority status theme being an influencer on the development of a global perspective. The previous research also appeared to correlate with the subtheme of *social justice*.

This study demonstrates the ironic advantage of encountering life as a minority and the suffering of oppression and discrimination that often go along with the experience in developing a global perspective. CD expressed the reasons for the experience of oppression being such a powerful

facilitator towards acquiring a global perspective when he said, "that firsthand knowledge makes you keenly aware of oppression that exists across the planet and the need to try to do something about it. I think that's the prime area as to where I draw my global perspective from" (CD, personal communication, March 11, 2010). These outcomes could have implications for teacher education programs in both the recruitment process and the types of activities in which students should receive exposure to gain a global perspective. For example, if teacher education programs are able to provide the experience of being a minority and the feelings of discrimination or oppression that goes along with this theme, it may help students acquire the global dimensions of intercultural awareness and social justice.

Global education courses. Global education courses emerged as a theme in both the initial development and intensification of a global perspective. It was discussed by three interview participants when identifying how others could initially develop a global perspective, and four interview participants pointed to global education courses intensifying their personal global perspectives. Interview participants pointed to four areas in which this theme aided the development of a global perspective. The areas included providing terminology, providing resources, intercultural awareness, and globality. The results are consistent with previous research indicating global education courses and social studies methods courses focusing on world issues can attribute to an increased global-mindedness and a greater likelihood of infusing global education themes in teachers' lesson plans (Barnes & Curlette, 1985; Kirkwood-Tucker, 2004; Wilson, 1997).

International travel. Four interviewees named the theme of international travel as an intensifier of a global perspective. Differences emerged on what types of international travel experiences were beneficial and how these travel experiences benefited the intensification of a global perspective. Subthemes included *intercultural awareness*, *globality*, and *social justice*. These result mirrored studies (i.e., Kambutu & Nganga, 2008; Kehl & Morris, 2008; Mapp et al., 2007) that international travel experiences can lead to an expanded global perspective and an increased intercultural awareness. Perhaps the most useful information from this theme was the global dimensions that participants perceived the international travel helped to intensify. The two global dimensions perceived to be most frequently affected by international travel were *globality* and *intercultural awareness*. The locales of where the participants traveled did not seem to influence which dimension was addressed, but, similar to exposure to diversity, the interactions participants had on their travels did have an influence on the addressed global dimension.

When the interview participants talked about international travel experiences in which they had significant contact with citizens living in the country they were visiting, *intercultural awareness* was mentioned most frequently. CD's response to living in Zambia was an example of this connection when he said, "Living there certainly changed my perspective. The friends I made were no longer merely Africans clumped together with millions of others. Instead, they were individuals with rich personal histories who challenged my previous held stereotypes" (CD, personal communication, March 11, 2010). When the interview participants talked about international travel experiences involving less interaction with locals, globality was the focus. ST provided an example of this distinction when talking about a trip to Western Europe, which was not a travel experience in which she did any significant mingling with the locals. "It was just neat to see how cities operate abroad. The eco-friendliness, even back then, that was amazing to me. The transportation system. How easy it was to go from one country to another" (ST, personal communication, March 8, 2010).

The third global dimension addressed, *social justice*, was mentioned by two participants. Both participants talked about international travel becoming a contrast to previous information they were given about the area. ST talked about going on a cruise with a class when she was younger and docking at the Bahamas where she and her classmates were taken on a guided tour. It was two years before she discovered there was poverty in that area, as she said, "It makes you realize things when people go out of their way to hide things and not tell you about them" (ST, personal communication, March 8, 2010). CD talked about the power of the media to influence the perception of an issue when he discussed how, prior to going on a trip to Vancouver, British Columbia, he had listened to the United States media vilify the Canadian health care system. "So while I was there for a week, I spoke with a lot of Canadians and I deliberately addressed this issue. None of them have a problem with it; it works fine. They're all happy with the program" (CD, personal communication, March 11, 2010). The significance of this third global dimension seemed to be in how international travel can be used in combination with a critique of how cultures, nations, and issues are addressed in the media.

Mentor. Three interview participants credited a mentor for aiding in the intensification of a global perspective. Each participant specifically referred to a university professor who has provided them with a deeper understanding of global education and had been a support system in the intensification of their global perspective. Although research has demonstrated that mentors can play an important role in influencing a new teacher's values, content knowledge, and how they teach (see, for example, Gilles, Wilson, & Elias, 2010; Saye, Kohlmeier, Brush, Mitchell, & Farmer, 2009), the mentor's role has not been a focus of global education research. Each interview participant who attributed this theme as a factor in the intensification of her/his global perspective talked about the mentor as a support system. This finding may be most significant for educators who are already in the K-12 classroom since participants' comments were geared towards the mentor being a support system within preexisting classrooms.

Professional service. Two interview participants talked about the theme of professional service when discussing how their global perspective was intensified. The professional service included attendance at social studies conferences, as well as participation in Model United Nations and the aforementioned global education program. When addressing how professional service had intensified their global perspective, both interviewees touched on aspects of *globality*. Previous research suggests that membership in professional organizations is significantly correlated to global-mindedness (Kirkwood-Tucker, 2006). The results of this research went a step further by suggesting global educators' perceived professional service may also intensify an individual's global-mindedness. For example, AB talked about how attending Model United Nations conferences had provided her with new information from different perspectives on issues such as women's rights in Kazakhstan.

Research Question 2: How do Teachers Perceive Their Curricular Decision-Making is Influenced by that to which They Attribute Their Constructed Global Perspective?

Access to resources and gaining teaching strategies emerged as themes when discussing how the seven themes identified in Research Question 1 influenced curricular decision-making. The following discussion includes an overview of the themes, an exploration of the subthemes, how the themes tie into the global education literature, and possible implications on global education teacher development programs.

Resources. This was the most cited theme. Every theme attributed to the development or intensification of a global perspective was perceived to provide classroom resources. Kirkwood's (2002) study demonstrated how the availability of teaching materials may influence the global content that is taught. She found that the teachers used a great deal of information to teach about Japan because they had easy access to teaching materials involving global perspectives. This study appeared to correlate with Kirkwood's findings because each of the areas in which the interview participants had attributed to the development of a global perspective implied having had exposure and access to experiences that would provide access to teaching materials. For example, international travel experiences had been stated by multiple participants as providing resources to teach students about topics that fall under the globality global dimension by being able to share firsthand experiences of a country's cultural landscape, life in an LDC, and the realities of a country's health care system. Additionally, exposure to family members' travel experiences provided rich stories to share with students.

Another example was minority status providing one of the participants the resources to be able to relate to English as a second language (ESL) students by sharing in their excitements and frustrations during the classroom experience and being able to explain to other students what the ESL students were going through while encouraging them to look beyond the physical appearance of the ESL students. Global education courses provided an example of participants being provided exposure to literature and terminology that aided in putting together activities in the classroom. Two participants perceived that exposure to diversity provided resources that aid in the intercultural awareness global dimension to draw upon to give students stories through the eyes of a person in another culture. One of the participants credited her mentor for providing handouts that she could use in the classroom. Finally, professional service has provided exposure to speakers and other like-minded global educators who have enabled them to become well versed on various international topics. Just like the majority of the themes in Research Question 1, the most frequently addressed global dimensions were globality and intercultural awareness. Resources addressing service-learning and global literacy were not addressed.

Strategies. Although research suggested that areas such as teacher education programs can make a difference in the attitudes of teacher candidates, little is known about how, or even whether, these expressed attitudes are influencing classroom curricula (Zong, 2009). The findings from this research suggested teachers believe that what they perceived to have attributed to the development of a personal global perspective had an influence on their curricula. Not only was this belief addressed in the Resources findings, but also by five of the seven themes attributed to the development or intensification of a global perspective being perceived to provide classroom strategies. Exposure to diversity and international travel were the only attributes not associated with providing strategies.

The strategies touched on four of the five global dimensions. The only one not addressed was global literacy. Again, the strategies were overwhelmingly focused on globality and intercultural awareness. When discussing strategies used in the classroom, each theme from Research Question 1 that was perceived to aid in the development of a global perspective focused on globality. For example, MN perceived that her family helped attribute to strategies in the classroom by instilling her with the skills necessary to provide her students an awareness of the world. When discussing how minority status had provided strategies to teach global education, CD talked about how experiencing and observing his family's economic struggles has influenced his curricular decision making by saying, "I pose an open-ended question where my students can consider the advantages and disadvantages of

unbridled capitalism versus a communist state versus a socialist government" (CD, personal communication, March 11, 2010). OP provided an example of how global education courses provided her with classroom strategies when she said, "It especially helped give me strategies for teaching about the interconnectedness of the global economy" (OP, personal communication, February 13, 2010). CD credited his mentor with providing him the strategies to demonstrate to his students how their actions could have unanticipated outcomes. Professional services was the fifth theme from Research Question 1 in which participants focused on globality when discussing how strategies were influenced. When discussing professional service, OP credited the Global Schools Project with providing her specific ideas to use in her classroom that can bring the world's interconnectedness to life.

Four of the themes from Research Question 1 perceived to aid in the development of a global perspective focused on intercultural awareness. OP was blunt about her family's influence on an aspect of this global dimension when she said, "I teach many perspectives just because of my family" (OP, personal communication, March 13, 2010). MN used her experiences of being discriminated against as examples to share with her students, so they can gain an understanding of the perspectives of minorities. OP and CD credited global education courses when mentioning receiving specific strategies and ways of incorporating primary source documents in their curricula to teach aspects of intercultural awareness.

The global dimensions of service-learning and social justice received very limited attention during the discussion of strategies. Service-learning was mentioned by only one of the participants. When referring to minority status, CD discussed how these experiences had inspired him to get students actively involved in the lives of the downtrodden by facilitating service-learning projects, such as raising money for a local homeless shelter.

Recommendations

Teacher education programs should produce teacher candidates who can teach the skills and awareness to thrive in a globalized world and recruit teacher candidates who are more likely to come with skill sets that makes it easier to mold them into global educators. Since immigrants are more likely to come in with a global perspective, raising the enrolment rates of immigrants, especially from LDC countries, may be beneficial. Additionally, prospective candidates who have been exposed to diverse cultures may be more likely to enter a program with a global perspective.

Teacher education programs should provide experiences that put students in contact with people from other cultures, ethnicities, and races. The curricula should also provide teacher candidates coming from the majority culture with opportunities to undergo life as a minority and the feelings of discrimination or oppression often experienced by minority groups. Providing international study abroad opportunities for students would also be beneficial. Additionally, teacher education programs should develop mentors and incorporate professional service opportunities in the courses.

Globality and intercultural awareness were the most mentioned global dimensions and were the most likely to be learned by students prior to entering university. While globality and intercultural awareness should be taught, since the other three dimensions were not focused on as frequently, teacher education programs should provide a clear theoretical and application focus to expose many teacher candidates to these remaining global education aspects. Because interview participants largely identified the globality and intercultural awareness dimensions when discussing the factors they attributed to the development of a global perspective, there is a solid argument for making

these dimensions the initial dimensions to which to expose the teacher candidates. Globality and intercultural awareness may be foundational before the intensification of a global perspective can occur.

Teacher candidates should also be exposed to diverse groups in the teacher education programs. The dimensions perceived to be addressed by exposure to diversity were globality and intercultural awareness. If programs want to focus on globality, then superficial exposure to diversity would suffice. For example, providing international travel experience that carried limited interaction with other cultures and focused more on aspects such as the cultural landscape of the country would be beneficial. International travel can also be a powerful means for helping teacher candidates learn the intercultural awareness global dimension. Providing study abroad opportunities during which students have meaningful interaction with citizens of that country could provide similar benefits if the study abroad course offered the structure that allowed the candidate to engage in meaningful, ongoing reflective discourse during the experience. International travel experiences could also be incorporated into a course and combined with a critique of how cultures, nations, and global issues are addressed in the news media or by textbooks to provide an awareness of the social justice global dimension. Putting students who are accustomed to being a part of the majority group in the role of the minority can also educate candidates on the global dimensions of intercultural awareness and social justice. For example, both of these global dimensions could be explored through simulations, such as *A Class Divided*, which illustrated aspects of prejudice and persecution.

Family background and types of beliefs that participants held had a prominent position in this study; therefore, future research should continue to look at the influence these factors have on developing a global perspective or specific dimensions of a global perspective and to what degree do these backgrounds possibly limit or enhance the influence of social studies teacher education programs in the development of a global perspective. Global education courses in teacher education programs should also be evaluated to see on what global dimensions they focus. This evaluation should be followed with studies seeking to discover whether teachers who had taken those global education courses teach from a global perspective and use the strategies they were taught and, if so, what global dimensions are addressed in their curricula. This information will aid social studies teacher education programs in determining useful methods for providing resources and strategies in each of the global dimensions.

References

Appiah, K. A. (2006). Cosmopolitanism: Ethics in a world of strangers. New York, NY: Norton.

Banks, J. A., McGee Banks, C. A., Cortes, C. E., Hahn, C. L., Merryfield, M. M., Moodley, K. A., Murphy-Shigematsu, S., Osler, A, Park, C., Parker, W. C. (2005). *Democracy and diversity: Principles and concepts for educating citizens in a global age.* Seattle: University of Washington, Center for Multicultural Education.

Barnes, B. R., & Curlette, W. L. (1985). Effects of instruction on teachers' global mindedness and patriotism. *Theory and Research in Social Education, 13,* 43-49. Retrieved from http://www.socialstudies.org/socialeducation

Collins, H. T, Czarra, F. R., & Smith, A. F. (2003). *Global issues and challenges—What should students study?* Retrieved April 2, 2011, from http://www.globaled.org/ guidelines/page5.php

Cortes, C. E. (2000). The children are watching: How the media teach about diversity. New York, NY: Teachers College Press.

Cortes, C. E. (2005). The "information" media: Social studies' main competitor. In M. S. Crocco (Ed.), *Social studies and the press: Keeping the beast at bay?* (pp. 25-35). Greenwich, CT: Information Age.

Duckworth, R. L., Levy, L. W., & Levy, J. (2005). Present and future teachers of the world's children: How internationally-minded are they? *Journal of Research in International Education, 4,* 279-311.

Gaudelli, W. (2003). *World class: Teaching and learning in global times.* Mahwah, NJ: Erlbaum.

Gaudelli, W., & Fernekes, W. R. (2004) Teaching about global human rights for global citizenship. *The Social Studies, 95,* 16-26.

Gilles, C., Wilson, J., & Elias, M. (2010). Sustaining teachers' growth and renewal through action research, induction programs, and collaboration. *Teacher Education Quarterly, 37*(1), 91-108.

Goodhart, M. E. (2003). Origins and universality in the human rights debates: Cultural essentialism and the challenge of globalization. *Human Rights Quarterly, 25,* 935-964.

Heilman, E. E. (2009). Terrains of global and multicultural education: What is distinctive, contested, and shared? In T. F. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools* (pp. 25-46). New York: Peter Lang.

Imbert, P. (2004). Globalization and difference: Displacement, culture and homeland. *Globalizations, 1,* 194-204.

Joftus, S. (2004). *High schools for the new millennium: Imagine the possibilities*. Redmond, WA: Bill and Melinda Gates Foundation. Retrieved February 20, 2011 from http://www.edstrategies.net/files/gatesedwhitepaper.pdf

Kambutu, J., & Nganga, L. W. (2008). In these uncertain times: Educators build cultural awareness through planned international experiences. *Teaching and Teacher Education, 24,* 939-951.

Kehl, K., & Morris, J. (2008). Differences in global-mindedness between short-term and semester-long study abroad participants at selected private universities. *Frontiers, 15,* 67-81.

Kennedy, P. (2007). Global transformations but local, "bubble" lives: Taking a reality check on some globalization concepts. *Globalizations, 4,* 267-282.

Kirkwood, T. F. (2001). Preparing teachers to teach from a global perspective. *The Delta Gamma Kappa Bulletin,* 67(2), 5-12.

Kirkwood, T. F. (2002). Teaching about Japan: Global perspectives in teacher decision making, context, and practice. *Theory and Research in Social Education, 30*(1), 88-115.

Kirkwood-Tucker, T. F. (2004). Empowering teachers to create a more peaceful world through global education: Simulating the United Nations. *Theory and Research in Social Education, 32*(1), 56-74.

Kirkwood-Tucker, T. F. (2006, December). Will teachers of the twenty-first century embrace the world? The worldmindedness of elementary and secondary social studies teacher candidates in teacher education programs at five Florida public universities. Paper presented to the College and University Faculty Assembly, National Council for the Social Studies. Washington, DC.

Ladson-Billings, G. (2004). Culture versus citizenship: The challenge of racialized citizenship in the United States. In J. A. Banks (Ed.), *Diversity and citizenship education: Global perspectives* (pp. 99-126). San Francisco, CA: Jossey-Bass.

Lamy, S. L. (1990). Global education: A conflict of images. In K. A. Tye (Ed.), *Global education: From thought to action* (pp. 49-63). Alexandria, VA: Association for Supervision and Curriculum Development.

Lincoln, Y. S. (2005). Perspective 3: Constructivism as a theoretical and interpretive stance. In J. L. Paul (Ed.), *Introduction to the philosophies of research and criticism in education and the social sciences* (pp. 60-65). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Markowitz, F. (2004). Talking about culture: Globalization human rights and anthropology. *Anthropology Theory, 4,* 329-352.

Martin-Kniep, G. O. (1997). Assessing teachers for learner-centered global education. In M. M. Merryfield, E. Jarchow, & S. Pickert (Eds.), *Preparing teachers to teach global perspectives: A handbook for teacher educators* (pp. 99-122). Thousand Oaks, CA: Corwin Press.

Mapp, S. C., McFarland, P., & Newell, E. A. (2007). The effect of a short-term study abroad class on students' cross-cultural awareness. *The Journal of Baccalaureate Social Work, 13*(1), 39-51.

Merriam, S. B. (1988). *Case study research in education: A qualitative approach.* San Francisco, CA: Jossey-Bass.

Merryfield, M. M. (2000). Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators. *Teaching and Teacher Education, 16,* 429-443.

Merryfield, M. M. (2001). Moving the center of global education: From imperial world views that divide the world to double consciousness, contrapuntal pedagogy, hybridity, and cross-cultural competence. In W. B. Stanley (Ed.), *Critical issues in social studies research for the 21st century* (pp. 179-207). Greenwich, CT: Information Age.

Merryfield, M. M. (2007). The Web and teachers' decision-making in global education. *Theory and Research in Social Education, 35,* 256-276. Retrieved from:
http://www.socialstudies.org/cufa/trse

Merryfield, M. M., & Wilson, A. (2005). *Social studies and the world: Teaching global perspectives.* Silver Spring, MD: National Council for the Social Studies.

Myers, J. P. (2006). Rethinking the social studies curriculum in the context of globalization: Education for global citizenship in the U.S. *Theory and Research in Social Education, 34,* 370-394.

Pike, G., & Selby, D. (2000). *In the global classroom—2.* Toronto, ON, Canada: Pippin.

Saye, J., Kohlmeier, J., Brush, T., Mitchell, L., & Farmer, C. (2009). Using mentoring to develop professional teaching knowledge for problem-based historical inquiry. *Theory and Research in Social Education, 37,* 6-41.

Scholte, J. A. (2000). *Globalization: A critical introduction.* New York, NY: St. Martin's Press.

Seikaly, Z. A. (2001). At risk of prejudice: The Arab American Community. *Social Education, 65,* 349-351.

Tye, B. B., & Tye, K. A. (1998). *Global education: A study of school change.* Orange, CA: Interdependence Press.

Tye, K. A. (1999). *Global education as a worldwide movement.* Orange, CA: Interdependence Press.

Tye, K. A. (2009). A history of the global education movement in the United States. In T. F. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools* (pp. 3-24). New York, NY: Peter Lang.

Ukpokodu, O. N. (2006). The effect of 9/11 on preservice teachers' perspectives and dispositions toward global concerns. *Social Studies Research and Practice, 1,* 179-200. Retrieved August 7, 2008 from http://www.socstrp.org/issues/PDF/1.2.3.pdf

Wanta, W., Golan, G., & Lee, C. (2004). Agenda setting and international news: Media influence On public perceptions of foreign nations. *Journalism & Mass Communication Quarterly 81*, 2, 364-377.

Wilson, A. H. (1997). Infusing global perspectives throughout a secondary social studies program. In M. M. Merryfield, E. Jarchow, & S. Pickert (Eds.), *Preparing teachers to teach global perspectives. A handbook for teacher education* (pp. 143-167). Thousand Oaks, CA: Corwin Press.

Zong, G. (2009). Global perspectives in teacher education research and practice. In T. F. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools* (pp. 71-89) New York, NY: Peter Lang.