

University of Denver

Digital Commons @ DU

Electronic Theses and Dissertations

Graduate Studies

1-1-2015

How Global Education Is Understood and to What Extent It Is Implemented in One Educator Preparation Program

Lydia Valentina Amewu-Sirleaf
University of Denver

Follow this and additional works at: <https://digitalcommons.du.edu/etd>



Part of the [Educational Administration and Supervision Commons](#), and the [Educational Leadership Commons](#)

Recommended Citation

Amewu-Sirleaf, Lydia Valentina, "How Global Education Is Understood and to What Extent It Is Implemented in One Educator Preparation Program" (2015). *Electronic Theses and Dissertations*. 1068. <https://digitalcommons.du.edu/etd/1068>

This Dissertation is brought to you for free and open access by the Graduate Studies at Digital Commons @ DU. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ DU. For more information, please contact jennifer.cox@du.edu, dig-commons@du.edu.

How Global Education Is Understood and to What Extent It Is Implemented in One Educator Preparation Program

Abstract

This mixed method study investigated the overarching question "how global education is understood and implemented in an educator preparation program in a Colorado university". The sub-questions used to answer the research question are:

- * How is global education/perspective understood and implemented by the faculty?
- * How do students perceive global education/perspective to be implemented in the program?
- * How are the faculty and student's perspective similar and how are they different?
- * How do the documents and artifacts support this?

The faculty members and pre-service teachers in this program were the research participants in the study. This area of research was chosen as a result of the increasing concerns over how the 21st century student is being prepared for global challenges. Alger (2003, p.20) pointed out that "we have not yet fully grasped the educational implications of globalization. How we might help our students to perceive their involvement in globalization, to discern the consequences of their actions, and to ponder on alternative forms of action?" For these reasons, one might agree with Anderson & Landman (2003) that it has become crucial to research teacher education programs in order to explore how well global perspectives and individuals' sense of globalization have been and could be incorporated into the program of study.

The mixed method employed cognitive interviews of faculty, survey questionnaires of students, and document analysis of course requirements, course objectives, syllabi and required texts, to enable the researcher to elicit an in-depth understanding of the extent of global education in the program. This system yielded both quantitative and qualitative data for an evaluative, descriptive and exploratory design. Findings from all three strands were triangulated and integrated for analysis.

Included in the study are the researchers' lived experiences.

Major Findings, significance and conclusion include:

- * Global perspective is not implemented to any appreciable extent in the program.
- * The program is at the initial level on the global competence continuum because there is evidence indicating the reference to diversity, some aspects of multiculturalism, the implementation of culturally responsive pedagogy but very limited evidence to the reference and implementation of global perspectives.
- * Faculty members possess the knowledge and skills to initiate the integration of issues of global significance and concerns into the curriculum.
- * Faculty members are willing and interested in teaching with a global perspective.
- * Students are very eager to explore their global perceptions so much so that a reference to global education /perspective is regarded as its implementation.
- * Students deserve to be exposed to the world of potential outside the US, to develop their learning, global reasoning and sensibilities, and global capabilities through the infusion of issues and concerns of global significance.

* The program document accordingly makes references to diversity, multiculturalism, culturally responsive pedagogy and global perspectives but makes no demands to the enforcement of its implementation within the program.

* The time to institutionalize, operationalize, monitor and evaluate the implementation of global perspective /education is now.

Document Type

Dissertation

Degree Name

Ph.D.

Department

Educational Administration and Policy Studies

First Advisor

Kristina Hesbol, Ph.D.

Second Advisor

Douglas Allen

Third Advisor

Paul Michalec

Keywords

Curriculum, Global Citizenry, Global Education, Global Educational Leadership, Global Educator, Global Perspective

Subject Categories

Education | Educational Administration and Supervision | Educational Leadership

Publication Statement

Copyright is held by the author. User is responsible for all copyright compliance.

How Global Education is understood and to what Extent it is Implemented in One
Educator Preparation Program.

A Dissertation

Presented to the Faculty of
The Morgridge College of Education
University of Denver

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by

Lydia Valentina Amewu-Sirleaf

November 2015

Advisor: Kristina Hesbol, PhD

©Copyright by Lydia Valentina Amewu-Sirleaf 2015

All Rights Reserved.

Title: HOW GLOBAL EDUCATION/PERSPECTIVES IS UNDERSTOOD AND TO WHAT EXTENT IS IT IMPLEMENTED IN ONE EDUCATOR PREPARATION PROGRAM.

Author: Lydia Valentina Amewu - Sirleaf

Advisor: Kristina Hesbol PhD

Degree Date: November 2015

ABSTRACT

This mixed method study investigated the overarching question “how global education is understood and implemented in an educator preparation program in a Colorado university”. The sub-questions used to answer the research question are:

- * How is global education/perspective understood and implemented by the faculty?
- * How do students perceive global education/perspective to be implemented in the program?
- * How are the faculty and student’s perspective similar and how are they different?
- * How do the documents and artifacts support this?

The faculty members and pre-service teachers in this program were the research participants in the study. This area of research was chosen as a result of the increasing concerns over how the 21st century student is being prepared for global challenges. Alger (2003, p.20) pointed out that “we have not yet fully grasped the educational implications of globalization. How we might help our students to perceive their involvement in globalization, to discern the consequences of their actions, and to ponder on alternative forms of action?” For these reasons, one might agree with Anderson & Landman (2003) that it has become crucial to research teacher education programs in order to explore how

well global perspectives and individuals' sense of globalization have been and could be incorporated into the program of study.

The mixed method employed cognitive interviews of faculty, survey questionnaires of students, and, document analysis of course requirements, course objectives, syllabi and required texts, to enable the researcher to elicit an in-depth understanding of the extent of global education in the program. This system yielded both quantitative and qualitative data for an evaluative, descriptive and exploratory design. Findings from all three strands were triangulated and integrated for analysis.

Included in the study are the researchers' lived experiences.

Major Findings, significance and conclusion include:

- Global perspective is not implemented to any appreciable extent in the program.
- The program is at the initial level on the global competence continuum because there is evidence indicating the reference to diversity, some aspects of multiculturalism, the implementation of culturally responsive pedagogy but very limited evidence to the reference and implementation of global perspectives.
- Faculty members possess the knowledge and skills to initiate the integration of issues of global significance and concerns into the curriculum.
- Faculty members are willing and interested in teaching with a global perspective.

- Students are very eager to explore their global perceptions so much so that a reference to global education /perspective is regarded as its implementation.
- Students deserve to be exposed to the world of potential outside the US, to develop their learning, global reasoning and sensibilities, and global capabilities through the infusion of issues and concerns of global significance.
- The program document accordingly makes references to diversity, multiculturalism, culturally responsive pedagogy and global perspectives but makes no demands to the enforcement of its implementation within the program.
- The time to institutionalize, operationalize, monitor and evaluate the implementation of global perspective /education is now.

Keywords: Global Education, Global Perspectives, Teacher Education.

ACKNOWLEDGEMENT

Oh God, my God, my faithful friend, I will always love you and talk of your wondrous works. You accompanied me every step of the way, and placed your angels on my path to fulfill your will concerning my life. THANK YOU. My dearest children, Marilyn, Emmanuella, Francis and husband Salia, I appreciate your constant support, sincere and valuable accommodations for my needs and your willingness to take the back seat in this undertaking. We did it, Congratulations.

Dear Professors: Dr Kristina Hesbol, Dr Kent Seidel, Dr Linda Brookhart, Dr Susan Korach, Dr Paul Micheallac, Dr Maria Salazar, Ms Jessica Lerner, Mr George Straface, You saw a potential in me that I missed ever so often because it was a narrow, meandering, thorny journey for me. Ms Anna Milles, Dr Terri Davis, Dr Nicole Joseph, Ms Maria Vukovich, Ms Laura Buhs, Ms Marjorie Smith and the Sistah Network, Ms Nancy H. Zuschlag, Ms Margot, the Hall family, the Ward family, the Pinigis family, the Sarauf family, Ms Diane Canfield, Ms Jalonie Walker and my PUSH family, I could not have done this without your help. You were the ANGELS my faithful God placed in my path. Thanks for answering this call. I am extremely grateful to all my research participants, for making time to sit through my long survey. I appreciate your generosity in sharing your thoughts with me.

My life philosophy is to “Trust in the Lord with all your heart and lean not on your own understanding: in all your ways submit to him, and he will make your path straight” Proverb 3:5-6. Thank you Most Precious Blood Catholic Church, Bishop Theophilus and Pastor Elizabeth Aryeetey for your constant moral and spiritual support.

TABLE OF CONTENTS

Chapter One: Introduction	1
1.1 Study Rationale	6
1.2 Significance of the Problem	9
1.3 Research Questions	12
1.4 Conceptual Framework.....	13
1.5 The Process Framework.....	20
Chapter Two: Literature Review.....	26
2.1 Overview.....	26
2.2 History of a Global Perspective in Education	27
2.3 Modern Perspective.....	27
2.4 Current Relevance	28
2.5 Embedding Global Perspectives into Pre-Service Teacher Education...31	
2.6 Leadership Perspectives.....	38
2.7 Challenges to Implementing Global Perspectives in Education.....	45
2.8 Competencies of Global Perspectives.....	51
2.9 Assessment Objectives of Global Perspectives.....	55
2.10 Why teach with a Global Perspective.....	56
2.11 Summary.....	57
Chapter Three: Methodology.....	58
3.1 Background.....	58
3.2 Theoretical Framework.....	58
3.3 Study Design.....	62
3.3 Sample and Site Selection Strategy.....	63
3.4 Data Collection.....	66
3.5 Data Analysis.....	70
3.6 Analytical Framework	70
3.7 Integrating Data.....	73
3.8 Timeframe for Study.....	76
3.9 Researcher Bias.....	76
3.10 Confidentiality and Ethical Concerns.....	76
3.11 Summary.....	76
Chapter Four: Summary of Results and Presentation.....	78
4.1 Introduction.....	78
4.2 Summary of Measures to Ensure Validity.....	80
4.3 Reliability.....	83
4.4 Data Analysis Validity.....	84
4.5 Reflectivity.....	85
4.6 Validity of Inferences and Conclusion.....	85
4.7 Faculty Participants Perspectives	86

4.8	Qualitative Results for Research Question One.....	88
4.9	Emergent Qualitative Themes.....	97
4.10	Transformation of Qualitative Data into Quantitative Data.....	98
4.11	Summary of Findings for Research Question One	103
4.12	Student Participants	104
4.13	Quantitative Results for Research Question Two	107
4.14	Emergent Quantitative Themes.....	158
4.15	Summary of Research Findings for Question Two.....	160
4.16	Comparative Analysis for Question Three.....	163
4.17	Summary of Research Results for Comparative Analysis	165
4.18	Emergent Complimentary and Contrasting Themes.....	166
4.19	Document Review Results for Question Four	167
4.20	Summary of Research Findings for Question Four.	181
4.21	Integrating the Data.....	182
4.22	Limitations To Study.....	188
Chapter Five: Findings, Implications and Recommendations		188
5.1	Introduction.....	188
5.2	Summary and Interpretation of Research Findings	189
5.3	Summary of Findings: Question One	189
5.4	Interpretation of Findings: Question One	190
5.5	Summary of Findings: Research Question Two	191
5.6	Interpretation of Findings: Question Two	193
5.7	Summary of Findings: Research Question Three	195
5.8	Interpretation for Findings: Question three	195
5.9	Summary of Findings: Research Question Four	196
5.10	Interpretation for Findings: Question Four	197
5.11	Gap Analysis	197
5.12	Implications and Applications	202
5.13	Major Findings, Significance and Conclusion.....	210
5.14	Application.....	211
5.15	Recommendation for Future Research	214
References.....		218
Appendices.....		226
7.1	Appendix A: SURVEY FOR FACULTY.....	226
7.1	SURVEY FOR STUDENTS.....	234
7.2	Appendix B: INTERVIEW QUESTIONS: Faculty.....	242
7.2	INTERVIEW QUESTIONS: Students.....	248
7.3	Appendix C: Documentary Review Questions.....	253
7.4	Appendix D: Glossary: Definition of Terms.....	255
7.5	Appendix E: Global Competence Matrix.....	259

7.6	Appendix F: Correspondence with consultant for CCCSO.....	262
7.7	Appendix G: Reviewed Documents from Program.....	265

LIST OF TABLES

6.1	Table A1: Mean Score Average for Faculty personal and program Perceptions.....87
6.2	Table B1: A seventeen-item statements to determine how faculty understood and implemented global perspectives/education in the program.....99
6.3	Table 2: Descriptive Statistics. Report on Mean and Standard Deviation For each item.....107
6.4	Table A3: Reliability – Domain 1: Diversity.....120
6.5	Table B3: Diversity: Item Total Statistics.....120
6.6	Table A4: Reliability – Domain 2: Multiculturalism (with Item # 8).....123
6.7	Table B4: Multiculturalism: Item Total Statistics (With Item # 8).....124
6.8	Table A5: Reliability – Domain 2: Multiculturalism (Without Item # 8)126
6.9	Table B5: Multiculturalism: Item Total Statistics (Without Item # 8)....127
6.10	Table A6: Reliability – Domain 3: Culturally Responsive Pedagogy.....128
6.11	Table B6: Culturally Responsive Pedagogy: Item Total Statistics.....129
6.12	Table A7: Reliability – Domain 4: Global Perspectives.....131
6.13	Table B7: Global Perspectives: Item Total Statistics.....131
6.14	Table A8: Reliability – Entire Measure.....139
6.15	Table B8: Entire Measure – Item Total Statistics.....139
6.16	Table 9: Correlations: How the domains are related to each other.....153
6.17	Table 10: Factor Analysis: All items in all domains.....155
6.18	Table 11: Transformation of the document review findings (qualitative) into quantitative data. Results aligned to item scale.....169
6.19	Table 12: Document review quantitative data aligned to percentages..180
6.20	Table 13: A Continuum for the Global Competence Matrix185

LIST OF FIGURES

6.21	Figure 1: The Conceptual Framework.....	18
6.22	Figure 2: The Process Framework.....	24
6.23	Figure 3: The demographics of International students.....	29
6.24	Figure 4: The link between Personal Experiences and the Global Impact.....	37
6.25	Figure 5: A Framework for Teaching for Global Competence.....	53
6.26	Figure 6: A Framework for the Global Competence Matrix.....	54
6.27	Figure 7: The Graph of eigenvalues against component factors or Variables.....	158
6.28	Graph 1: A graph of the mean scores averages for faculty personal and Program perceptions.....	88
6.29	Graph 2: A bar chart showing the extent of emphasis of the constructs in the program as perceived by student.....	106
6.30	Graph 3: A column chart on the degree of correlation between constructs.....	156
6.31	Graph 4: A graph showing highest correlations.....	159
6.32	Graph 5: This pie chart shows the extent of emphasis of the Constructs.....	181
6.33	Graph 6: A column graph showing the integration of data from all strands.....	184

CHAPTER ONE: INTRODUCTION

Introduction to Global Education

The Council of Chief State School Officers (CCSSO) and the Asia Society Partnership for Global Learning undertook the EdSteps project. This project was designed to create an innovative and meaningful tool for assessing critical skills in learners of all ages using the power of student work. The vision of EdSteps is to complement the Common Core State Standards in achieving teaching and learning that prepares every child with the knowledge, skills, and competencies needed for lifelong learning, satisfying work, and global citizenship. This project was initiated based on the conviction that the US has led the world in scientific discovery and innovation for more than half a century. However, in a modern world characterized by competition and rapid change in a flattened global marketplace, the US can no longer guarantee its prominent role. *The Task Force on the Future of American Innovation (2005)* also attested that, the flattened global economy and its changing demands of work, the unprecedented global migration, the changing nature of our neighborhoods' identities, citizenship, the instability in the climate and the subsequent growing need for global environmental stewardship, require an innovative curriculum. These areas of transformation illustrate a world in transition due to the constant change in the areas mentioned earlier and illuminate the need for new educational demands that the world presents.

Thus, it is widely suggested that, US students and the workforce, will need new skills; the 21st century skills and global perspectives to be able to compete with other countries and advance. The current educational system is often reported as falling drastically short in producing workers who are well equipped to be the creative, innovative workers of the future (NCEE, 2008). And so, for a large part of the 20th century, even though the US was known as having the best-educated workforce in the world that perception has since changed. The quality of K-12 education could therefore be examined in the light of future workforce needs.

Following these assertions, Wagner (2008), revealed that there are two achievement gaps in the U.S. education system, firstly, the well-documented gap between the quality of schooling of high-performing students and low-performing students who also often belong to the minority racial and ethnic groups. Secondly, the gap he referred to as the global achievement gap. This is the gap between what the best schools in the US are teaching some students in terms of global perspectives and what all students will need to acquire and nurture for the mental shift necessary to succeed as learners, workers, and citizens in today's global knowledge economy. He suggested that, since globalization and technology are changing the nature of work in the 21st century, instead of patching the education and training systems, the systems themselves could be disassembled, re-conceptualized, re-envisioned and re-designed.

In summary, today's "global knowledge economy entail, all students to possess new skills for college, careers, and citizenship" (Wagner, 2008, p. xxi). For instance, students could be exposed to different ways of solving academic problems. Such a concept will be universally appreciated. Besides, teachers can also develop projects that

can be shared with other learning communities elsewhere around the world in the global knowledge system.

Peter Senge, (2006) believed that, only those organizations which are able to adapt quickly and effectively to rapid change, will be able to excel in their field or Market, the time to advocate for a curriculum that has been integrated with global perspective is now. Zhao (2010, p. 428), states that “the imperative to change is clear and immediate”. He also referred to others: Garcia et al. (2010), who agreed that the need for teachers to be well prepared to teach culturally, racially, ethically and linguistically diverse students is well documented, and Longview Foundation (2008) also admits that the need for globally competent teachers is equally imperative. The need to integrate global perspectives into teaching strategies is significant. Although teachers teach content standards and school district content pacing frameworks may not be flexible, nonetheless, the reality of living in an interdependent world with a global economy is undeniable. This therefore, could impact what and how we teach and learn (Zeichner, 2010), made it necessary to infuse global perspectives into content objectives. Since it has become generally accepted that K-12 educational system need global perspective for today’s world, the potential means of acquiring this global perspective is through K-12 educational experiences as every child is supposed to be in school. It therefore suffices that the teachers in K-12 need intentional preparation and knowledge about global perspectives in order to prepare today students for today’s world. Teacher education programs are thus indeed a great place to learn this since it is one of the main programs for preparing teachers. A teacher education program that is teaching for cultural proficiency, 21st century skills and best teaching practices ought to be preparing teachers to teach with a global perspective. Zhao (2010, p.

428) continued that “The culture of teacher education is local and therefore has advanced policies that serve the neighborhood schools but not the needs of future citizens of today’s globalized world”. Based on this assertion, Longview Foundation (2008, p. 5 - 6), consequently agreed that, “teacher training programs are often among the least internationalized programs on American college and university campuses”

Kilpatrick (2010) mentioned the fact that the connection between global perspectives or a broad world view is globally informed by the global cultures and racial diversity. She continued that, when a teacher is able to integrate cross-disciplinary skills such as critical thinking, problem solving, creativity and communication, it helps learners to use content to propose solutions, forge new understandings, solve problems, and imagine possibilities, irrespective of their individual diversity or content area. Thus, content knowledge is made relevant because it’s connecting to local, state, national and global issues. And so it is questioned by Noguera (1999), “But, why is it that the rise in diversity is seen as a problem?” (p.1). This is an important question, since framing the growth in racial and cultural diversity as a problem, educators, policy makers and journalists set the stage for how communities react to this change and not necessarily as an impetus for a globalized curriculum.

Finally, Lo, Merryfield & Po (2006), also identified global education study as the underlining factor to student success after the fact-finding trips to the world’s top-performing school systems in Finland; Hong Kong; U.S.; Canada and Singapore. Hence, prospective 21st century educators must be prepared to undertake this task due to national security and global economic reasons as well as social and cultural reasons.

Although, it would be difficult to find a college or university anywhere in U.S. today that is not making substantial effort to internationalize or globalize in some way, it is clear that this has not been as widely undertaken in teacher education as in higher education generally. (Zeichner, 2010, p. 3).

This hope is reiterated in the 2011, Colorado revised model content standards, requiring teachers to teach with a global perspective and to guide students in making global connections in an interdependent world *Colorado Academic Standards, High School Social Studies*. (Adopted: December 10, 2009, p. 2). The Colorado content standards for social studies recognize a connection between individuals, communities and the world *Colorado Academic Standards, High School Social Studies*. (Adopted: December 10, 2009), other content areas such as science, technology, mathematics and the arts could also integrate a global perspective as well. *The Interstate Teacher Assessment and Support Consortium (INTASC)* and *the Council of Chief States School Officers (CCSSO)* in 2011 and again in 2013, states in standard #5 that,

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving skills related to authentic local and global issues. (p.8)

For this reason, teacher accreditation bodies and policy makers can ensure that teacher educator programs address the need to develop educators who appreciate the diverse world, have awareness of global justice issues, international perspectives. Villegas and Lucas, (2002) was quoted by Zeichner (2011), that teacher preparation programs could:

Help teacher candidates and teachers develop what has been called perspective or socio-cultural consciousness, where one learns that their ways of thinking, behaving and being deeply influenced by their social and cultural location- race, ethnicity, gender, social class, language, nationality and so on and that others often have views of the world that are often significantly different from one's own, and to develop greater humility about their own point of view (p. 17).

The current focus of school districts emphasizes competencies for college and career readiness. According to *Postsecondary Workforce Readiness Handbook*, students cannot engage in advanced and meaningful academic or professional reflection that involves critical thinking and problem solving, imagination and invention, collaboration and synergy, without gaining a global perspective. Workforce readiness goals *Postsecondary Workforce Readiness Handbook, (2010)* coupled with emerging 21st century jobs (Partnership for 21st century Skills), also demands learners to take responsibility for learning new information quickly within the global village.

But according to Kilpatrick (2010), an embedded global perspective is almost non-existent during the implementation or the delivery of the curricula. One may wonder if it is possible teachers do not know how to teach with a global perspective or that the focus on high stakes accountability testing and the scope of the standards within the curriculum have been limited to teaching to the test, excluding the “soft” competences required in global perspectives. Following this assertion, it could be argued that teachers should be equipped with strategies to infuse or integrate any curriculum with a global perspective since our reality and challenge is that the world is interconnected within its systems and interdependent in several ways, Kilpatrick (2010).

Study Rationale

Benefits of a global perspective have implications for the education of the whole child and are magnified for teacher educators. Teachers help students understand the impacts of political, cultural and system issues related to future work and quality of life issues. Educational leaders are therefore challenged to develop a global perspective of

education that can meet the demands of the global citizenship and respond to the realities of the globally inter-related and diverse world systems of the 21st century.

In the past seven years, colleagues, friends and mentors of the researcher have left to take up jobs outside the United States, specifically; Ghana, South African and Indonesia. The researcher maintained communication with these people helping them navigate the social and cultural shocks of their host countries.

Secondly, the researcher arrived in the U S as an international student and a mother of three children. The children were enrolled into the American K-12 educational system in their neighborhood public schools. The first year was turbulent for several reasons: the youngest child was placed in Kindergarten, a one year delay because it was assumed that his slow response to questions was a lack of knowledge. It was soon realized that rather it was due to a language barrier and a cultural expectation that a minor should hold a thought until directly asked. He was later tested as a gifted and talented (GT) child in the 2th grade and tested 98th percentile in 6th grade private school testing in math.

The second child would never participate in class; she seemed shy and lost most of the time in her regular classroom. On the contrary, she was an active listener and class participant in her English Language Acquisition (ELA) pull out class. She usually arrived home from school with great stories from this class but discussed her experiences in the mainstream classroom with apprehension. Unfortunately, the mainstream classroom teacher held the view that she was culturally competent and was offering a culturally

proficient instruction. However, from my child's viewpoint this teacher did not deliver a culturally proficient curriculum. This child later tested as a GT.

Finally, after the initial first year of struggle, the third child became a strong student as well. The researcher's personal experience in the American educational system as an international student was also challenged. It took a lot of courage and advocacy for the intangibles of global perspectives, such as: diverse ways of communication, verbal and non-verbal, multidisciplinary interpretation of information, presentation of multiple perspectives, reflection on issues through the global lens and consideration of the global significance of issues, to be successful.

As a graduate international student in an educational leadership program, certain accommodations that would have been helpful and supported the learning of the researcher were most often overlooked. Some were as simple as the translation of typical and regular American jargons and abbreviations.

Based on the researcher's experience as a student, when she became an educator, students of various cultural backgrounds were included in her lessons. Content language objectives were translated into other languages by students. In her classroom, the Spanish version of the Periodic Table of Elements is hanged. Academic terms are regularly translated into other languages.

The series of events caught the researcher's attention, prompting her to wonder: What if she (researcher) was not educated and could not give the children the remediation, support and assistance they needed to survive within this system?, What if

she (researcher) was not an educationist and an international student who understood multicultural concerns and what the children needed to be successful? Could these strategic supports the children enjoyed, that made them academically successful, be made available to all the other kids within the K-12 school system?

And so Kneip (1987), suggested that “The ultimate measure of success in developing global education programs will be the extent to which students experience a curriculum designed to equip them for the twenty-first century” (p. 173).

Also examining teacher education programs and the perspectives of pre-service teachers, university faculty and educational leaders in regard to embedding global perspectives in teacher education programs will increase understanding, provide data and generate new ideas to foster 21st century citizenry ready to meet challenges that have worldwide implications.

With reference to Hsiao-Ching (2010), infusing a global perspective through “global education” is an emerging phenomenon. The stable knowledge base and empirical research needed for institutionalizing the global perspectives are not yet available.

Significance of the Problem

In affirmation to the objective for the study that will explores the perceptions, opportunities and challenges of pre-service teachers, teacher educators and school leaders to teaching with a global perspective, Mestenhauser (1998) stated, “...there is an urgent need to study international education [global perspectives] on the highest level of sophistication” (p. 7).

The theory of global education will provide an overarching framework for the case study. This framework is being used because 21st century learning precepts stipulate the importance of an educational village, hence, the need to expose educational leaders, educators and students to global educational perspectives.

(<http://www.cde.state.co.us/contentareas>).

Furthermore, Nieto (2009) and Lowenstein (2009) addressed a central problem within teacher education. The problem is a widely held and often unexamined conceptualization of White teacher candidates as deficient learners on issues of diversity in teacher education. Teacher candidates are viewed as learners who lack the resources or who have deficient knowledge or experience to appreciate a global perspective. Consequently, Regenspan (2002) challenged this prevailing conception. In his view, teacher candidates being deficient learners on issues of diversity may also be attributed to teacher educators' pedagogical choices which limit engagement in teacher education classrooms. For teacher candidates to foster active learners in K-12 classroom, the teacher candidates could themselves become active learners. This may be achieved through, teacher candidates collaborating with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations. Thereby making it possible for the teacher to better understand the learners and what they bring to the learning process. The result is that the teacher can incorporate this information into the instruction to create a culturally responsive instruction so as to maximize engagement and make learning meaningful. By this means, promote responsibility and accountability for learning, for both teacher and learner, irrespective of cognitive, linguistic, social, emotional, physical, cultural or racial diversity. If this in effect is true, then with

increasingly diverse student demographics, it will aid teacher preparation program faculty to engage in helping the teacher candidate by embedding global perspectives in pre-service teacher education program.

In addition, Ladson-Billings (1999), also noted that teacher education programs continue to prepare teachers as if they will be teaching in homogeneous, White, middle-income schools. Much more, Grant and Wieczorek (2000) critiqued the prevailing conception of teacher knowledge in teacher preparation programs, characterizing this knowledge as lacking inherent and fundamental ties to social, cultural, historical, and political characteristics. He concluded that, Teacher preparation programs are not equipping pre-service teachers with the necessary strategies to nurture global citizens through global education with global perspectives.

According to Anderson (1991), the rationale for educating for a global perspective includes:

- 1) Changing the social structure of the world to accelerate growth of global interdependence, the erosion of western dominance, and the declined of American hegemony and
- 2) The globalization of the American society.

It can be concluded thus, input from pre-service teacher faculty and pre-service teachers or teacher candidates are imperative to create a comprehensive awareness on the perception, opportunities and challenges to the integration of global education or perspectives into the pre-service teachers' education program.

According to Alger (2003), educational leaders should investigate how students could be supported to perceive global perspectives, to discern the consequences of their actions, and to ponder on alternative forms of action that will result in mutual benefits to

all stakeholders. (Anderson & Landman, 2003, p.6), also thought that it is important to consider "...what kind of education will best prepare young people to fulfill their civic responsibilities in such a world" Hence it is crucial to research teacher education programs to explore the perception, challenges and opportunities to incorporating global perspectives into the program.

Research Question

This study will explore the perception of global perspectives, how it is understood and the extent to which it is implemented. A sequential exploratory design will be used. It will include both qualitative and quantitative data that will be gathered sequentially. This research assumes that when pre-service teacher educators are exposed to global perspectives during pre-service training, they will be better equipped to prepare students for the challenges of the 21st century. The research study overarching question is:

How global education/perspective is understood and to what extent is it implemented in one educator education program? And the sub-questions are:

- * How is global education/perspective understood and implemented by the faculty?
- * How do students perceive global education/perspective to be implemented in the program?
- * How are the faculty and student's perceptive similar and how are they different?
- * How do the documents and artifacts support this?

The Conceptual Framework

The conceptual framework for this study is developed to investigate whether and how K-12 teachers could be taught to integrate global perspectives into the k-12 curriculum of instruction. In an interview by Anthony Jackson on June 19, 2012 in Education Week blog on Global Learning, Jennifer Manise proposed *The Particulate Theory of Global Competence*. She explained that in chemistry, composite particles are known to compose of quarks that are held together by a strong force (as atoms are held together by electromagnetic forces). The composite particles or atoms can be regarded as the classrooms in which students are engaged with rich content infused with global perspectives or culturally responsive instruction (quarks) that provides them with deep understanding of the world and the complex problems facing mankind. The “quarks” in “the particulate theory” could be emanated by the teachers who are culturally competent, thus globalizing the curriculum to ensure the delivery of an instruction which is integrated with a global perspective. The more “quarks” there are in the US educational system, the stronger the force of globalization and the more global citizens that can be graduated.

Hence, this proposed research will investigate the possibility of integrating global perspectives into a teacher preparation program, in the hope that if pre-service teachers are equipped with strategies to raise global awareness in students, their families and the learning communities, several “quarks” will be formed. This *Particulate Theory of Global Competence* suggests that there is a disconnect between practice in the field and teacher preparation. There is tangible evidence that needs to be scaled and theoretical

concepts that need to be investigated. Jackson (2012, p.1) proposed further study to be conducted on the following:

1. Research validates that students who are engaged in understanding the world are more deeply engaged learners in other areas. Why doesn't policy systemically reflect this reality?
2. Why do teachers embrace this work more readily when it is part of an independent quest for further knowledge rather than a mandate?
3. What role do mentor teachers play in this process? Who is offering *them* professional development in international understanding and global awareness?
4. Why is it that so many excellent teachers regularly engaging in this work are prophets to all but those in their own building or district?

Anthony Jackson , in his June 19, 2012 blog on *Education Week*, gave an example of an instance in Boston, when a school spent three months developing a project on a scaled model of the Forbidden City and incorporates every student and subject into the process, connecting China to Africa, while engaging all kids and teaching to the standards. He continued with further suggestions on how global perspectives can be integrated into the curriculum:

- Resources such as units on access to clean water, that is aligned to the Common Core and provide readings, formative assessments, and assignments for junior high and high school teachers.
- Universities collaborating with one another to envision what a certificate program in global education might look like in their state and still retain their respective strengths and focus.
- States committed to the exponential growth of dual language programs or committed to making the case for global education through data as discussed previously in his blog.
- Or, more simply, the professor that starts a brown bag seminar program in her university with a different faculty member presenting each month on how international experiences inform their teaching and the opportunities to internationalize coursework to produce teachers ready to engage students deeply in understanding how their community relates to the bigger picture. The reward for participation is a free lunch! (p. 2)

Another theory is *The Social Learning Theory* by Albert Bandura (1963, 1977, and 1995). He created *the Social Learning Theory* as a result of merging parts of Vygotsky's *Social Development Theory* and Lave's *Situated Learning Theory*. Bandura's theory is based on self-efficacy. It claims simply that through watching others, observing their actions and behaviors, one will imitate and learn by proxy. He believed that through such observation of behavior (attitudes and outcomes of behaviors) children start to imitate and model similar behaviors as they grow, develop and learn. People learn from other people. Bandura continues that the idea that children develop both cognitively and behaviorally by merely observing others is often considered the emergence of the cognitive and behaviorists theories. He continues that the reciprocal interaction between people is a result of environmental influences, observed cognitive and thinking patterns, and behavioral examples of what is viewed throughout a lifetime. Bandura (1995) refers to this mimicking, if you will, as "reciprocal causation" or "self – efficacy". Others believed, like Bandura, that if students are shown that there is "a great big world out there" and shown how beautiful, intriguing, and interesting it is, they will be motivated to continue to learn about the various places, the beauty, uniqueness, cultures, and topical issues as they mature. He concludes that today's youths and citizens of the world, grapple with a variety of global issues, such as growing populations, diminishing resources, environmental concerns, rapidly changing technologies, and a fractured economy. These overwhelming issues can ignite a sense of "paralysis". In other words, the sheer magnitude of today's global issues can cause the youth to feel a sense of powerlessness or feel that they have no agency in solving today's problems.

Thus according to Bandura (1963, 1977, and 1995), if pre-service teacher faculty and pre-service teachers will model global awareness through an appreciation for global concerns, it will in the long run show the youth that there is “a great big world out there”. Which is beautiful, intriguing, and interesting but with challenges that could be surmounted. The youth may then be motivated to continue to unravel the uniqueness of the world, learning about various places, cultures, and topical issues as they mature, and nurture the characteristics of global citizenship.

Indeed, the global marketplace is real, and today’s schools may prepare students to participate, interact, and thrive in it. The more our students know about recognizing the challenges and opportunities of an interconnected world, the better they will be able to work in it and improve it. Our students’ well-being, the vitality of our communities, and the welfare of our nation depend on it (CCSSO, 2011). Senge (2006) suggested the need for societies the world over, to articulate the new demands and adjust their educational policies accordingly. The flattened world has made it a global village that offers the global market opportunities. Successful participants in this market will have to be trained in today’s schools, equipped with the 21st century skills and global perspectives.

A critical viewpoint of this research is that, teachers who possess experiences from other cultures are far more disposed to the appreciation and articulation of the global education concept. For this reason, it is proposed that educator preparation programs expose pre-service teachers to cross-cultural experiences. Also Gaudelli, (2003), perceived that understanding the manner in which teachers have come to know their world is critical as it gives them a way of relating to their students. Gaudelli was

not alone, Tuomi, (2004) followed soon with the assumption that learning to discuss and collaborate with students and parents from other cultures enhances teachers' abilities to work with all children. Teachers in the 21st century must increase their knowledge of the world in general and sharpen their ability to tailor the curriculum to students' needs through a culturally responsive curriculum and that which is infused with a global perspective. Hence teachers' cross-cultural experience plays a pivotal role in global education.

Finally, Lo (2006) found that, "Teachers often lacked the knowledge and skill required in connecting global with the local and the lived experiences of the students..." (p.291)

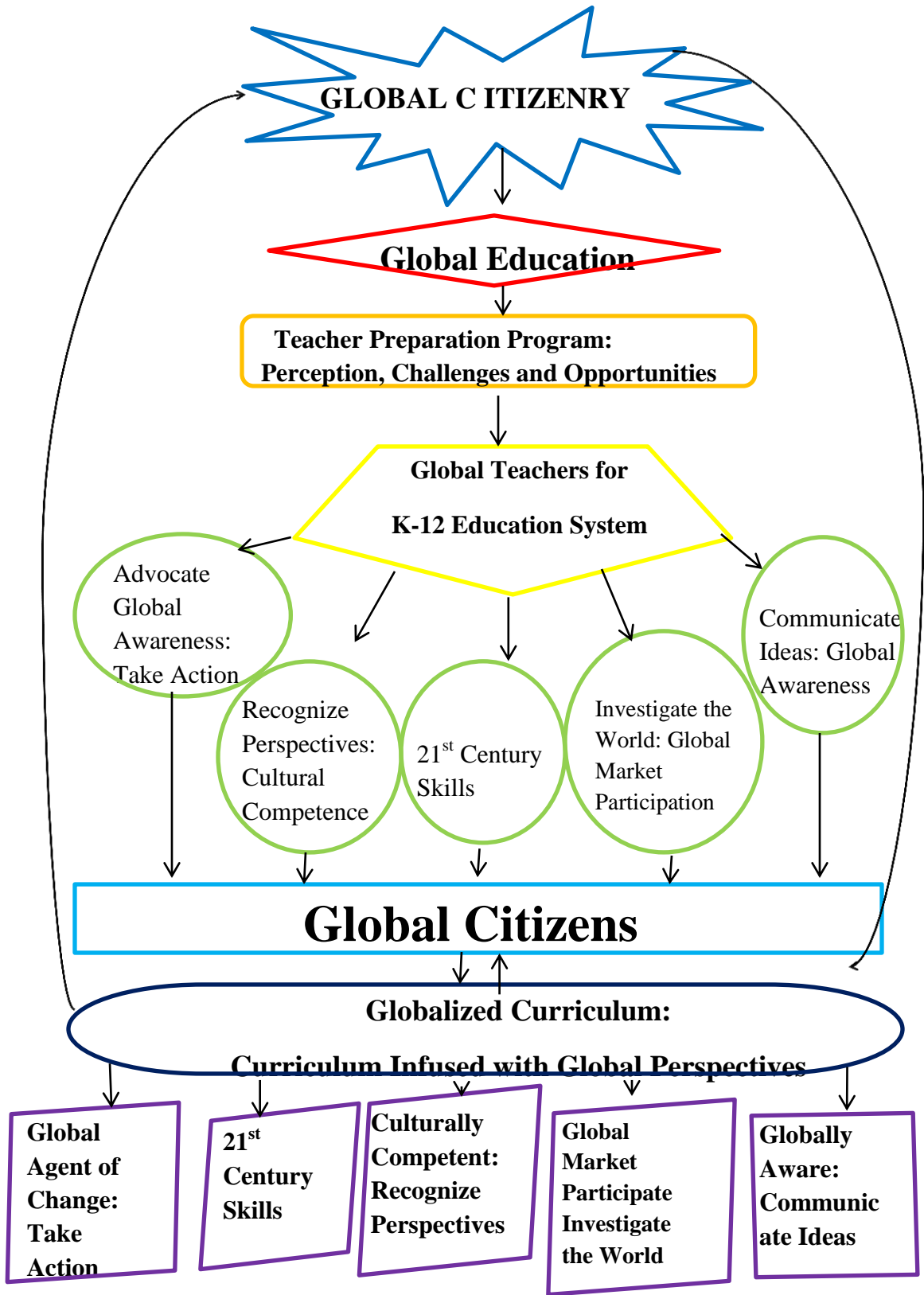
The need to integrate global perspectives into a teachers' knowledge base is therefore very crucial since teachers cannot teach what they do not know neither who they do not know. (Gay, G. 2010).

Globalization so far is viewed as the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture asserted by Guillory and Guillory, (1989). This process increases the connectivity and the interdependence of people, by increasing the consciousness of the world as a whole. As a matter of fact, Guillory and Guillory (1989) continued that to educate with a global perspective was to solidify the transcultural human forces that live within people. Issues of human rights, dignity, self-reliance and social justice could be understood and promoted by people irrespective of their geographical location.

All the above of course, is an honorable vision, but its implementation within educator preparation programs remains a thorny issue. In other words, how will

initiatives such as globalizing the curriculum, impact the teaching and learning in the program environment? How will educator training programs equip graduates to globalize the curricula? Because of the challenges associated with these initiatives, this study will be regarded not as an evaluative piece but as an opportunity to understand the perception of global perspectives, the extent to which global perspectives have been and could be incorporated into educator preparation programs. Hendricks, (2010) quoting Guillory and Guillory (1989) implied that the critical concern of global education is the lack of a total grasp of the educational implications of globalization. It is hoped that this study will contribute to the solution, if it may.

Figure 1: The conceptual framework.



A critical, realistic evaluation of the contemporary and popular view of global education as to how it is understood and implemented may be grounded in culturally responsive program.

The Process Framework: Global education as understood and implemented

Most learning communities may understand the concept of global education or the integration of global perspectives as diversifying the population, rendering an inclusive program, exposing the learning community to the richness and strength in diversity so that diversity can become tolerable, acceptable, respectful and finally engaging.

“Differences make us special..... and the benefits of this type of education can be life changing.... If we all strive to respect one another and focus on what we can learn from each other, we will walk away from the experience with increased knowledge of the world and its people” Zimmerman, A. G. (2014), She continued that “The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences”.

The human race is diverse along the dimensions of race, ethnicity, linguistics, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, and other ideologies. The tolerance, exploration, acceptance, embrace and understanding of these differences in a safe, positive, and nurturing environment, endows the community with the richness and strength in diversity. Thus the tenet of diversity in education is to teach acceptance and respect for all.

All the above mentioned traits are embedded in Multiculturalism which is taught in multicultural education. It builds upon diversity in education. This is a philosophy built on the ideals of freedom, justice, equality, equity, and human dignity. Childcare Education Institute, CCEI (2008), refers to multiculturalism as the sharing of many cultures. The process permeates all aspects of school practices, policies and organization to avow our need to prepare student for the responsibilities of an interdependent world. It also recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. Multiculturalism values cultural differences and asserts the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society by upholding democratic principles and social justice. Students through multicultural education, develop a positive self-concept by attaining the knowledge of their history, culture, experiences, religion and the value of diverse group contributions towards modern civilization for cultural and structural equality and educational equity. These core values are then made central to the educational vision and mission of a learning community. *The National Association for Multicultural Education, (2003).*

Gay (2010) discusses the implementation of a culturally responsive pedagogy is an attempt to enable students to bridge the discontinuity between school and home in terms of cultural and linguistic practices, especially when these are in contrast. A culturally responsive pedagogy (CRP) attempts to minimize these contrasts as the students adjusts to these differences by acknowledging, explaining and exploring how the contrasts impact instructional experiences for the diverse community of learners. This attempt to

facilitate learning in a learner-centered context ensures that the students' funds of knowledge are integrated. These funds of knowledge carry a students' unique disposition or non-disposition to master the learning material. It also generates a deeper engagement with the learning material. Thus CRP incorporates the ideals of diversity and multiculturalism, and links these with the instructional pedagogy for a deeper and more meaningful student engagement. According to Richards, Brown and Forde (2011), culturally responsive pedagogy could be seen in these three dimensions: Institutional, Personal and Structural.

- Institutional culturally responsive pedagogy reflects cultural changes in administration, policies and core values of a system.
- Personal culturally responsive pedagogy refers to the cognitive and emotional processes teachers must engage in to be culturally responsive and implement a culturally responsive instruction.
- Instructional culturally responsive pedagogy includes materials, strategies and activities that form the basis of instruction.

They suggested that it takes all three dimensions of culturally responsive pedagogy to significantly interact in the teaching and learning process to understand and effectively implement a culturally responsive pedagogy.

Learning communities implement various levels of cultural responsiveness; some embrace diversity in their goal to infuse global perspectives in the learning environment and program. Others move further into multiculturalism in their attempt at global education. Yet still, others delve even deeper by institutionalizing a system of culturally responsive pedagogy (CRP). CRP is, however, the closest system to global education.

According to The National Center for Culturally Responsive Educational Systems (NCCRES, 2008), culturally responsive educational systems are grounded in the belief

that culturally, racially, ethnically and linguistically diverse students can excel in academic endeavors. As well as students with special needs. Culturally responsive pedagogy and practice guides, facilitates and supports the achievement of all students. In culturally responsive classrooms and schools, effective teaching and learning occur in a culturally-supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. Students' unique learning styles and needs are accommodated.

This laudable and noble philosophy, however, lacks the worldwide reach or global awareness critical in global education. The shift in mental models in terms of one's unique influence in this interconnected world and how much one's situation is impacted by the interdependent world systems is also not integral. Neither is the advocacy for appropriate actions. CRP is limited to the diversity within the specific learning community, while global education or perspectives exposes the learning community to linkages between local and regional issues to global interest and significance. *The Asia Society* (2011, p. 99), recommended:

- Prepare globally competent graduates who understand the world and are ready to participate critically and creatively in it through their chosen fields of work and study.
- Retool teacher preparation programs to integrate international learning opportunities and substantially strengthen requirements and support for developing the capacity among prospective teachers to teach for global competence.
- Encourage scholarly research and program evaluation to deepen understanding of the demands and opportunities of global competence education. Such work may range from revealing basic socio-cognitive processes involved in the development of global competence; to measuring the impact of diverse approaches to integrating global competence in K–12 curriculum, assessment, and instruction; to examining the role of global competence education in school

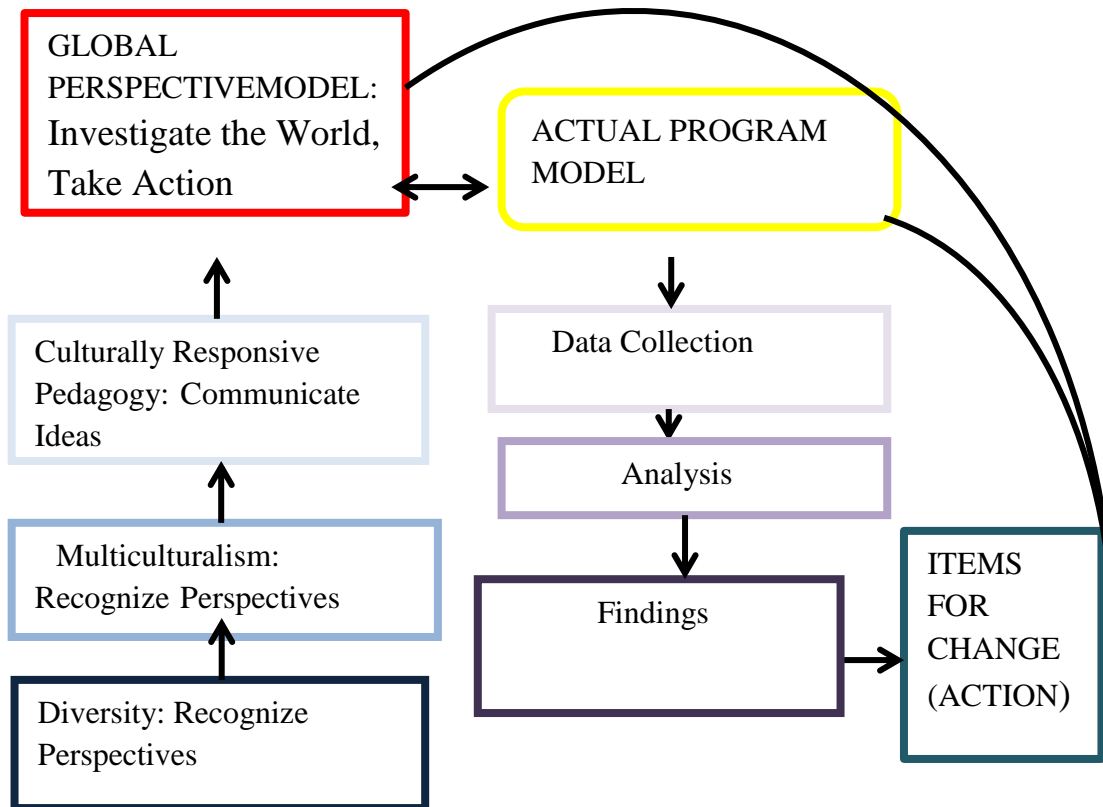
improvement; to transforming poorly performing schools; and to taking well-functioning schools from “good to great.”

- Prioritize the development of global competence as part of the mission and institutional practice of higher education to ensure that learning how to investigate, communicate, and act within a global economy and interdependent world becomes an essential element of what it means to be a well-educated person in the 21st century.

These will guide an approach to education which seeks to enable young people to participate in shaping a better shared future for the world through:

- Emphasizing the unity and interdependence of the human society
- Developing a sense of self and appreciation of cultural diversity
- Affirming social justice and human rights, peace building and actions for sustainable future.
- Emphasizing developing relationships with our global neighbors
- Promoting open-mindedness and a predisposition to take action for change. (Curriculum Corporation 2008, p.2).

Figure 2: The Process Framework



Nonetheless, Nieto (2009) *Diversity Education: Lessons for a Just World*, it discussed the overlap between the above mentioned concepts. She contended that multicultural education, intercultural education, nonracial education, antiracist education, culturally responsive pedagogy, ethnic studies, peace studies, global education, social justice education, bilingual education, mother tongue education, integration – these and more are the terms used to describe different aspects of diversity education around the world. Although it may go by different names and speak to stunningly different conditions in a variety of sociopolitical contexts, diversity education attempts to address such issues as racial and social class segregation, the disproportionate achievement of students of various backgrounds, and the structural inequality and inequity in both schools and society.

CHAPTER TWO: LITERATURE REVIEW

Overview

In this chapter as well, the researcher will use global perspectives synonymously as global education for the study. To recapture some of the pivotal arguments raised in chapter one, the concept and history of global education will be reviewed. The benefit of integrating global perspective into an instructional curriculum will also be explored. The emerging literature on the perception of global education, the possible challenges and opportunities to its implementation in a teacher education programs will all be considered. And finally, the relationship between global education and related factors, its' continued relevant urgency is reconnoitered. According to Guillory and Guillory (1989), to educate with a global perspective was to solidify the transcultural human forces that live within people. To establish this transcultural human force Guillory and Guillory refers to, Becker (2002) noted,

...globalization may have sufficiently transformed the way the world works and provided sufficient evidence that this is not a temporary crisis calling for additional attention in international developments, as we have so often done in the past. Rather, only by making international/global studies an integral part of the curriculum can schools hope to meet today's challenge of preparing students for effective citizenship in an economically integrated, but politically divided world (p.56-57).

History of a Global Perspective in Education

Friedman (2007) presented the history of globalization in three eras:

- The first era began in 1492, when Columbus set sail, opening trade between the “Old World’ and the “New World” until around 1800. These series of events shrank the world from large to medium. The driving force of this global integration or the key agent of change was the amount of horsepower or wind power and later steam power that a country possessed.
- The second era from 1800 until 2000 reduced the world from medium to small. The agent of change driving the global integration process was multinational companies. The dynamic force behind this era was the breakthroughs in hardware from steamships and railroads to telephones and mainframe computers.

Modern Perspective

- In the last phase of globalization, 2000 to present “the world has reduced from a small size to a size tiny and flattening the playing field at the same time, the dynamic force that gives this era its unique character is the newfound power for individuals to collaborate and compete globally” (Friedman, 2007 p.10).

One could deduce from Friedman (2007) that, the current trend in globalization would be driven by a diverse, non-western, non-white group of individuals. This current trend is dictating the global market environment. Companies in one country employ workers in another. Consumers in a third country buy the goods produced thereof. Transactions are aided by high-speed internet communication, the lowering of import tariffs, and government incentives for foreign investment. Employers are looking for competent, reliable individuals who will work at an attractive cost regardless of location. Thus the global educational system demands a global work force. American youth should not be left out of the opportunity to compete for work in a global market or co-exist within an increasingly diverse and small world through the lack of global education. Furthermore

the technological village of the 21st century is increasing in complexity and has made the global competitive playing field gradually leveled; no specific nation has an undue advantage in the market more than other nations.

In fact it is now possible for people from all over the world to collaborate and compete on a more equal footing than at any previous time using computers, fiber-optics, networks, teleconferencing and other dynamic new software, Friedman (2007). He continued that the world is now connecting all the knowledge centers on the planet together into a single global network, which if politics and terrorism do not get in the way could usher in an amazing era of prosperity, innovation, and collaboration by companies, communities and individuals.

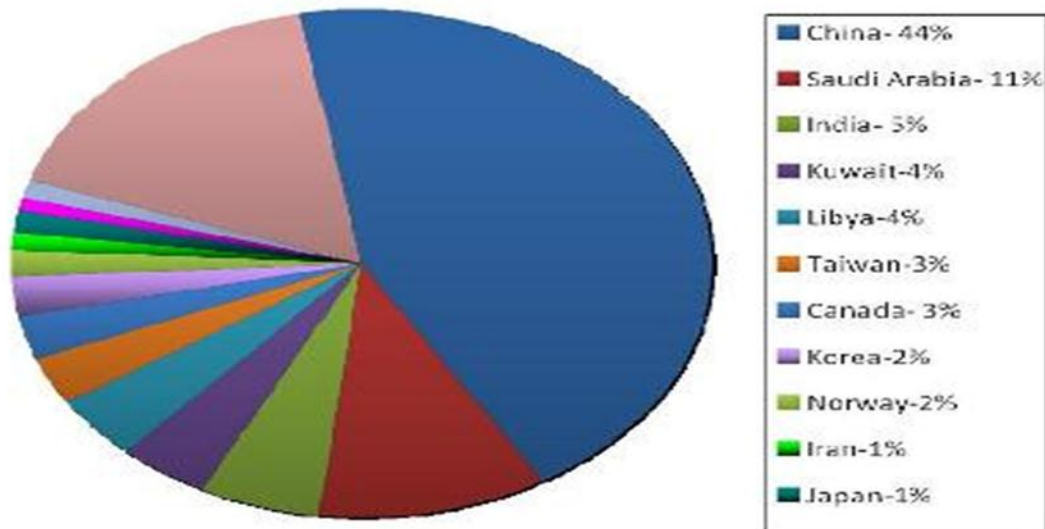
Current Relevance

The United States can only take a full advantage of future possibilities if the youth of today are trained to take advantage of this environment. Many careers and jobs such as in the fields of technology, environmental science, international trade and education are impacted by international or global trends. We have come to a point in history where medical practitioners collaborate worldwide; hospitals are shipping computed tomography (CT) scan images to radiologists abroad to obtain second opinions from other doctors half a world away (Pink, 2005, Paperdue, 2010)

Also there is evidence of increasing population of immigrants into United States' K-12 education systems. In 2011, *the National Association of Secondary Schools Principals (NASSP)* noted that 1.8 million undocumented children and youth are now living in the country. The federal law entitles all students of school age to the same educational opportunities that the state provides to children who are citizens or legal

residents. This means that with the increasing immigrant populations there are many more English as Second Language Learners and English Language Learners (ESL and ELL) in the K-12 educational programs than ever before in history. This demographic change is altering the face of education in the 21st century and has implications for pre-service teacher education programs (*National Association of Secondary School Principals, 2011*). A similar trend is reflected in the increasing number of international students in American colleges.

Figure 3: The demographics of International students.



Institute of International Education, (2014).

Consequently, a critical issue for teachers and teacher educators is how to prepare the youth with the global knowledge and skills necessary to become effective world citizens. Global education theorists, Edwards & Usher, 2000; Bacon & Kischner, 2002; Banks, 2004; Kao, (2005) all expounded that it is increasingly important for pre-service teachers to be equipped to negotiate conflict, comprehend economic interdependence, human

rights, social justice issues and concerns, quality of life and planet management, political systems, population, race and ethnicity, the technocratic revolution and sustainable development. Collins, Czara, and Smith's (1999), also global education theorists, in an in-depth study identified 10 categories that should be scrutinized, discussed, and better understood with the guiding principles embodied in two concepts, change and interdependence. Here are their 10 categories: (a) Conflict and Its Control, (b) Economic Systems, (c) Human Rights and Social Justice/Human (d) Needs and Quality of Life, (e) Planet Management, (f) Political Systems, (g) Population, (h) Race and Ethnicity, (i) The Technocratic Revolution, and (j) Sustainable Development as cited in Richard Fleisher (2012). A relationship between these and those suggested by other global theorists can be drawn. These categories can be referred to as the underlining tenets of global education. The INTASC also identified through the Battelle kids fact-finding trips to the top performing school systems, the six drivers to student success as: Early Learning, Personalization and Pathways for Student Success, Teacher Selectivity, Quality and Growth, Focus on Learning, Education Linked to Economic Development and Cultural Expectation of Value. www.schoolimprovement.com/battelle-for-kids-lumibook.

Bateson, (1972); Bertalanffy, (1968); Boulding & Senesh, (1983); Gergen, (1994) all advocated for global education because the field of global education allows a teacher to incorporate knowledge from diverse settings, cultures, and languages into the curriculum and integrates them by translating, synthesizing, and connecting the knowledge produced within a culture with those from outside of any given national boundary. For this reason, teachers who possess experiences from other cultures are far

more disposed to the appreciation and articulation of the global education concept.

Hence, educator preparation programs could expose pre-service teachers to cross-cultural experiences.

Embedding Global Perspectives into Pre-Service Teacher Education

At this point, it could be mentioned that embedding a global education into pre-service teacher educational programs requires systemic integration of global perspectives into syllabi, student learning outcomes, learning activities and materials and resources, not excluding the organizational values, beliefs and the mental model of faculty as well. “Infusion entails impregnating existing curriculum subjects, areas or topics with relevant global education knowledge, skills and attitudes, without intentionally or radically changing the structure or organization of the curriculum”(Pike & Selby, 1999, p.17).

In addition, Noguera, (2009) considered another perspective when he suggested that infusing global perspective run into problems because diversity has been perceived as problematic. This is because United States’ schools have historically seen cultural assimilation of immigrants and non-whites as central to their mission but diversity can be treated as an asset. Shifting this perspective according to him involves getting the public to understand the benefits the society derives from a growth in diversity. So, helping pre-service teachers to know themselves and accept the reality of others will become an increasingly important aspect of teacher education. Understanding the manner in which teachers have come to know their world is critical also, as it gives them a way of relating to their students, (Gaudelli, 2003). Just as learning to discuss and collaborate with students and parents from other cultures enhances teachers’ abilities to work with all children (Tuomi, 2004). Teachers in the 21st century must increase their knowledge

about the world in general and sharpen their ability to tailor the curriculum to students' needs.

The need for an appropriate teacher content knowledge cannot be over emphasized when considering the changing demographic of U.S. schools. Because Lo (2006) found that "Teachers often lacked the knowledge and skill required in connecting global with the local and the lived experiences of the students" (p. 291), teacher education programs could equip pre-service teachers with the experiences and strategies to accomplish this. The United States has a growing second language learner student population and educators may be trained to guide the English as Second Language Learners to develop their potential to the fullest. This may only be possible if the curriculum is integrated with global perspectives and a culturally responsive instruction and pedagogy is implemented.

There are a variety of ways in which teacher educators can gain a global perspective. Historically, multicultural education experiences were an avenue for gaining a broader perspective. Global and multicultural education may overlap in their goals to develop multiple perspectives and multiple loyalties, strengthen cultural consciousness and intercultural competence, respect human dignity and human rights, and combat prejudice and discrimination and heighten global consciousness. (Bennett, 1994).

Alternatively, teacher educators and teachers can gain understanding of cultures and global perspectives from participating in international education: travel abroad. People possessing an international view make sense out of experience by striving to attribute meaning to events as those in the host cultures would. The difficulty is however in distinguishing between emic and etic thinking. Emic thinking is characterized

as the insider's view of the culture, whereas the etic is the view of the outsider looking in, using his or her own cognitive lens (Headland, Pike, & Harris, 1990). Both views are legitimate, and both are needed to illuminate knowledge, but they are different forms of knowledge, qualitatively and quantitatively. The difficulty is that without special training and experience, the etic perspective is the default entry point into another culture (Paige and Mestenhauser, 1999). This special training is acquired through global education and the skill needed to avoid the etic perspective is global perspective.

In our teaching, we have often observed that students who have been in courses with international content, had studied with internationally experienced faculty, and even had some intercultural experience of their own still tend to think ethically, stressing the similarities between cultures and the universality of the human experience. Integrating emic and etic knowledge structures enables us to understand global patterns as both universal (widespread occurrence) and local (indigenous manifestation) (Paige and Mestenhauser 1999, p. 510-511).

This is why teachers who possess experiences from other cultures are far more disposed to the appreciation and articulation of the global education concept. For this reason, educator preparation programs would do well to expose pre-service teachers to cross-cultural perspectives and/or experiences. Even if one does not travel, one can broaden their view from exposure to other countries cultures. Paige and Mestenhauser (1999) confirmed that studying the experiences of educators in other cultures and countries can enable educators to acquire a better understanding of the context of globalization on educational development. Hence, cross-national, comparative, and country-specific studies of educational practice can familiarize us with the varying ways in which similar educational problems are being addressed in different settings and open up our minds to new educational arrangements. There could be more than one method

for solving a quadratic problem in math, just as more than one phonic system of pronunciation, and they may all be correct. The global citizen or the 21st century global marketplace participant could be made aware of all these diversities. Subsequently, global education allows a teacher to incorporate knowledge from diverse settings, cultures, and languages into the curriculum and integrates them by translating, synthesizing, and connecting the knowledge produced within a culture with those from outside of any given national boundary (Bateson, 1972; Bertalanffy, 1968; Boulding & Senesh, 1983; Gergen, 1994). University Council for Education Administration (UCEA, 2008) reiterated that cross-national comparisons have the potential to stimulate creative ideas for improving the quality of education for educators and school administrators worldwide. Also, cross-national comparisons will nurture a profound understanding of culture and cultural variables involving studies into how they influence educational policy, systems, practice, and scholarly inquiry; and understand the role of culture in identity formation, intergroup and interpersonal relations, and institutional life. These may be important to larger issues of democracy, inclusion, and human rights (Martin & Nakayama, 1997; Samovar & Porter, 1991; Toomey, 1994).

Therefore, using knowledge of worldwide economic, political, and sociocultural trends in the development of globalized educational curriculum can enrich global perspectives in K-12 education. (Lai, 1997; Robertson, 1992; Stallings, 1995). Academic journals that appeal to educators and scholars in many cultures can be of critical influence. In fact, the educational leadership community has been developing highly dynamic exchanges through academic journals that inform the field across international borders. Journal editors, for example, work hard to recruit nationals and international

contributions, and are attentive to the most current global conversations related to educational leadership (Bush, 2004; Mulford, 2005).

It is believed that the pursuit and recognition of multiple perspectives as a result of global contributions is critical in developing a knowledge-base that is inclusive and prepares scholars and practitioners for global understanding (UCEA Review, 2008).

Examples of strategies to integrate a global perspective into existing curriculum include:

- Expanded content expertise including histories and issues from other countries with emphasis on the global connectivity.
- Student teaching outside of one's own culture.
- A class with a visiting international lecturer or with a faculty originating from outside one's culture.
- Participation in an international seminar or workshop or conference on cross-cultural pedagogy.
- A global education class on globalizing the curriculum.
- Presenting a term paper on the teaching of a specific content area with a global perspective.
- A global perspective class that focuses on globalizing the curriculum.

Since teacher educators prepare teachers to deal with the controversial nature of global and international education. Through readings, role-plays, and collaboration with resource people in the community, teachers could reflect upon the reasons for controversies over global education and approaches to resolving such conflicts (Schukar, 1993; Lamy, 1990).

All approaches to pre-service teacher preparation in global education need to be supported by the faculty member's shared vision of global education. On-going faculty development, long-term collaboration with internationally minded colleagues on campus, in K-12 schools and overseas, administrative leadership, and institutional commitment are needed to initiate or sustain integrating global perspectives into pre-service teacher preparation programs.

It is hoped that pre-service teacher are equipped with relevant global information that could be used to integrate the global perspectives; unfortunately, this seems not to be the case, with reference to Lo & Merryfield, & Po, (2006, p. 294).

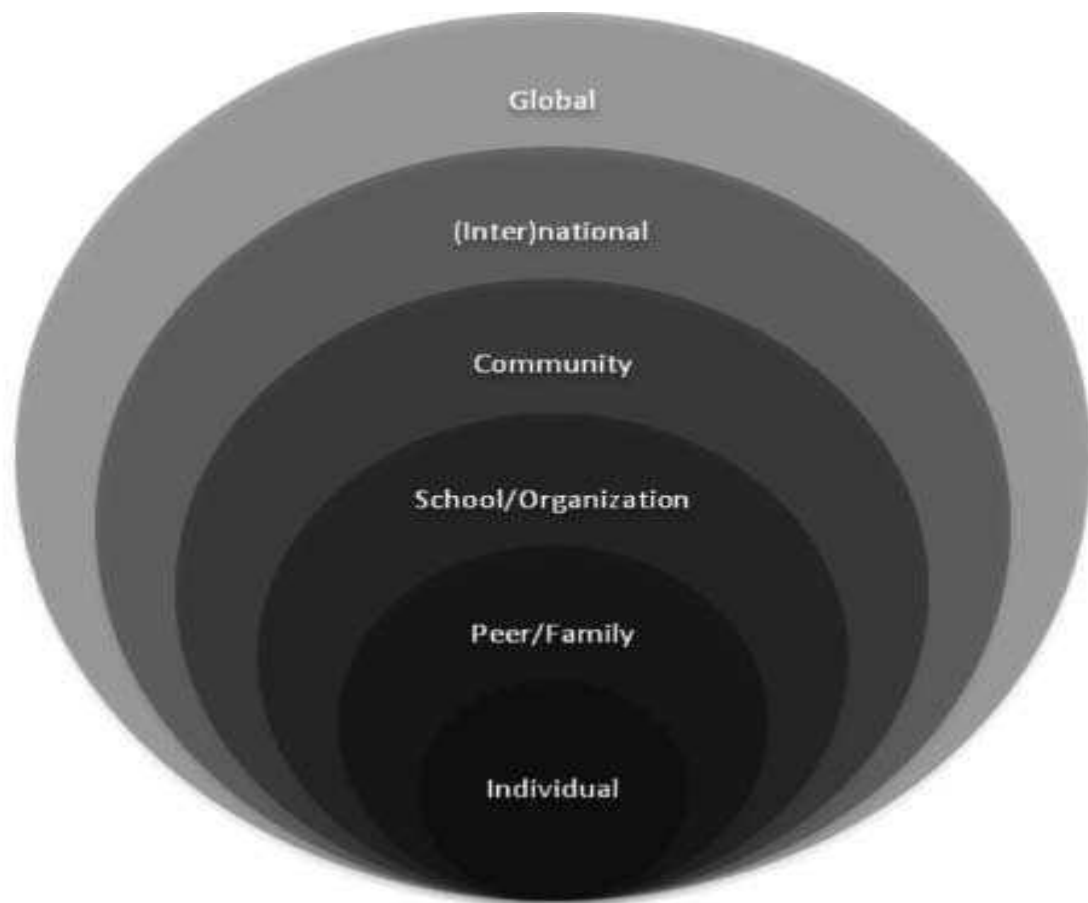
Teachers often lacked the knowledge and skill required in connecting global with the local and the lived experiences of the students... Teachers' professional development in this aspect is urgently needed.

Hence the need for special training.

Finally, Alfaro (2008) also emphasized the importance of teachers' content knowledge. He argues that, for teachers to become "global teachers" there will be the need for them to develop the knowledge and the skills of inter-cultural sensitivity of themselves and their students in order to adapt to conditions in their schools and classrooms to teach with a global perspective. It is only after this that teachers would be said to have attempted to globalize the curriculum and hope for a mental shift in perceptions of students. Apart from the need for teachers to be sensitized to global perspectives in order to globalize the curriculum, it is also worthy to note that this skill will impact the expertise at teaching in highly diverse and pluralistic school populations. As Tuomi (2004) aptly commented,

... to increase the knowledge about the world in general, their ability to tailor the curriculum to students' needs, and the skills for working with parents. These are essential competencies for teachers, and they benefit all children. Learning to discuss and collaborate with parents from other cultures enhances teachers' abilities to work with all parents and children. (p.298).

Figure 4: The Relationship between local and global cultures.



Brooks and Normore (2010, p.60)

Leadership Perspective

Global educational leadership is an integral part of global education. An educational leader who exhibits global citizenry affects her peers and family, school and the whole learning community. The local community also impacts global perceptions into the regional community and finally the whole world can be infuse with respect and consideration for all. Spring (2008), believes that the integration of local and global perspectives is a pressing and complicated challenge for which educational leaders are unprepared for. He continues that the dearth of extant inquiry may also mean that educational leaders are oblivious to the way that local and global forces interact to shape the context of the lives and knowledge of those responsible for delivering quality instruction for student learning in the schools and communities in which they lead.

The 21st century skills required in current educational competencies, necessitates an exposure to the interconnectedness and interdependency of the world systems. Therefore, Kapur and McHale (2005) averted that, a myopic education focused on geographically local perspectives will not serve students well as they enter into a shrinking world where they will compete for and partner with people, institutions, and economies on an international scale. Brooks and Normore (2010) articulated the concepts which the global educational leader should be knowledgeable and conversant with, as they explored the role of educational leaders in 21st century schools. They wondered how local and global issues could be integrated in an instructional program to impact educational administration to enhance pedagogy and practice in terms of global perspectives. For instance, an educational leader on a walkthrough or on observation of

teachers should expect to an instruction being delivered with a global perspective or reach, class and course projects that entails global research, global collaboration and global participation.

Brooks and Normore (2010) envisaged that contemporary global educational leaders will have to develop global literacy in nine specific knowledge domains: (a) political literacy, (b) economic literacy, (c) cultural literacy, (d) moral literacy, (e) pedagogical literacy, (f) information literacy, (g) organizational literacy, (h) spiritual and religious literacy, and (i) temporal literacy in order to be able to infuse global perspectives in their school culture and communities. Furthermore, they explain that each of these domains of literacy is flexible and organic, interconnected and interdependent. These skills and qualities, abilities and capabilities, mental shifts and models, overlap and can be influenced by each other. Although these concepts are certainly important, it advocates for the global educational leadership to be a global citizen and impacts global perspectives to its environment.

- The global educational leader must be politically literate. This requires the person to be knowledgeable of both formal and informal means of investigating, discussing and taking action on issues of local and global significance. Fyfe (2007) argued that community involvement is a social and moral responsibility of a politically literate global educational leader and should be considered a core element that underpins effective education for global citizenship.
- Spring (2008) noted that “government and business groups talk about the necessity of schools meeting the needs of the global economy” (p. 331).

Economic literacy is also an aspect that pertains to educational leaders. Global educational leaders must be equipped with the skills needed to take charge of schools' finances in relation to the school community, larger local and global trends. State education and educational policy reform should be dictated by the global economy trends and demands; Barro (2000) is also quoted in *Organization for Economic Cooperation and Development (2003)*, Sachs (2005) and Stevens & Weale, (2003) all attested to this.

- Cultural literacy is concerned with the establishment of a school culture. A global school leadership ensures the establishment and sustenance of a nurturing organic school culture that is aware of its surrounding cultures. The interdependence and interplay of these cultures. Spring (2008) avers that it is important for global educational leadership to understand that people in this global village exist in multiple cultures simultaneously, and that a person's culture is a critical component in the teaching and learning process. However, emerging research indicates that "cultures are slowly integrating into a single global culture" (Spring, 2008, p. 334). This global culture is connected by technology and is interconnected by multinational economic situations.

Lechner and Boli (2005) postulated an ideology that a world knowledge base is emerging that influences what and how topics are taught. This then means that the global educational leadership should institute in the schools' vision, mission statement and core values, the integration of global perspective into the school

curriculum. This then impacts the curriculum and its delivery, taking into account the world knowledge base.

- Moral literacy is discussed by Tuana (2003, p. 8), he avows that, “Our sense of ourselves, as well as what others think of us, often rests on the extent to which we live up to these virtues”. He further argued that moral literacy nurtures social justice, equity and equality, friendship, goodwill, amity, harmony, and trust among stakeholders. This then positions global educational leaders to make transformational and ethically responsible decisions in order to create a morally literate school community, morally literate nations, and a morally literate world (Paul-Doscher & Normore, 2011).

Tuana (2003) further maintained that moral skills include open-mindedness, careful attention to others’ views, considering ethical implications of decisions, learning how to evaluate strengths and weakness of our own and others’ positions, taking responsibility for our actions and beliefs, exercising fairness and respect for social and cultural differences.

Kohn (1997), Malley (2005) and Tuana (2003) added that, engaging global education leaders in such a moral literacy analysis can harness an understanding of responsible leadership and encourage the reflective practices of global perspective that can filter throughout school systems and connect to the morally literate world citizenship.

- Pedagogical literacy was discussed by MacLean (2008). Global pedagogical literacy empower learners to “design their own representations of knowledge rather than absorbing representations preconceived by others; that it can be used to support the deep reflective thinking that is necessary for meaningful learning; and that it enables mindful and challenging learning” (p. 1986). One of the global competencies is that learners are able to develop their own line of reasoning, develop arguments to support their reasoning and justify the global significance of this reasoning. A global educational leader can advocate for this meaningful learning system.
- Critical literacy; Global critical literacy as analyzed by Robinson & Robinson (2003), was underpinned by different theoretical perspectives. Maclellan (2008, p. 1987) stated that it involves the “analysis and critique of the relationships among texts, language, power, social groups, social practices, and shows us ways of looking at texts to question and challenge the attitudes, values and beliefs that lie beneath the surface”. A global educational leader, institutes a system for developing knowledge through critical thinking of the interconnectedness and the interdependency of the world systems.so as to inculcate the mindset of a global citizen.
- Information literacy articulates the concerns of differential access to knowledge, technology, media and resources based on one’s culture. The marginalization of the underprivileged, the negative effect on the quality of life is addressed by this

leadership trait to create equal opportunity, equity and access to information (del Val & Normore, 2008; Selwyn, Gorard, & Williams, 2001).

- Clark (2007) discusses organizational literacy. He contended that global educational leaders need to understand the theories of organizations and productivity, socialization history and trends, and how their leadership practices does impacts the organizational dynamics. Global educational leadership has to emulate business organization to implement current reforms successfully. The leadership has to be innovative, transformative and authentic leaders to implement the required changes in revolutionary measures and not just incremental changes, in the way we live and work to appreciate the global impacts of our decisions.
- Spiritual and Religious literacy; Dantley (2005) explained that spirituality inspires creativity, inquiry, transformative conduct and transcending human spirituality. Our spirit enables us to connect with other human beings all around the world and join the human force. Global educational leaders should be mindful of differences and similarities with respect to the spiritual and religious orientation of stakeholders and of how these things influence their own leadership behavior. The spiritually literate global educational leader will be sensitive to the notion that regardless of religion, and even in the absence of an espoused or dominant religious denomination, all people still possess spiritual inclinations and can have spiritual experiences. (Riaz & Normore, 2008).

- Temporal literacy; Hess (1999), upheld the view that without an astute understanding of the history of a school and its community, leaders run the risk of getting the school stuck in the rut of policy churn, a cycle of action that yields no productive, substantive or continuous improvement. Understanding of the history of a community is what drives temporal literacy and should inform global educational leadership practice, as leaders seek to implement various school reforms (Brooks, 2006). Moreover, considered in global perspective, is an understanding of history at local, national, and global levels and an understanding of how all of these histories have been and continue to influence one another (Friedman, 2005). This knowledge allows a leader to avoid repeating the mistakes of the past and rewinding the wheel.

Asia Society (2011) also has identified four qualities that a global educational leadership can consider in selecting powerful topics to teach for global competence:

- Deep engagement; when the curriculum is infused with issues deemed relevant to the future of students.
- Clear local and global connections; when the curriculum connects global processes to the local effects.
- Visible global significance, delivery of learning objectives that have far-reaching, with worldwide or global reaches.
- Robust disciplinary and interdisciplinary grounding; open-ended questions encourage interdisciplinary exploration.

Educational leadership could advocate for the integration of these topics if they wanted to infuse global perspectives into the culture and curriculum of a school. The growing movement to ensure that today's students are successful in the global economic and civic environments of the 21st century is real and laudable. Individual teachers and school leaders in an environment that values globalization could creatively introduce ways for

students to analyze globally significant issues from a variety of perspectives, use international sources, and collaborate across worldwide cultures to produce evidence based arguments and solutions.

The Asia Society and CCSSO (2011), retained that policy reforms initiated by high-performing nations could serve as the foundation for a series of recommendations for U.S. policymakers. It proposes promoting global competence as a policy priority through four key strategies: (a) redefining expectations and high school graduation requirements to include global competence, (b) increasing educators' capacity to teach about the world, (c) making world languages a core component of K–12 curriculum, and (e) providing greater opportunities for students to connect worldwide. Global educational leadership can be instrumental in this mission.

Challenges to Implementing Global Perspectives in Education

Zhao (2010) refers to the study of Cochran-Smith & Zeichner (2005) that discusses the multitude of different pressures that teacher education already faces. The localized expectations of schools that prevent the advancement of global initiatives. Hampden, Pratt and Price were against global education because of their studies on de-culturalization (Springs, 1987). According to Wan Zulkifli et al, (2012), culturalization is a system implemented to bring about a changed behavior that instills unity and harmony among a people in addressing a challenge. Chen Jianyue (2005), in the same vein, culturalization creates a harmonious society in a multinational country, where lies a multiple of integrated, and inter-ethnic relations. While de-culturalization, according to Chris Uchenna Agbedo et al, (2012) was the “seasoning” and “brainwashing” in other words, the removal or abandoning of one's own culture and replacing it with a foreign

culture. Douglas Harper (2010) defined acculturation as the process of adopting and assimilating the cultural traits or social patterns of an alien culture.

The philosophies of culturalization, de-culturalization and acculturation are therefore distinctively different from global education. Global education advocates for global awareness by upholding a sense of global appreciation, strength and richness in diversity, interdependence and interconnectedness of human force and world systems. Joel Springs, in his studies against de-culturalization of indigenous peoples, including the Native Americans, described the educational system at the time in Article 27 of the *Indigenous and Tribal Peoples Convention (1989)*. He argued that while the education for indigenous wiles was developed and implemented in cooperation with them to address their special needs, even though it incorporated their histories, their knowledge base, and technologies, their value systems and belief systems, their further social, economic and cultural aspirations were never included in these educational programs. In fact, the educational system at the time attempted to eradicate these cultural factors. Thus, it sought to somehow de-culturalize them. Fortunately, this is not the goal of global education or developing a global perspective of issues and other learning concepts. During the nineteenth century and into the twentieth century, the system of hegemony was well in place in the United States. The dominant culture ruled over the geopolitically subordinate cultures. One of the major concerns of educators and politicians was how new immigrants would be absorbed into the American population. Many public schools became the most logical place at which the task of converting foreigners into Americans was carried out. Children were taken from their families and sent to boarding schools so that they could be saved by Christianity. This is a system of forced acculturation. For

some African American and Mexican American children, segregated schooling spared them from being subjected to forced acculturation but not from cultural inferiority. The likelihood of doing poorly in school, getting into trouble and finally dropping out as a result of de-segregation of schools were a daily reality. At the time, because de-segregation of schools was completely contrary to the educational policy of the U.S. government in the nineteenth and early twentieth centuries, acculturation was erroneously regarded as anti-global education. Hence, Joel Springs was referred to as anti-global educationist. This may be true, in the context that, global education is the same as multiculturalism; but current studies have distinguished the two approaches or systems of thought. Multiculturalism is only an aspect of global education.

Secondly, although current levels of support for and interest in global education are increasing, the political and educational will to prepare students to have a global perspective are not strong. Cross-cultural awareness, knowledge of global dynamics and the awareness of human choices was the theme for the *Commonwealth Council for Educational Administration and Management (CCEAM, 2008)* conference. This was captured in the slogan, *Think Globally Act Locally: A Challenge to Education Leaders*. “The role of educational leaders in promoting understanding and reshaping education for economic and social progress in this global village cannot be over-emphasized” (UCEA Review 2008, p.4). In *School Reform in the New Millennium: Preparing All Children for 21st Century Success, The Partnership 21st Century Skills, (2008)* the authors argued that current reform models have ironically become a challenge to the implementation of global education.

Thirdly, the lack of funding and support for the expansion of curriculum to include areas such as foreign language is also an impediment. The exposure and knowledge of a foreign language will predispose a person to the awareness of that culture and hence create a global sensitivity and connections to that culture. However, after 9/11, there have been some efforts to support international or global initiatives, even though its' still not enough (Bush, 2006; Spellings, 2006; Philips, 2006).

Also, Kilpatrick (2010) noted the lack of prioritization of global competence among competing existing standards, state and federal mandates as a challenge to the implementation of global education. Other challenges include: the lack of curriculum innovation, pre-service training and professional development related to infusing a global perspective. Public schools, school officials, teachers, school boards do not feel compelled or encouraged to infuse global perspectives into curriculum despite current trends in world politics, economy, and the challenges faced by world. That is why global educational systems are suggesting a stronger legislation for its integration. Not only has the term “globalization” increased since recent years, but also the reference to anti-globalization, Boy (2008).

According to Boy (2008), “Anti-globalization” was a term used to describe the political stance of individuals and groups who oppose the neoliberal form of globalization and international integration. He maintains that “Anti-globalization” can denote either a single social movement or an umbrella term that encompasses a number of separate social movements. It includes: (a) The Global Justice Movement, (b) the Anti-Corporate-Globalization Movement, (c) the Movement of Movements (a popular term in Italy), (d) the Alter-globalization movement (popular in France), (e) the Counter-Globalization

movement, and a number of other terms. In all these cases, according to Boy (2008), anti-global advocates stood in opposition to the unregulated political power enjoyed by large, multi-national corporations, particularly the powers exercised through trade agreements and sanctions. They criticized the political power of multinationals for harming the environment, undermining the cultural practices and traditions of developing countries, and limiting national governments sovereignty.

Another article published in 2010 by Paperdue perceived that the many trade agreements have certainly led to this level of free market dynamics and growth; it has also left entire nations at deplorable state of the economic ladder with little chance of improving their per capita incomes and enjoying the economic benefits of growth. Advocates of anti-globalization therefore argue that only through exceptional effort, personal productivity and innovation at the process levels of any given industry can a nation rise up on the economic ladder, claim their place as part of the club of countries with per capita incomes over \$10,000 a year, and be part of the Organization for Economic Co-operation and Development (OECD) eventually. This is the dream of developing world nation leaders and the reason many tolerate the pains and cost of globalization of the nations.

Rbendary (2014), he also defined “Anti-globalization movement” as a disputed term that refers to the international social network that gained widespread media attention after protests against the World Trade Organization in Seattle, WA in 1999. He related that diverse constituencies and communities may possess a range of ideological orientations that asserts the anti-global movement and is broadly critical of the policies of

economic neoliberalism, or corporate globalization, that guides international trade and development since the close of the 20th century. Varied communities organize against the local and national consequences of neoliberal policies and practices, especially in the global South, connect their actions with this wider effort of anti-globalization movement. These varied constituents movement include trade unionists, environmentalists, anarchists, land rights activists, organizations promoting human rights and sustainable development, opponents of privatization, and anti-sweatshop campaigners. These groups charge that the policies of corporate globalization have exacerbated global poverty, increased inequality and inequity. In fact all anti-global advocates base their criticisms on a number of related ideas. However, what is shared is by all these movements is that participants oppose what they see as large, multi-national corporations having unregulated political power, exercised through trade agreements, sanctions in the unregulated financial markets. (Rbendary, 2014).

On the culture of localized teacher education, Zhao (2010) makes reference to the study of McMurrer (2007, 2008) which avers that, to change this culture is not going to be easy. Any cultural change takes determination, time, and effort to counteract any opposition that may arise. The current political environment of education and teacher education makes the change for globalization even more difficult due to the increased attention to standardized curriculum and testing in schools that is tied to school funding. This has not only narrowed what schools teach as they focus on teaching to the test but also makes it difficult for teacher education programs to expand their curricula to include courses and experiences needed to prepare globally competent teachers. Kilpatrick (2010)

agrees that the test-driven accountability movement encourages teaching to the test and further pushes teachers and teacher education programs to focus on scores on a few standardized tests for both their students and future teacher candidates, which again makes adding international content an unfavorable, unattractive and unfeasible suggestion. Actually, Grumet (2010 p. 66) puts it this way “externally mandated and closely monitored curricula, scripted and timed instruction, merit pay tethered to achievement scores, and public humiliation when students fail to meet the formula for expected progress”. This expectation forces teacher education programs to limit attention to testing, techniques, skills, standards, and subject matter content, further limiting what future teachers can learn.

To conclude, one can note that many anti-globalization activists thus call for forms of global integration that better provide democratic representation, equal and equitable distribution of the world resources, advancement of human rights, fair trade and sustainable development. All the above are the tenets of globalization as well as to prepare the 21st century workforce for the 21st century jobs irrespective of geographical location or economic background. Globalization hopes that the personal, corporate and national participation in the global market place will eventually increase the per capita incomes through national economic growth.

Competencies of Global Perspective

The Cambridge International Certificate of Education is internationally recognized by schools, universities and employers as an excellent preparation for teachers in the Advanced International Certificate of Education (AICE), US Advanced Placement Program (AP) and the International Baccalaureate (IB) Diploma program. *This*

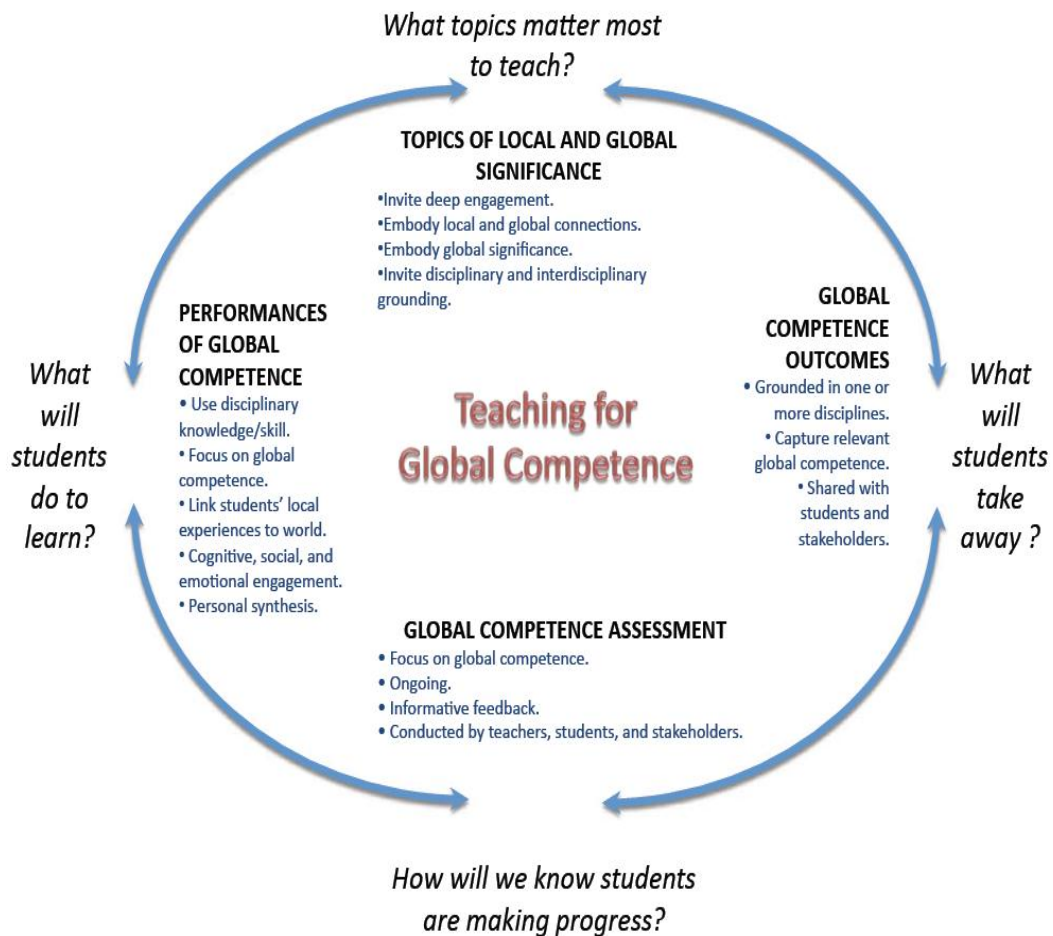
International Certificate of Education program, (ICE) has listed in its *Global Perspectives 0457, 2013*, the core competencies for global education to include the following aims for learners or pre-service teachers:

- Independent and empowered to take their place in an ever-changing, information-heavy, interconnected world.
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions.
- Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries.
- Can communicate sensitively with people from a variety of backgrounds.
- Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator.
- Consider important issues from personal, local/national and global perspectives and who understand the links between them.
- Critically assess the information available to them and make judgments.
- Can support judgments with lines of reasoning.
- Have a sense of their own, active place in the world.
- Can empathize with the needs and rights of others

The pivotal issues raised in the above competencies have been captured in the *Teaching for Global Competence Framework* and *Global Competence Matrix* created by the EdSteps project. The matrix is based on the strong belief that the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate; necessitating global education. The Ed Steps project reveals that teaching and assessing student work that addresses issues of global significance, around the world or in students' own backyards, are essential to a world-

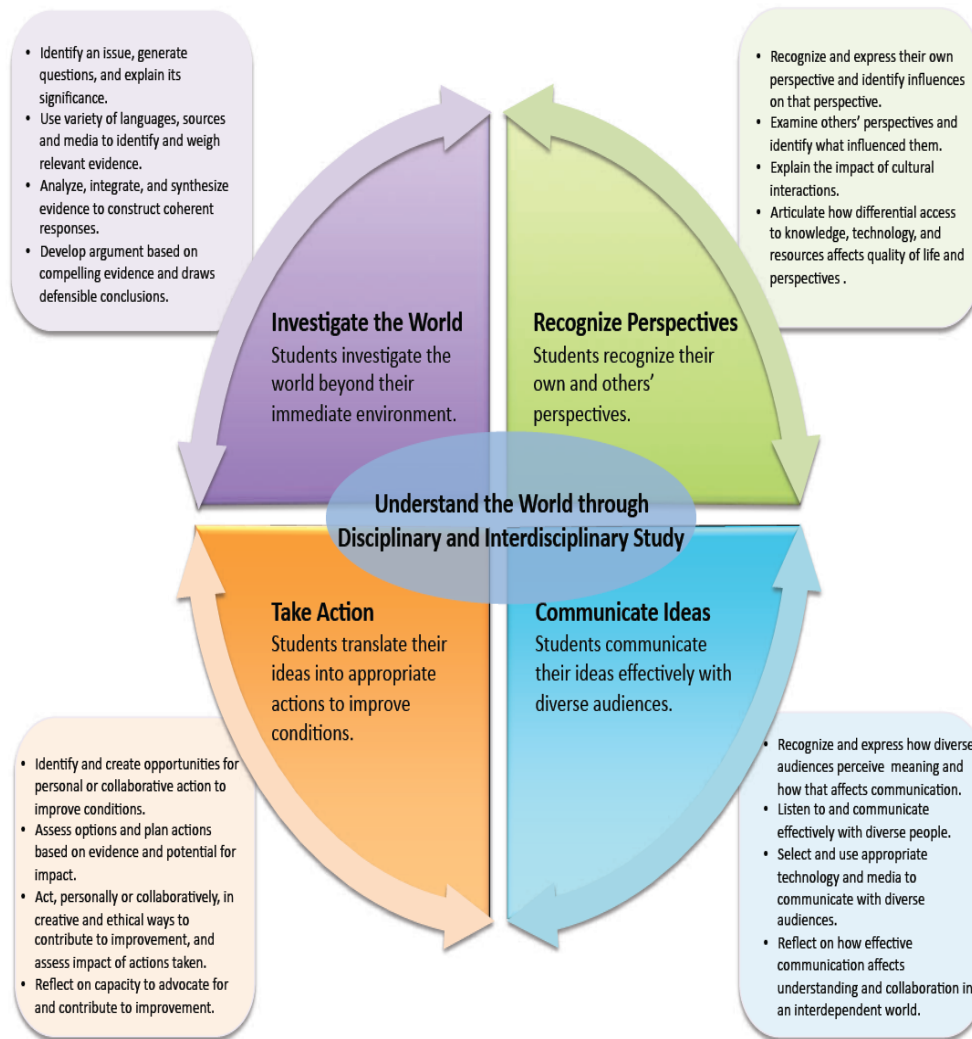
class education system for the global marketplace is real, and today's schools could prepare students to participate, interact, and thrive in it. The more students know about recognizing the challenges and opportunities of an interconnected world, the better they will be able to work in it and improve it. *EdSteps project (2010)*, concluded that, our students' well-being, the vitality of our communities, and the welfare of our nation depend on it.

Figure 5: A Framework for Teaching for Global Competence.



EdSteps Framework (2011, p.55)

Figure 6: A Framework for the Global Competence Matrix.



EdSteps Framework (2011, p.29).

The EdSteps Global Competence workgroup, who developed the global competence matrix, believes that teaching and assessing student work that addresses issues of global significance, either around the world or in a student's own backyard are essential to a

world-class education system. It thus, provides detail about the overall definition of global competence and how it might be demonstrated by students.

Students should investigate a specific problem or opportunity related to one of these issues or another critical global issue that is meaningful to them. The work should show how students:

- Investigate the world beyond their immediate environment
- Recognize their own and others' perspectives
- Communicate their ideas effectively and with diverse audiences
- Translate their ideas and findings into appropriate actions to improve conditions.

(Ed Steps project 2010, p.30)

The next section will consider the assessment objectives and why we have to teach in order to be able to assess the above.

Assessment Objectives for Global Perspectives

This International Certificate of Education program, (ICE) in its Global Perspectives 0457, 2013, proposes the following assessment objectives:

Research, understand and present global issues from different perspectives, including personal, local/national and global, as well as cross-cultural perspectives.

Analyze and evaluate issues and sources. Explore the current situation, the causes and effects and suggest possible consequences and courses of action.

Explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues. Develop a line of reasoning to support a view, decision or course of action.

Collaborate with others to plan and carry out a project leading to a clear outcome of global significance. Evaluate the project and personal contributions and learning from the project.

Why Teach with a Global Perspective?

The impact of globalization and subsequent profound societal change requires us to examine whether teachers are prepared to address challenges resulting from globalization. Harvey (1976) reiterated that education for a global perspective is that learning which enhances the individual's ability to understand his or her condition in the community and the world, and improves the ability to make effective judgment in every situation. Globalization is transforming the world and altering every dimension of our lives. Students who are trained to realize these links will identify the inherent personal opportunities and will work through mutual understanding for the common benefit of all global parties involved. These students will be better integrated into society and equipped to lead in this increasingly complex world. (Lo, Merryfield & Po, 2006).

School communities are thus engaged in the re-articulation of their identity and the future of learning within the global society. We may rethink and clearly articulate what we believe to be the mission of education for our community in the context of the state, the nation, and the world. According to Kniep (1987) we could

... assist in conceptualizing educational programs to reflect the realities of today's world, to anticipate the future in which our students will live, that is derived from the demands of citizenship in the world of twenty-first century. (p. 26)

Kneip (1987) also suggested that educators may keep in mind the ultimate measure of success as they develop the global education programs and that will constitute the extent to which students will experience the curriculum designed to equip them for the 21st century needs. The youth deserves the very best.

Summary

The Gates Foundation (2006) found that 81% of high school dropouts called for more "real-world" learning opportunities. At every turn, teachers are expected to consider cultural relevancy in their planning by asking themselves the questions: What vantage point or world view are my students coming from? Which role models from their own races, locations of origin or language groups, what international cultural experiences could be included in the unit to advance student's understanding? Teachers can best leverage this potential if they are adequately prepared to integrate a global perspective into the curriculum. The findings of this study can help educational leaders become aware of the power of and readiness for global education in teacher educator preparation programs and the need for its practical implementation. The results of this study can serve as a reference for policy makers who are responsible for initiating effective global education policies and for teacher educators who are responsible for preparing global educators.

CHAPTER THREE: METHODOLOGY

Background

This mixed method study examined the perceptions of teacher educators and students related to how global education/perspective was understood and the extent to which it was implemented in the program. In this study “global perspective” is defined as the activities, curricula, readings and experiences that involve taking a broader, more critical view of experiences, knowledge, and learning in order to realize the links between one’s life and others around the world.

It has become generally accepted that K-12 students need global perspective for today’s world. One of the most important means of acquiring global perspective is through K-12 education Quezada (2010). It is important, therefore, that teachers in K-12 receive intentional preparation and knowledge about global perspectives in order to prepare today’s students for today’s world. Teacher education programs are where most educators are prepared (Seidel, Hartnett-Edwards, & Zhang 2011). A teacher education program that is teaching for cultural proficiency, 21st century skills and best teaching practices ought to be preparing teachers to teach with a global perspective.

Theoretical Framework

The Competencies of Global Perspective and the Assessment Objectives for Global Perspective developed by the Cambridge International Certificate of Education

(ICE) on Global Perspectives (2013) and the *Global Competence Matrix*, created by CCSSO in partnership with the Asia Society for Global Learning (2010), served as the underpinnings for the theoretical and analytical framework.

A review of the tenets of this study was as follows:

Initially, understanding the manner in which teachers have come to know their world is critical as it gives them a way of relating to their students (Gaudelli, 2003). When teachers are enabled through exposure to broaden their perspectives, then to an extent, it could be expected that they will relate to the curriculum with a global perspective given the encouragement. This has been implied by other educational researchers. Learning to discuss and collaborate with students and parents from other cultures enhances teachers' abilities to work with all children (Tuomi, 2004), setting the stage for acting creatively and innovatively on issues with global significance. It must be recalled that UCEA (2008) reiterated that cross-national comparisons have the potential to stimulate creative ideas for improving the quality of education for educators and school administrators worldwide. It is also believed that the pursuit and recognition of multiple perspectives as a result of global contributions is critical in developing a knowledge-base that is inclusive and prepares scholars and practitioners for global understanding (UCEA Review, 2008).

Teachers often lacked the knowledge and skill required in connecting global with the local and the lived experiences of the students... Teachers' professional development in this aspect is urgently needed (Lo & Merryfield, & Po, 2006, p.294).

Secondly, it is noted that Alfaro (2008) also emphasized the importance of teachers' content knowledge. He argued that for teachers to become "global teachers"

there will be the need for them to develop the knowledge and the skills of inter-cultural sensitivity of themselves and their students in order to adapt to conditions in their schools and classrooms to teach with a global perspective.

Thirdly, teacher education programs that endeavor to incorporate global perspectives by globalizing the curriculum are therefore equipping teachers to prepare students for the 21st century challenges. Also, a curriculum with a global perspective can be acquired through K-12 educational experiences. Since every child is supposed to be in school, it therefore suffices that the teachers in k-12 need intentional preparation and knowledge about global perspectives in order to prepare today students for today's world, the challenges and prospects thereof.

Furthermore, the flattened world has made it a global village that offers the global market place. Successful participants in this market must be trained in today's schools, equipped with the 21st century skills and global perspectives. The knowledge and application of the 21st century skills could lead to a global awareness. The global marketplace is real, and today's schools must prepare students to participate, interact, and thrive in it. The more our students know about recognizing the challenges and opportunities of the interconnected world, the better they will be able to work in it and improve it. Our students' well-being, the vitality of our communities, and the welfare of our nation depend on it.

Another critical assumption of this research is that, teachers who possess experiences from other cultures are far more disposed to the appreciation and articulation

of the global education concept. For this reason educator preparation programs should expose pre-service teachers to cross-cultural experiences.

Finally, teachers in the 21st century must increase their knowledge of the world in general and sharpen their ability to infuse the curriculum with a global perspective through a culturally responsive curriculum. Hence teachers' cross-cultural experience plays a pivotal role in global education.

In summary, this research also assumed that if educators are exposed to global perspectives through global education during pre-service training, they might be better equipped to prepare students of the 21st century for the challenges ahead. A wider world view could enable educators to infuse global perspectives into the curriculum. In this study, opportunities and challenges to embedding global perspective into the teacher preparation program refers to the presence or absence of interest in integrating the curriculum with courses of global perspectives.

The research overarching question is:

How global education/perspective is understood and to what extent is it implemented in one educator education program?

- * How is global education/perspective understood and implemented by the faculty?
- * How do students perceive global education/perspective to be implemented in the program?
- * How are the faculty and student's perspective similar and how are they different?

* How do the documents and artifacts support this?

Study Design

This mixed method case study was a descriptive, exploratory design. The researcher examined perceptions of teacher educators and students related to global education or the integration of global perspectives as it is understood and implemented in a teacher preparation program.

Yin (2003) stated that case studies are particularly appropriate for investigation of contemporary phenomena within their real-life context when that context is highly pertinent to the phenomena under investigation. Case studies rely “on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis” (Yin 2003, p.14).

Consequently, case study methodology represents a comprehensive research design uniquely suited to this investigation. The multiple sources of evidence allowed for additional insights to be gained between and among the different levels of analysis and the production of a more comprehensive product than if a single research paradigm were employed (Johnson & Onwuegbuzie, 2004). This study design was fixed; predetermined and planned as such at the beginning and implemented as planned, or emergent; design arises due to issues encountered during the process of conducting the research. Morse & Niehaus (2009) reported that an emergent mixed method design occurs when a second approach (quantitative or qualitative) was added after the study was underway because one method was found to be inadequate. Ras (2009) discussed the substantive advantages of the mixed method design to her research after she realized the need to add

a quantitative strand to her initial qualitative case study of self-imposed curricula change at one elementary school. She addressed the emergent concerns with the trustworthiness of her interpretations of what she learned from participants with both qualitative and quantitative data. And so, in this study, it was unlikely that quantitative or qualitative results alone could fully capture the faculty and pre-service teachers' perceptions of global education. The data was correlated in order to gain an in-depth understanding of the perception of global education and how it was implemented in the teacher education program. Thus the qualitative data included; cognitive interview results and a document review. The quantitative data was from a survey; the survey data was collaborated with the themes developed from the qualitative phase of the study.

An evaluative, descriptive, exploratory design was chosen to gain complementary data from the different methods as opposed to using one predominant method alone (Creswell, 2009) to evaluate the program and describe how it implemented global perspectives. The data collection design brought together the strengths of both quantitative and qualitative forms of research and allowed a comparison, corroboration, and cross-validation of results (Creswell & Piano Clark, 2006). Although this mixed method study design possessed inherent complexities, the advantages to this method were beneficial since the researcher intended to gain a broader perspective of the situation.

Sample

Site Selection. This study was conducted in a college teacher preparation program within a western state. The college was selected based on the following criteria:

- The college has a longstanding, effective teacher preparation program.

- The college regularly partnered with a large and diverse school district in the state.
- The college had a commitment to diversity and multiculturalism.
- The college had a culture and a core value of preparing professionals who can customize the content curriculum to meet the diverse needs of their students.
- The vision of the college is to be a global leader in educational innovation, effective teaching and learning and to promote educational change.
- The pre-service teachers' experience authentic learning through a field based approach that links classroom knowledge to real world experience.
- The college is committed to preparing educational change agents. Pre-service teachers are trained as change agents through a focus on collaboration, innovation and community partnership.
- The relevance of the above to global education for K-12 teachers.
- The college was convenient and accessible to researcher

Sample selection. Participants were identified to participate in the cognitive interviews and a survey. An invitation to participate in the study was sent by email to all prospective participants along with a screening and recruitment survey by the director of the program. Researcher was then invited to collect data. Faculty and students unwilling to participate were exempted and in no way penalized. Approximately thirty recruitment surveys were administered to both faculty and pre-service teachers.

Cognitive interview sample. Two participants were identified to be interviewed. Two faculty members were sampled from segments of the population based on their

fields of interest and research specialty in relation to global perspective. These participants were involved as this stage to pretest clarity and relevance of existing items as a diagnostic tool, to explore the processes research respondents use to answer research questions and determine whether the intended meaning of interview questions could be perceived by the interviewee and whether or not there was the need for a change or clarification of the questions before presentation to the surveys. This strand also identified the processes of answering the questions, whether question items were acceptable and the usefulness of response choices (Jobe and Herrmann, 1996). The cognitive interview strand was chosen for its ability to complement other field test methods and improve the validity of the questions. The interviews helped to further explore and offer an in-depth understanding of the perception of global perspectives and how it was implemented in the program. “Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling” (Patton, 2002, p. 230). Purposeful sampling is specific to qualitative research; it allowed the researcher to select the research population based upon specific research purposes. In this case, the researcher utilized a purposeful criterion-sampling approach in order “to review and study all cases that meet some predetermined criterion of importance, a strategy common in quality assurance efforts” (Patton, 2002, p. 238), as mentioned earlier.

Student participant criteria included:

- Current students of the college of education teacher preparation program.
- Graduates of the college of education teacher preparation program.
- Student should have visited overseas for any period of time

- Graduated from the program within the last three years.

Criteria for faculty included:

- Current appointed faculty members, lecturers and adjuncts of the college of education. These three groups are likely to have different views, which could be meaningful to the study.
- Taught a course in the past year.
- Should have visited overseas for any period of time.

Survey sample. An invitation packet was sent by email to all faculties at every level and one hundred students and graduates from the last three years to participate in an on-line survey. The packet included an invitation letter and the survey. The survey consisted of screening and recruitment questions to ensure that respondents met the sampling criteria, and research questions. Participants were randomly selected from a sample frame, based on who would like to participate. This selection process attempted to ensure that the research unearths the perceptions of both faculty and pre-service teachers on global perspectives within the teacher preparation program.

Data Collection

Data was collected through cognitive interviews, surveys, and a document review. It should be noted that all the instruments used for data collection included a definition of global education or global perspectives (see Appendices A, B and C). This was based on a conscious effort to refrain from references to widely deferring conceptualizations for global perspectives or education. Rather with a given definition, participants had a frame of reference for conceptualizing global perspective or education for consistency. The survey questions were developed in part through a cognitive interview process.

Cognitive interviews. Initial meetings were conducted prior to interviewing, to make clear the objectives of the questionnaire, and for the interviewer to conduct an initial draft appraisal. The placement of an Expert Appraisal step prior to cognitive interviewing was a particularly effective practice (Forsyth and Lessler, 1991).

An audiotaped and electronically transcribed, one hour but not exceeding an hour and a half, one-time concurrent probe interview sections were conducted by the researcher for each of the two randomly selected participants. Specific cognitive interview questions; scripted and spontaneous, were selected from a pool and asked followed by the item answers. Specific information relevant to the questions and the item answers were used as cognitive probes to elicit how respondent answered questions (Willis, et al 1999).

Cognitive Comprehension Probes:

What does the term “Global Perspective” mean to you?

What do you believe the question was asking?

Tell me what you were thinking when you answered the question.

How easy or difficult was it to answer the question and why?

Do you think that most people will answer these questions honestly?

Cognitive Decision Processes

Does the respondent devote sufficient mental effort to answer the question accurately and thoughtfully?

Cognitive Response Processes

Can you match your internally generated answer to the response categories given by the interview question?

This system was chosen because it provided the researcher with an ease of training for the subject and control of the interview. The inherent disadvantages of the system of artificiality were not relevant and that of a potential bias was minimized through careful selection of non-leading probe questions.

The interviews were held at the college. This process offered rich information about the study for the purpose of acquiring, coding, recalling, and decoding all data collected in both the cognitive interviews and survey stages. Witz (2006) described an essentialist approach to interviewing by developing an ally relationship with research participants. Participants therefore became co-creators of the research process. This process involved interviewing with the intention of seeking the participant's subjective experience rather than objective information. In this form of interviewing the researcher engaged in a casual conversation with the participant in order to allow them to bring information they feel is relevant to the research topic. The interview was "probe-based" and participants were asked to share feelings, emotions, perceptions, past experiences and struggles to express richness and texture to the conversation. The interview with these faculties provided an in-depth understanding of the perception of global perspectives and how it was implemented in the program. Witz (2006) noted,

Only after I started to understand the participant's perspective on the subject and her or his subjective experience and feeling would I start exploring with the student some questions I had, hypotheses that had come to me while the participant was talking and so forth". (p. 248).

Survey. The objective of this instrument Appendix A was to collect data about the challenges and opportunities to embedding global perspectives in pre-service teacher educator preparation programs, as well as to gather data about student and faculty

perceptions of global perspectives and the extent of implementation in a teacher education program. All survey data was kept anonymous and secured by the researcher. The survey was presented in closed-ended questions developed from the themes arrived at after the cognitive interview sessions. This was to ensure further investigation into the perceptions and perspectives presented by the faculty. Appendices A and B were adopted from the *Global Competence Matrix and the Teaching for Global Competence Framework developed by the Asia Society and CCSSO in the EdSteps project (2011)*. The survey was administered electronically through Qualtrics, a university electronic survey tool.

Document review A document review guided by (Appendix C) was conducted by the researcher. By participating, research program and participants, were agreeing to assist with accessing documents that represent the program as a Teacher educator, including public and internal documents such as program requirements, syllabi, course descriptions, websites, and common assessments, recruitments, graduations and communications that could be attributed to global education. Researcher kept a journal during the research; gathered field notes by examining as an “outsider”. The document review was an integral element of data that helped the researcher to crystallize the findings from the cognitive interview sessions and survey. This was critical in adding validity and reliability to conclusions identified as the perceptions and the extent of implementation of global perspectives in a teacher education program. The researcher was the only person coding.

Data Analysis

A holistic analysis of the entire case was done (Yin, 2003). Analytical coding system that focuses on diversity, multiculturalism, culturally responsive pedagogy and global perspectives was adopted for the analysis of the cognitive interview results and survey results to reduce these complex phenomena, to simple categories of its activities and functioning within the program context as a detailed description of the case. Content analysis was done through inspection and axial coding of the qualitative data. Data collected during the cognitive interviews were analyzed to develop themes. Researcher then undertook thematic analysis to seek out common themes in the data, compared and transformed the qualitative data into quantitative data. Developed themes were tested through a survey. An exploratory content and factor analysis were conducted. Survey results were analyzed and summarized into themes. These findings were then collaborated with document review results.

Analytical Framework

Again the *Competencies of Global Perspective and the Assessment Objectives for Global Perspective* developed by the *Cambridge International Certificate of Education (ICE) on Global Perspectives 0457, 2013* and the *Global Competence Matrix* created by CCSSO in partnership with the Asia Society for Global Learning, (2010), served as the analytical framework.

The presence or absences of the following competencies were identified as the perception, opportunity and challenge to the integration of global perspective.

- Ability to investigate the world beyond immediate environment.
- Ability to recognize and appreciate own and others' perspectives.

- Ability to communicate ideas effectively with diverse audiences.
- Ability to translate ideas and findings into appropriate actions to improve conditions.

Cognitive interview analysis. This method was used to appraise whether the intended meaning of the interview questions were perceived by interviewees. Covert and overt processes for answering the questions were studied. Electronic transcripts from the interview were the source of data. The researcher relied on standardized analysis of all tape recordings of interviews on a question-by-question basis as well as comments.

Qualitative trends worth focusing on may include:

- a) Dominant trends across interviews (problems that seem to emerge repeatedly).
- b) "Discoveries": Even if they occur in only a single interview.

Qualitative data analysis was performed on the content analysis of all items and probes. Appendix B; All dialogue that ensued during the administration of cognitive interview questions and probes were analyzed and used to answer the research question of “ How Global Education /Perspective was understood and the extent to which it was implemented in a Teacher Preparation Program”. To be able to answer this overarching question, items were analyzed to answer the following sub-questions:

- *How is global education/perspective understood and implemented by the faculty?
- * How do students perceive global education/perspective to be implemented in the program?
- * How are the faculty and the student’s perspective similar and how are they

different?

* How do the documents and artifacts support this?

These Findings were coded through axial coding, analyzed and summarized to assess whether or not changes or clarification to the interview questions are necessary. The data was then reduced into themes through the process of categorization of the answers into analytically similar and dissimilar, and numerical coding to impose order into the results. Each unambiguous answer was assigned a specific code. The themes were further condensed according to a framework that put answers into analytically meaningful categories and translated them into a word table (Creswell, 2007). Stake (1995) advocated for categorical aggregation, where the coding system or framework is used to elicit issue-relevant meanings as themes. Similarities and differences among the data were established for the purposes of naturalistic generalization. Data was then checked to make sure the data file was complete and in order. Themes arrived at after the cognitive interviews informed the survey questions (Willis, et al 1999). In this study, the researcher was wholly responsible for “interviewer clinical judgment” in appraising the implication of the cognitive interview findings.

Survey analysis. Surveys answers were transformed through formatting into data files for reliability, correlation, item and factor analysis. Serial identifiers for each respondent were assessed. These markers will preserve order and is critical for checking files for completeness. Survey items will be coded numerically and consistently in the order they appear on the instrument. Codes for missing data were also provided. This eased the coding and data entry process. The researcher ensured that all forms of ambiguity were eliminated (Fowler, 2009). These files of data were then imported into a

Microsoft excel program for further compilation. A data cleaning process was undertaken as a final check on the data file for accuracy, completeness, and consistency prior to the onset of analysis. The files were then exported into SPSS for data analysis to be undertaken. Summary descriptive statistic was performed on the data to evaluate the distribution, central tendencies and dispersion. Descriptive results were determined for pre-service teachers in terms of the concepts of diversity, multiculturalism, culturally responsive pedagogy and global perspectives as it was implemented in the program. The primary unit of analysis was each participant. A gap analysis was then performed to determine where the program was on the continuum for global perspective and global competence education.

Document review. The pieces of information gathered from websites, documents related to syllabi, recruitments, course descriptions, common assessment, graduations requirements and communications systems, tools and accommodations were coded and analyzed into specific themes. This activity was guided by appendix C. All items were used to answer the research questions. Stake (1995) suggested aggregating information into large clusters of ideas that provide details to support the specific themes as a “development of issues” (p. 123). The data from this textual or documentary review then enhanced and clarified research findings.

Integrating the Data. Results from the qualitative and quantitative data, from the cognitive interviews, surveys and document reviews were integrated. Researcher also documented both unusual and the ordinary findings. Further analysis and triangulation picked up patterns of co-variation for interpretation of functioning levels of global perspective within the program. Key words and commonly used terms were coded and

themes tallied as they come up during the qualitative stage. Putting the descriptions and interpretations together in context constituted the central finding of this study.

Stake (2006), stated that “Meanings often do not emerge with integrity. They must be squeezed into the reader’s conceptual space” (p.35). Hence, the need for the researcher to assure readers that the sense of situation, observations, reporting and writing had an accurate aim. To reduce the likelihood of misinterpretation, various strategies were employed to avoid redundancy of data gathering and procedural challenges to explanations (Denzin, 1989; Goetz & LeCompte, 1984). Others of different viewpoints were requested to challenge the meaning or interpretation of a critical activity, artifacts or functioning.

To guarantee that the nature of data interpretation was accurate and valid with the existing data, the study involved a process of member checking with cognitive interview participants. This process confirmed that the data was authentic and each participant’s words, feelings and experiences were genuinely represented. (Lawrence-Lightfoot & Davis, 1997; Witz, 2006). The researcher provided the original transcripts from the interviews to each participant to review, edit, and provide feedback in order to ensure their words and behaviors were captured in an authentic manner. By member checking, the study had certified the valid interpretation of the data and the final data representation, reflected the real stories and perceptions of the participants.

The survey instrument helped to further review these themes to the extent that the topic: “How Global Education/Perspective was understood and to what extent it was implemented in a Teacher Preparation Program?” was investigated. Relevant and debatable observations and interpretations critical or controversial to the research

question were triangulated. These qualitative and quantitative results were further triangulated to ascertain and confirm an observation that enhanced an in-depth understanding of the challenges and opportunities for embedding global perspectives in the program, the perception for this and how the evidence could be interpreted differently by different people and the complexity of the situation.

Data from all strands were presented in tables, charts as well as paragraphs or narratives. The qualitative data was quantified through key-word-context; word count techniques, numerical coding and assigned categorization through direct inspection. The quantitative data were analyzed using SPSS software to assess descriptive statistics which were used to interpret the results within its story.

The framework for interpreting all data included:

- Checked carefully to determine how much of the total description and interpretation could be generalized.
- Determined to what extent is a piece of evidence agreed upon by all research participants.
- “Member-checking” by research participants was vital to the cumulative rough draft.
- Triangulated through multiple perceptions to clarify meaning.
- Acknowledged the different views of interpretations, different realities and the diversity of perceptions.
- Identified the functional themes and relationship that strings the viewpoints together.

- Displayed the unique vitality of each viewpoint, noting its particular situation and how context influences global perception.
- Emphasized the common relationships for a cross-view analysis.
- Merged the strand findings
- Provided conceptual factors for analysis
- Compared cases, Advocated and attempted to generalize.

Timeframe for the Study

Research proposal defense was in September, 2014, followed immediately with IRB. Data was collected in January, 2015 (cognitive interviews followed by survey), document coding and analysis in March – May, 2015. Dissertation writing in June - July, 2015, presentation and oral defense was in September, 2015.

Researcher Bias

As an international student, the researcher held the bias that a global perspective was extremely important. The lived experience was a bias. It was controlled for by using procedures that helped to bracket beliefs to provide a clear analysis of the data.

Confidentiality and Other Ethical Concerns

Participants privacy and confidentiality was protected. It was anticipated that participation in this study presented no greater risk than everyday use of the Internet.

Summary

In summary, these several points must be put across:

- The focus was to use the best methodology to unearth the perception that already exists within a teacher educator program as to how global perspective is

understood: Diversity, Multiculturalism, Culturally Responsive Pedagogy, Global education.

- To implement a research design that could diagnose whether a global perspective was implemented in a teacher educator program.
- The perceptions of faculty and pre-service teachers were critically and implicitly analyzed in order to exploit all possible recommendations.
- To communicate the importance of having a clear conception of whom the globally competent teacher was and how teacher educators could prepare them for the challenges of globalizing the curriculum.

CHAPTER FOUR: RESEARCH RESULTS

Introduction

This study investigated “How Global Education /Perspective is understood and the extent to which it is implemented in a Teacher Preparation Program”. To be able to answer this overarching question, items were analyzed to answer the following sub-questions:

- * How is global education/perspective understood and implemented by the faculty?
- * How do students perceive global education/perspective to be implemented in the program?
- * How are the faculty and student’s perspective similar and how are they different?
- * How do the documents and artifacts support this?

This chapter presents the research findings of the study as it relates and answers the research questions.

The proposed analytical framework for this study is based on the *Competencies of Global Perspective and the Assessment Objectives for Global Perspective* developed by the *Cambridge International Certificate of Education (ICE) on Global Perspectives*

0457, 2013 and the Global Competence Matrix created by CCSSO in partnership with the Asia Society for Global Learning, (2010).

The presence or absence of the following competencies will be identified as how global perspective is understood and the extent to which it is implemented in the program.

- Ability to understand that each individual is unique and different.
- Ability to recognize the ideals of freedom, justice, equality, equity and human dignity.
- Ability to enable students to bridge the discontinuity between school and home in terms of cultural and linguistic practices.
- Ability to investigate the world beyond immediate environment.
- Ability to recognize and appreciate own and others' perspectives.
- Ability to communicate ideas effectively with diverse audiences.
- Ability to translate ideas and findings into appropriate actions to improve conditions.

Data from all strands is presented in tables, charts as well as paragraphs or narratives. The qualitative data will be quantified through key-word-context, word count techniques, numerical coding and assigned categorization.

The quantitative data is analyzed using SPSS software to assess descriptive statistics, and item and factor analysis is used to interpret the results within its story.

The framework for interpreting all data will include:

- Check carefully to determine how much of the total description and interpretation could be generalized.
- Determine to what extent is a piece of evidence agreed upon by all research participants.
- “Member-checking” by research participants will be vital to the cumulative rough draft.
- Triangulation through multiple perceptions to clarify meaning.
- Acknowledge the different views of interpretations, different realities and the diversity of perceptions.
- Identify the functional themes and relationship that strings the viewpoints together.
- Display the unique vitality of each viewpoint, noting its particular situation and how context influences global perception.
- Emphasize the common relationships for a cross-view analysis.
- Merge the strand findings
- Provide conceptual factors for analysis
- Compare cases, Advocate and Generalize

Summary of Measures to Ensure Validity.

“By validity, we simply mean that a test is measuring the attribute it intends to measure” (Bobko, P., 2001, p. 74). Creswell & Clark, (2011), also hold the view that qualitative validity can be determined from assessing whether the information obtained through the qualitative data is accurate, can be trusted and is credible. This can be done

through member-checking, triangulation of data from several sources, report of disconfirming evidence and for others to examine the data. While conducting this study, the researcher took several measures to minimize if not eliminate threats to the validity of data, data analysis, inferences and conclusions so as to improve validity. Researcher used member-checking and three data sources (cognitive interview, survey and document review) were triangulated to ensure the validity and reliability of the instrument. Quantitative validity means that the scores received from participants are meaningful indicators of the construct being measured. All research items were grouped under domains; Diversity, Multiculturalism, Culturally Responsive Pedagogy and Global Perspectives.

All interviews were audiotaped and transcribed verbatim to capture what interviewees said in their own words, without a “research lens” as a filter to the interviewees’ thoughts and experiences. Also, a volunteer was consulted to transcribe the audiotaped interviews. Both transcriptions were compared to ensure that interviewee’s words, language and sentiments were accurately captured. When the system was developed for transformation of the qualitative data into quantitative data, the volunteer was again consulted. A second transformation of data was done by the volunteer. The two were compared for similarities and differences. It must be noted that no significant differences were seen in both scoring. Seventeen questions were randomly selected from a twenty-seven question bank. Because efforts to incorporate global education/perspectives into K-12 curriculum is an emerging concept and philosophy, researcher was aware that interviewees might feel uncomfortable expressing their

perceptions and their responses may lack conviction. A general definition for global education and perspective was given (see appendices, A, B, and C). This is to refrain from reference to varying concepts and ensure a degree of consistency by referring to a frame of reference.

Research participants were informed of the non-evaluative but exploratory nature of the study. Also with a signed consent forms, participants were randomly selected and agreed or disagreed to participate, they were free to opt out anytime they felt uncomfortable.

Furthermore, other related research and studies on global education, diversity, multiculturalism, and culturally responsive pedagogy were reviewed. The initial research design and the adopted data collection instruments were reviewed by a committee of experts (dissertation committee). The recommendations made were all seriously considered and incorporated where it was feasible and appropriate.

Also, researcher was careful to be aware of own potential biases, both personal and professional with a keen interest and passion for global education. During the cognitive interview, researcher minimized the effects of presence or of any preconceived notions that interviewees may have that researcher was perhaps an ‘expert’ or an ‘advocate’ of global education by creating an open atmosphere, welcoming clarifying questions, alternative views and concepts.

As the researcher worked to draw conclusions from the data, original transcripts, coding spreadsheets were periodically reviewed to ensure that conclusions were drawn directly from the data without personal bias and that conclusions could be supported by

direct quotes from interviewees' transcripts. All these measures helped to minimize threats to data validity.

Reliability

“By reliability, we initially mean that the measurement shows stability overtime” (Bobko, P. 2001, p. 68). Again, Creswell & Clark, (2011), distinguishes between quantitative and qualitative reliability. While quantitative reliability show that the scores received from participants are consistent and stable over time, qualitative reliability plays a less significant role; it relates primarily to the reliability of multiple coders on a team to reach an agreement on codes for passages in text. The researcher adopted statistical procedures to check for the reliability of scores for internal consistency as to determine the reliability of instrument. The Cronbach's Coefficient Alpha could be used as the statistical test for internal consistency, Creswell & Clark, (2011). The maximum value for Cronbach's Alpha coefficient is 1.0. The closer the Cronbach's Alpha coefficient of a study is to 1.0, the greater the internal consistency of the items in scale for measuring the construct. Kilpatrick, J. E. (2010), referred to the rules of thumb for Cronbach's Alpha coefficient proposed by George and Mallery (2003); a Cronbach's Alpha of 0.70 or above is considered acceptable, 0.80 and above is good and 0.90 is excellent. A correlation coefficient is a quantitative measure of the relationship between two variables. Reynolds, Livingston & Wilson, (2009). They continued that correlation coefficient values range from -1.0 to +1.0. A positive correlation coefficient indicates that an increase on one variable is associated with an increase on the other variable but a negative correlation coefficient means that an increase on one variable is associated with a decrease on the other variable. Also, the magnitude of a coefficient indicates the strength of the

relationship between the two constructs. A value of 0 shows the absence of a relationship between constructs or variables and as this value approach 1.0 (the perfect correlation) the strength of the relationship increases. A correlation coefficient value of less than 0.30 is weak, 0.30 – 0.70 is moderate and greater than 0.70 is strong. Pearson correlation value greater than 0.5 mean a statistically significant correlation between the said constructs or variables and less than 0.5 show a statistically insignificant correlation between the constructs or variables.

Data Analysis Validity

Coding

During the data analysis stage, the analytical framework was constantly consulted to ensure adherence to the predetermined system. Researcher was careful to guard against bias, ignoring or discounting any data or themes that contradicted personal theories and expectations during coding. Researcher memos and reflective notes were used to document personal perceptions of what the data was saying at the time of analysis and those were used for member-checking. As the researcher reviewed the memos after the interviews, questions were repeated. These concerns were brought forth during the member-check to gain an in-depth understanding of the views of the interviewees. Axial coding process was used. Themes and categories were identified within the question bank as diversity, multiculturalism, culturally responsive pedagogy and global perspectives. Interviewee responses were disaggregated into these core themes and categories after inductive and deductive thinking for coding. These codes were then scored using the criterion established by the researcher. During coding, researcher constantly considered the following questions: Is the researcher sure this is what the data is saying or it's a

personal bias? Can this assertion be supported with a direct quote from the data? Is the coding consistent with the respondent's language, words, and perceptions? For researcher sought to avoid aligning data to researcher's existing conceptions. While coding the data, emerging themes that answered the overarching and sub questions were captured.

Reflectivity

Researcher was careful to use the earlier mentioned measures and others to set boundaries on possible involvement with study that could lead to the infusion of researcher bias by ensuring a high level of validity.

Researcher separated personal close reading of interview data from personal views and preconceived ideas about how global education/perspective is understood and implemented in the program. But listened carefully to interviewees' words, language, and perceptions to better understand their perceived conception of global education/perspectives and how they implement it in the program.

In order to be sure that researcher's subjectivity was bracketed out, that researcher was not imposing or infusing personal views, a member-check was conducted.

Validity of Inferences and Conclusions

While studying and analyzing the data for inferences and to deduce conclusions, the researcher avoided extrapolating, misinterpreting or misconstruing the interviewee's words to align with researcher's thoughts and theories. Several strategies were used to ensure validity of the inferences and conclusions. A volunteer reviewed the data analysis for each of the strands (Qualitative and quantitative data) as well as the combined analysis to be sure researcher's inferences could be supported directly with quotes from the data and that the conclusion was drawn from the data.

Research conclusions also included divergent views which could inform recommendations for future research.

Faculty Participants Perspectives

Two faculty members were interviewed. The faculty participants in this study satisfied the stated criteria, which included; current appointed faculty, taught a course in the past year and has visited overseas for any period of time. These faculty members are both of the same gender but racially, ethnically and linguistically diverse. They both possess and perform different functions and roles within the program.

The researcher was able to transform the transcriptions from the interviews (qualitative data) into quantitative data of mean average scores, personal mean average scores and program mean average scores. According to this criterion: 0 – No Relevant Data, 0.5 – Lowest, 4 – Highest and 0.5 – Very Poor, 1 – Poor, 2 – Fair, 3 – Good, 4 – Very Good. Interviewees' responses were related and rated through a combination of inductive and deductive reasoning to fit the themes and categories into a frame of generic relationships between the disaggregated themes and categories of diversity, multiculturalism, culturally responsive pedagogy and global perspectives/education in the global competence continuum. This exercise helped to determine the extent to which these themes and categories were emphasized in the teacher preparation program.

The qualitative data showed a high personal mean average score for diversity, a good mean average score for culturally responsive pedagogy and a fair mean average score for multiculturalism and global perspective/education. However, the mean average score were much lower for the program perception. For diversity no relevant data was

received, while multiculturalism, culturally responsive pedagogy and global perspectives/education are all poor.

Key to Qualitative Data: Table A1

Respondent 1 personal perception: Rps

Respondent 1 program perception: Rpg

Respondent 2 personal perception: Sps

Respondent 2 program perception: Spg

Personal average mean score: RpsSps

Program average mean score: RpgSpg

Table A1

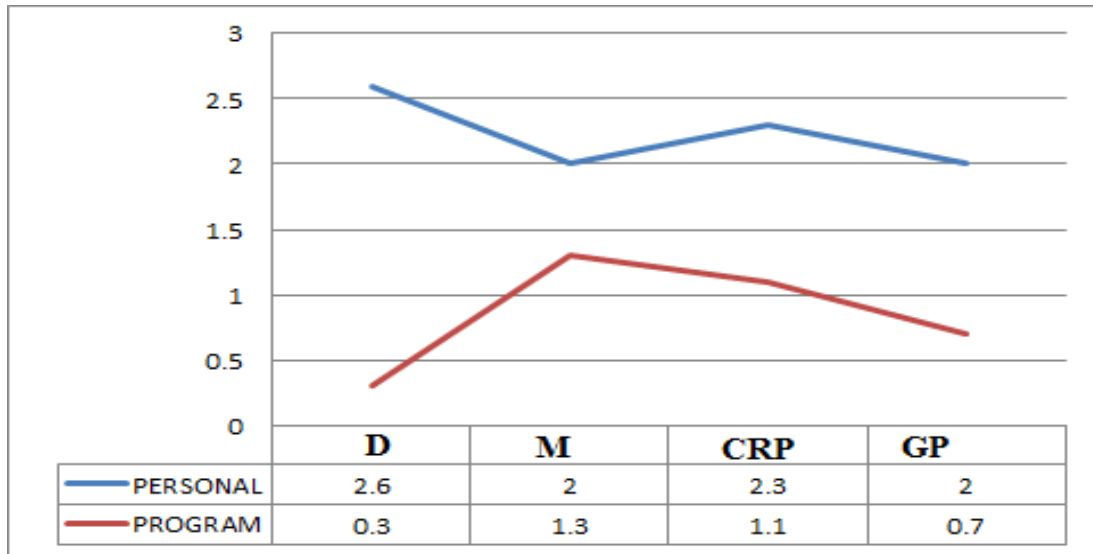
The Mean Score Average for faculty personal perception and program perception.

Domain	Rps	Rpg	Sps	Spg	RpsSps	RpgSpg
Diversity	2.8	0	2.5	0.5	2.6	0.3
Multiculturalism	3.0	1.0	1.0	2.5	2.0	1.3
Culturally Responsive Pedagogy	2.3	1.0	2.3	1.3	2.3	1.1
Global Perspective/Education	2.5	0.1	1.4	1.4	2.0	0.7

Graph 1

A line graph of the mean score averages for faculty personal and program perceptions of diversity, multiculturalism, culturally responsive pedagogy, and global perspective.

This graph shows high personal perception and low program perception.



Qualitative Results for Research Question One: “How is global education/perspective understood and implemented by faculty?”

The following dialogue is transcribed verbatim from audio-recordings of the cognitive interviews with faculty research participants. The seventeen questions were randomly selected from a twenty-seven question bank. The questions were disaggregated into these themes and categories: diversity, multiculturalism, culturally responsive pedagogy and global perspectives after much thinking for axial coding.

Diversity

- Q. How would you justify the use of a variety of languages to weigh the relevance of issues?
- R. Very important, different language means a different cultural perspective.

- S. Culture and language tied together. Allow students to speak native languages when discussing issues in class. This will impact how issues important to them are discussed.
- Q. How do you implement diversity in your program?
- S. Diversity is one of the core tenets of all courses.
- Q. How do you identify the influences of your own perspectives on situations of regional significance?
- R. Perspective influenced by culture of birth, culture of environment, and personal interest in international issues as lenses for a wider perspective on issues.
- S. Own perspective influenced by own education, own family, own career as a teacher and families worked with.
- Q. How do you express the perspective that diverse audiences may perceive different meanings from the same information?
- R. Used bi-cultural and multicultural skills to push students to use multiple perspectives.
- S. Experience and perspective changes the way information is perceived. Therefore, a teacher must recognize own subjectivity and encourage students to use own perspectives.

Multiculturalism

- Q. How would you develop an argument based on compelling evidence from multiple perspectives?

- R. There is not one universal view or way of doing things, it's important to have more than one perspective so that you can see that there are different solutions to a problem.
- S. Assignment and practices for both teachers and students with the main competency to see things from different perspectives.
- Q. How do you implement multiculturalism in the program?
- S. We look for opportunities in all courses in the curriculum to talk about multiculturalism.
- Q. How would you explain the influence of cultural interactions on situations?
- R. Cultural interactions influences everything we do irrespective of place, it impacts the way you view the world.
- S. Talk about power dynamics between teacher and student, racial power dynamics between white teachers and student of color. Teacher has the tendency to be dismissive about student culture in order for them to fit into the educational system.
- Q. How would you communicate effectively with diverse people through verbal and nonverbal behavior, languages and strategies?
- R. Depends on the different cultures. African and Latino cultures communicate in similar ways, through storytelling and narratives. Other cultures are more linear, direct and factual. Know how best people communicate and react to them appropriately. Students are encouraged to read more, develop a better relationship

with students and their families so that they can experience and understand their culture and language so that they adapt their perspectives.

- S. More student voice than teacher voice. Use collaborated groups so that more student voices are represented. They learn among each other and not just with teacher.

Culturally Responsive Pedagogy

Q. How would you defend the exposure to a second language acquisition in K-12 education?

- R. Very important, a big proposer and advocate for bilingual and multilingual acquisition in K-12 education. In Europe it's common but not valued in the US.*.

¹In Europe and Asia where bilingual and multilingual education is valued, it impacts the openness of people to others and ideas.

- S. For students whose L1 is not English, the use of native language as an access to the curriculum and knowledge in English is preferable. Learning a second language or L2 has a global application in terms of expanding their perspectives and knowledge of other cultures through their languages.

Q. How do you implement culturally responsive pedagogy in the program?

- S. The curricula are designed to teach teachers to teach in diverse school communities.

¹ Bilingual and multilingual acquisition in K-12 education is not valued in the US.*. This statement was made by both interviewees. It is observed that student also held this perception

Q. How would you explain the influence of cultural interactions on situations and the development of knowledge?

R. Explain the contrast in the value that is placed on bilingual and multilingual education internationally versus the US, and how it translates into the way people really view the world. US is not very open to other influences, but feels dominant and this antagonizes other people.

S. Cultures have patterns of discourse and maybe as those patterns interact with other cultures, it changes the way we interact with one another. But I am careful to assign people of certain culture to certain patterns of discourse because it does not always hold true. When you say culture, I am hesitant to translate that to people of a certain ethnicity in the ways that we communicate. It's tricky, I don't know.

Q*. ²Do you think when you have interacted with someone from a different culture, your perspective on a situation or your knowledge of a situation could possibly change?

S. Well yes of course but I don't know how to possibly separate out the personal connection you have with someone from their personal perspective or whether it is their pattern of discourse because of their culture.

²Q*. Sub-question to previous question. Only Interviewee S was asked because the question was not answered the first time.

- Q. How would you use appropriate technology and appropriate media to communicate with diverse audiences?
- R. I don't think we do that necessarily now but in the future we may basically use technology more in the classroom to help students understand how to connect with different perspectives, culturally internationally. But that is not a big focus now in the program. I would love to see the focus grow on a global and international perspective because we have more students interested in international issue.
- S. So we have done a couple of things: TelePresence technology to talk and look in live on another teacher in another state. But this class was not demographically different from classes we have here. A class that was different will be a neat way to do it. To observe something that they normally would not see. We also look at a lot of videos in our classes. We watched videos on kids from Africa. We considered what it felt like for my students to be in their community and how people perceived them, telling them not to travel in groups because people were scared of them.

Global Perspectives / Global Education

- Q. How do you explain the links between the local, regional, global significance of an issue?
- S. We don't talk about issues, our lenses is usually "school" What does school look like in different parts of the world? We don't do much because equity program focus is usually regional. Kids access to education here. But when we talk about global education, it's more educational systems in other countries but not like what

it is like for a kid in Africa to go to school.

Q. How do you implement global perspectives in the program?

S. The program teaches a unit on global education in curriculum design class.

Q. How do you examine the influence of the perspectives of others on local, regional and global significance?

R. I don't think we do that necessarily in this program. In the summer we started to help students understand how local issues translated nationally but we pretty soon left it. But without international or global comparison, it became pretty narrow quickly.

S. I don't know, that's not something we do. We have some pretty specific and well-defined competencies in terms of what we think makes for a culturally competent teacher. What an instructor says could be personal opinions and are influential. We try to focus classes and assignments around specific competency linked to multiple perspectives and understanding, encouraging student voice and choice. Probably six or seven that is pretty specific to cultural competencies.

Q. How do you communicate effectively to impact collaboration in an interdependent world?

R. I think Teacher Education is key. If people understand that we are a global community, we can work with kids from all over the world creating more of a global experience.

S. I don't see much collaboration happening on a global scale between teachers. Some think it's pretty hard to get people to collaborate between classrooms,

between schools, between districts. I am not sure that we see a lot of collaboration on a global scale. I think it's possible because we have the technology to make it happen. TelePresence can be used to actually talk to teacher to teacher across the globe.

Q. How would you create opportunities for personal action to improve conditions of global significance?

R. Yeah definitely, that will be a future interest of mine, to travel and make more global connections.

S. As a teacher, educator encourage collaboration between teachers and with teachers from another country, I would probably try to be more specific about what we are looking for. I don't really know how we could do that and that is not something we do.

Q. How would you act personally in creative and ethical ways to contribute to improvement locally, regionally and globally?

R. As an educator or through my own scholarship as well as helping people understand things between perspectives or even helping people outside the US understand our perspective as well.

S. In my opinion, this is what we do all the time. We talk about improving access to education locally and regionally but I don't know about how to impact education in other countries. We are pretty focused on local and regional improvement of education. I am just not sure that other than having all students from around the world here with us, any improvement can be regarded as global.

- Q. How would you act collaboratively in creative and ethical ways to contribute to improvement locally, regionally and globally
- R. I think again as an educator or through my own scholarship as well as helping people understand things between perspectives or even helping people outside of the US even understand our perspective as well.
- S. We actually had someone come to ask if we could help write a curriculum for a school in another country. I was a little hesitant to do that because even though I feel I could be an expert in curriculum development, I felt that, that was a little overstepping on my part because I think I would have to go and understand the situation. I think it would be presumptuous of me to write a curriculum for a school where I don't know the people and I don't know the culture. Those types of things come by sometimes and that would be the kind of thing that I would want to do in my life in terms of helping a school get off the ground somewhere, where they really need teacher training and things like that but I don't know if I would be comfortable doing it without really understanding who they are and what they need.
- I would have to go there and spend time with them. I don't think there will be any other way to do it really. I thought about doing that but... anyway it wasn't the right kind of school for me. I think if the skills that I have been actually needed somewhere else then that would be something that I would love to do. If it seemed like it was appropriate.
- Q. How would you reflect on you capacity to contribute and advocate for improvement locally, regionally and globally?

- R. Yeah I say that right now I am a national and local leader and teacher so I would definitely like to help make more of a move for more of an international presents as well and impact.
- S. I feel that I have a pretty high capacity to advocate for students locally and regionally but I don't feel that I have the experience enough to understand the full issues because I don't think they are the same. There are a lot of different factors so I would say that I have a good capacity locally and regionally but not globally. What I said to my student though after the person from another country came, I said you know may be some students could come and all the students were like "I want to go", "I want to go", "I want to go" and they are all interested in that. We just have a little caution on our end that these sort of feels like "let's go save other countries."

Emergent Qualitative Themes

- Research participants demonstrated appreciable levels of personal understanding of diversity.
- Research participants demonstrated varying levels of personal understanding of multiculturalism.
- Research participants demonstrated only a fair personal perception of culturally responsive pedagogy.
- Research participants indicated only a fair personal perception of global perspectives.
- This average rating in the four constructs remained personal; they were not translated into levels of implementation in the program.

- Extent of implementation of diversity, multiculturalism, culturally responsive pedagogy and global perspectives is poor.

The above mentioned emergent themes are consistent with Zeichner, (2010. p.3), although, it would be difficult to find a college or university anywhere in U.S. today that is not making substantial effort to internationalize or globalize in some way, it is clear that this has not been as widely undertaken in teacher education as in higher education generally. This was revealed in the document review data. Hence, Alfaro (2008) advocates, when he also emphasized the importance of teachers' content knowledge. He argues that, for teachers to become "global teachers" there will be the need for them to develop the knowledge and the skills of inter-cultural sensitivity of themselves and their students in order to adapt to conditions in their schools and classrooms to teach with a global perspective.

Transformation of Qualitative Data into Quantitative Data

A System developed by the researcher was used as the criteria to transform the qualitative data into quantitative data for further analysis to determine the extent of emphasis in program.

Using this system, the researcher was able to transform the transcriptions from the interviews (qualitative data) into quantitative data of mean average scores, personal mean average scores and program mean average scores. According to this criterion: 0 – No Relevant Data, 0.5 – Lowest, 4 – Highest and 0.5 – Very Poor, 1 – Poor, 2 – Fair, 3 – Good, 4 – Very Good. Interviewees' responses were related through a combination of

inductive and deductive reasoning to fit the themes and categories into a frame of generic relationships between the disaggregated themes and categories of diversity, multiculturalism, culturally responsive pedagogy and global perspectives/education in the global competence continuum. This exercise helped to determine the extent to which these themes and categories were emphasized in the teacher preparation program.

Key to Qualitative Data: Table B1

Respondent 1 personal perception: Rps

Respondent 1 program perception: Rpg

Respondent 2 personal perception: Sps

Respondent 2 program perception: Spg

Personal average mean score: RpsSps

Program average mean score: RpgSpg

Table B1

A seventeen-item statement to determine how faculty understood and implemented global perspectives/education in the program.

Cognitive Interview Questions:	Rps	Rpg	Sps	Spg	RpsSps	RpgSp g
Diversity: Total Mean Average Score	2.8	0	2.5	0.5	2.6	0.3
How would you justify the use of a variety of languages to weigh the	4	0	3	0	3.5	0

relevance of issues?						
How do you identify the influences of your own perspectives on situations of regional significance?	3	0	3	0	3	0
How do you express the perspective that diverse audiences may perceive different meanings from the same information?	4	0	4	0	4	0
How do you implement diversity in the program?	0	0	0	2	0	1
Multiculturalism: Total Mean Average Score	3	1.0	1.0	2.5	2.0	1.3
How would you develop an argument based on compelling evidence from multiple perspectives?	4	0	0	4	2	2
How would you explain the influence of cultural interactions on situations?	4	0	4	0	4	0
How would you communicate effectively with diverse people through verbal and nonverbal behavior, languages and strategies?	4	4	0	4	2	2

How do you implement multiculturalism in the program?	0	0	0	2	0	1
Culturally Responsive Pedagogy: Total Mean Average Score	2.3	1.0	2.3	1.3	2.3	1.1
How would you defend the exposure to a second language acquisition in K-12 education?	4	1	4	0	4	0.5
How would you explain the influence of cultural interactions on situations and the development of knowledge?	4	2	2	0	3	1
How do you implement culturally responsive pedagogy in the program?	0	0	0	2	0	1
How would you use appropriate technology and appropriate media to communicate with diverse audiences?	1	1	3	3	2	2
Global Perspectives/Global Education:	2.5	0.1	1.4	1.4	2.0	0.7

Total Mean Average Score						
How do you explain the links between the local, regional, global significance of an issue?	0	0	0	2	0	1
How do you implement global perspective in the program?	0	0	0	2	0	1
How do you examine the influence of the perspectives of others on local, regional and global significance?	0	1	0	1	0.5	0.5
How do you communicate effectively to impact collaboration in an interdependent world?	4	0	1	2	2.5	1
How would you create opportunities for personal action to improve conditions of global significance?	4	0	2	0	3	0
How would you act personally in creative and ethical ways to contribute to improvement locally, regionally and globally?	4	0	2	0	3	0

How would you act collaboratively in creative and ethical ways to contribute to improvement locally, regionally and globally?	4	0	4	2	4	1
How would you reflect on you capacity to contribute and advocate for improvement locally, regionally and globally?	4	0	2	2	3	1
Total Average Score of all domains:	2.7	0.5	1.8	1.4	2.2	0.9

Summary of Findings for Research Question One: How Global Education / Perspective is understood and implemented by the faculty?

Diversity: Faculty members demonstrate an above average (2.6) perception of diversity but this is not translated into the program. There is little (0.3) evidence of diversity within the program. (Refer to Table A1, B1)

Multiculturalism: While the evidence point to one interviewee having a good (3.0) view of multiculturalism, there is little (1.0) evidence of such for the other. Ironically, this trend reverses when it comes to practices with the program. On the whole, there is evidence that faculty members have a fair (2.0) view but limited (1.3) evidence of multiculturalism within the program. (Refer to Table A1, B1)

Culturally Responsive Pedagogy: Again while evidence demonstrates that faculty members hold a fair (2.3) perception on culturally responsive pedagogy, there is limited (1.1) evidence of its emphasis within the program. (Refer to Table A1, B1)

Global Perspectives/Global Education: The evidence indicates that both interviewees possess a fair (2.0) perception of global perspectives but a poor (0.7) extent of emphasis within the program. (See Table A1, B1)

The general trend is that, there is evidence that indicates that faculty members possess a fair understanding of the several constructs (diversity, multiculturalism, culturally responsive pedagogy and global perspectives) of global perspectives but the extent of its implementation within the program is very limited. Nevertheless, there is some evidence of the implementation of global perspectives within the program. This is because the evidence point to the fact that even though faculty member could personally operate fairly within the domains, this is not the perception for the program. There is no evidence of firm implementation within the program.

Student Participants

The student participants in this study are current students of the college of education teacher preparation program, graduates of the college of education teacher preparation program, who might have visited overseas for any period of time. Generally, students in this program are racially, ethnically and linguistically homogenous. Nineteen students (pre-service teachers) took the survey. Good: Mean score greater than 3, Fair: Mean score

in the range of 2 to 3, Poor: Mean score less than 2. Student responded that these aspects of:

- **Good:** Diversity: (1, 4, 5, 7, 9, 10, 11), Multiculturalism: (1), Culturally Responsive Pedagogy: (1, 2, 3, 5, 6, 7, 8) are emphasized to a good extent within the program.

Diversity: 7 aspects, Multiculturalism: 1 aspect, Culturally Responsive Pedagogy: 7 aspects, Global Perspectives: 0 aspect.

- **Fair:** Diversity: (2, 3, 6, 8), Multiculturalism: (2, 3, 4, 5, 6, 7, 8), Culturally Responsive Pedagogy: (4), Global Perspectives: (1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 17, 18, 19, 22, 24, 26, 27) are emphasized fairly within the program.

Diversity: 4 aspects, Multiculturalism: 7 aspects, Culturally Responsive Pedagogy: 1 aspect, Global Perspectives: 20 aspects.

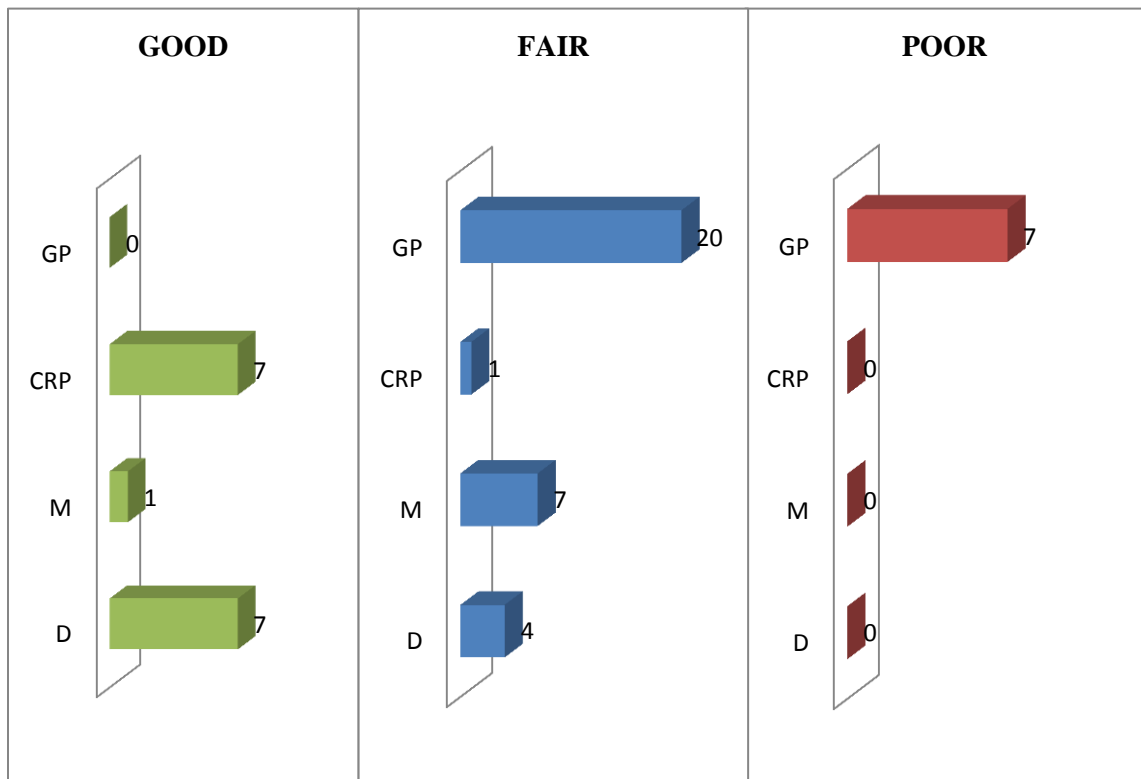
Poor: Global Perspectives: (8, 10, 15, 20, 21, 23, 25) are poorly emphasized within the program.

Diversity: 0 aspect, Multiculturalism: 0 aspect, Culturally Responsive Pedagogy: 0 aspect, Global Perspectives: 7 aspects.

Graph 2

A bar chart showing the extent of emphasis of the constructs in the program as perceived by student.

Most emphasis is laid on diversity and culturally responsive pedagogy but least on global perspectives.



Key

D: Diversity

M: Multiculturalism

CRP: Culturally Responsive Pedagogy

GP: Global Perspectives

Table 2 reports the mean, variance and standard deviation of the measure. Standard deviation is the square root of variance or variance is the square of standard deviation. Generally, the variance measures how much the items deferred from each other and the percentage of the construct that each item measures. The mean averages out all the responses and reports the mean score for the item. This mean score determines the general perception of the nineteen students. The standard deviation depicted deviation between item responses as consistent all through the instrument. All the descriptive statistics show a very strong consistency and reliability within the instrument.

Key: Table 2

Good: Mean score greater than 3

Fair: Mean score in the range of 2 to 3

Poor: Mean score less than 2

Quantitative Result for Research Question Two: “How do students perceive global education/perspective to be implemented in the program?”

Table 2:

Descriptive Statistics. Report on Mean and Standard Deviation for each item

	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic

1. Acceptance and respect for diversity.	19	1	3	4	3.89	.315
2. Topics that invite deep engagement through personal synthesis.	19	3	1	4	2.95	.780
3. Topics that can be investigated in discipline-specific and interdisciplinary setting.	19	3	1	4	2.79	.713
4. Arguments raised in class are based on evidence from multiple perspectives.	19	2	2	4	3.11	.809
5. Recognition and expression of your own perspective on situations.	19	3	1	4	3.32	.820

6. Recognition of the influences on that perspective.	19	2	2	4	2.84	.688
7. Examination of other people's perspectives.	19	2	2	4	3.26	.733
8. Identification of the influences on those perspectives.	19	3	1	4	2.95	.848
9. Effective communication with diverse audiences.	19	3	1	4	3.16	.898
10. The use of appropriate technology to communicate with diverse audiences.	19	3	1	4	3.26	.806

11.The selection of appropriate media to communicate with diverse audiences.	19	3	1	4	3.11	.875
1.Recognition of other group perspectives on issues.	19	2	2	4	3.16	.688
2.Identification of the influence of other group perspectives on issues.	18	2	2	4	2.94	.639
3.Examination of the influence of other groups perspectives.	19	2	2	4	2.89	.567
4.Assessment of options based on evidence from group perspectives.	19	2	2	4	2.79	.631

5.Planning actions based on their potential to impact group perspectives.	19	2	2	4	2.79	.713
6.Options and plan actions are with respect to previous approaches.	19	2	2	4	2.84	.688
7.Options and plan actions have potential consequences.	19	2	2	4	2.74	.653
8.An exposure to a second language is an expectation.	19	3	1	4	2.58	.838
1.The learning goals are shared with students and stakeholders.	19	3	1	4	3.63	.831

2.Performances that engage students' cognitive, social and emotional development.	19	2	2	4	3.21	.713
3.Cultural interactions influence perspectives on issues.	19	2	2	4	3.11	.658
4.Developments of cultural interactions affect curriculum delivery.	19	3	1	4	2.84	.834
5.Knowledge of cultural interactions impacts a culturally responsive pedagogy.	19	2	2	4	3.53	.697

6.Differential access to knowledge affects quality of life.	19	3	1	4	3.00	1.000
7.Differential access to technology affects quality of life.	19	3	1	4	3.05	.911
8.Differential access to resources affects quality of life.	18	3	1	4	3.22	1.003
1.Using interdisciplinary skills in novel situations.	19	3	1	4	2.79	.787
2.Using interdisciplinary knowledge in novel situations.	19	3	1	4	2.84	.688

3. Identification of the local significance of issues.	19	2	2	4	2.89	.658
4. Examination of regional significance of issues.	19	3	1	4	2.58	.838
5. Generation of questions with global significance.	19	2	1	3	2.47	.612
6. Explaining the links between local and global issues.	19	2	2	4	2.53	.612
7. Using a variety of domestic languages to weigh the relevance of global significance.	19	3	1	4	2.16	.834

8.Using a variety of international languages to weigh the relevance of global significance.	19	2	1	3	1.84	.765
9.Using a variety of domestic media to analyze the relevance of global significance.	19	2	1	3	2.11	.737
10.Using a variety of international media to analyze the relevance of global significance.	19	2	1	3	1.95	.705
11.Using a variety of domestic sources of information to integrate the relevance of global significance.	19	2	1	3	2.32	.749

12.Using a variety of international sources of information to integrate the relevance of global significance.	19	2	1	3	2.16	.834
13.The synthesis of evidence of links between local and global issues.	19	2	1	3	2.05	.705
14.Identification of opportunities to personally address situations for improvement locally.	19	2	2	4	2.42	.607
15.Create opportunities for collaborative actions to improve conditions globally.	19	3	1	4	2.00	.943

16. Personal creativity to assess the impact of local actions taken.	19	3	1	4	2.21	.855
17. Personal ethical contribution to local improvement	19	3	1	4	2.37	.831
18. Collaborate creativity to assess the impact of global actions taken	19	2	1	3	2.11	.737
19. Personal ethical to assess the impact of local actions taken.	19	3	1	4	2.32	.946
20. Collaborate ethical to assess the impact of global actions taken	19	2	1	3	1.95	.705

21.Collaborative creative contribution to global improvement.	19	3	1	4	2.00	.882
22.Reflection on capacity to advocate for improvement locally.	19	3	1	4	2.37	.895
23.Reflection on capacity to advocate for improvement globally.	19	2	1	3	1.84	.602
24.Reflection on capacity to contribute to improvement locally.	19	3	1	4	2.32	.946

25.Reflection on capacity to contribute to improvement globally	19	2	1	3	1.79	.631
26.Reflection on capacity to advocate for improvement regionally.	19	2	1	3	2.11	.658
27.Reflection on capacity to contribute to improvement regionally.	19	2	1	3	2.21	.713
Valid N (listwise)	18					

Table 3 reports a summary of the results for the measurement of consistency among the items under the diversity construct or domain. A Cronbach's Alpha value of 0.893 shows a strong consistency and reliability within items in measuring diversity. This indicates that whenever this instrument is used again to measure diversity, it's likely to

render similar results. The eleven items in the instrument measures the construct of diversity to almost the same extent. Hence, there was no need to delete any of the items.

Table A3.

Reliability – Domain 1: Diversity

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.893	.894	11

Table B3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. Acceptance and respect for diversity.	30.74	32.982	.383	.786	.896

2.Topics that invite deep engagement through personal synthesis.	31.68	28.117	.694	.618	.878
3.Topics that can be investigated in discipline-specific and interdisciplinary setting.	31.84	29.585	.564	.489	.886
4.Arguments raised in class are based on evidence from multiple perspectives.	31.53	28.152	.659	.805	.881
5.Recognition and expression of your own perspective on situations.	31.32	27.895	.681	.564	.879

6. Recognition of the influences on that perspective.	31.79	29.064	.664	.649	.881
7. Examination of other people's perspectives.	31.37	28.357	.713	.800	.878
8. Identification of the influences on those perspectives.	31.68	27.006	.765	.866	.873
9. Effective communication with diverse audiences.	31.47	30.041	.368	.727	.901
10. The use of appropriate technology to communicate with diverse audiences.	31.37	27.468	.752	.865	.875

11.The selection of appropriate media to communicate with diverse audiences.	31.53	28.041	.611	.704	.884
--	-------	--------	------	------	------

Table 4 reports a summary of the results for the measurement of consistency among the items in measuring multiculturalism construct or domain. A Cronbach’s Alpha value of 0.615 shows a weak consistency and reliability within the items in measuring multiculturalism. This indicates that whenever this instrument is used again to measure multiculturalism, it’s unlikely to render similar results. The eight items in the instrument measures the construct of multiculturalism to different extent. Hence, there was the need to examine the Cronbach Alpha for each of the items. The inconsistent and unreliable item was identified as item # 8, the outlier, with a Cronbach Alpha of 0.795. Item #8 is “An exposure to a second language is an expectation”. The average mean score for this item is 2.58. This is a fair rating for extent of emphasis with the program. A similar item, “Using a variety of international languages to weigh the relevance of global significance” under global perspectives received an average mean score of 1.84. This indicates a poor level of emphasis within the program.

Table A4

Reliability – Domain 2: Multiculturalism (With Item #8)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.615	.680	8

Table B4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. Recognition of other group perspectives on issues.	19.67	6.471	.327	.741	.579
2. Identification of the influence of other group perspectives on issues.	19.89	5.987	.560	.779	.513

3. Examination of the influence of other groups perspectives.	19.89	6.340	.558	.676	.528
4. Assessment of options based on evidence from group perspectives.	20.00	5.412	.818	.716	.438
5. Planning actions based on their potential to impact group perspectives.	20.00	6.353	.363	.764	.568
6. Options and plan actions are with respect to previous approaches.	20.00	6.000	.475	.786	.532

7.Options and plan actions have potential consequences.	20.11	6.575	.328	.515	.579
8.An exposure to a second language is an expectation.	20.28	9.507	-.396	.322	.795

Statistically, it's recommended that the reliability statistics is run again without the outlier. This was done. Table 5 reports a summary of the results for the measurement of consistency among the items under the multiculturalism construct or domain. A Cronbach's Alpha value of 0.795 is now seen. This shows a strong consistency and reliability within the remaining seven items in measuring multiculturalism. This indicates that whenever this instrument is used again to measure multiculturalism, it's likely to render similar results. The seven items in the instrument now measures the construct of multiculturalism to almost the same extent.

Table A5

Reliability – Domain 2: Multiculturalism (without Item #8)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
------------------	--	------------

.795	.802	7
------	------	---

Table B5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlat ion	Cronbach's Alpha if Item Deleted
1.Recognition of other group perspectives on issues.	17.11	7.634	.351	.734	.802
2.Identification of the influence of other group perspectives on issues.	17.33	7.059	.600	.776	.754
3.Examination of the influence of other groups perspectives.	17.33	7.529	.570	.674	.764
4.Assessment of options based on evidence from group perspectives.	17.44	6.614	.789	.680	.720

5.Planning actions based on their potential to impact group perspectives.	17.44	7.203	.475	.744	.779
6.Options and plan actions are with respect to previous approaches.	17.44	6.850	.583	.785	.757
7.Options and plan actions have potential consequences.	17.56	7.673	.374	.500	.796

Table 6 reports a summary of the results for the measurement of consistency among the items under the culturally responsive pedagogy construct or domain. A Cronbach’s Alpha value of 0.901 shows a very strong consistency and reliability within items in measuring culturally responsive pedagogy. This indicates that whenever this instrument is used again to measure culturally responsive pedagogy, it’s likely to render similar results. The eight items in the instrument measures the construct of culturally responsive pedagogy to almost the same extent. Hence, there was no need to delete any of the items.

Table A6

Reliability—Domain 3: Culturally Responsive Pedagogy

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.890	8

Table B6

Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1.The learning goals are shared with students and stakeholders.	22.11	20.810	.701	.705	.887
2.Performances that engage students' cognitive, social and emotional development.	22.56	23.320	.429	.499	.909
3.Cultural interactions influence perspectives on issues.	22.67	23.765	.404	.407	.910

4.Developments of cultural interactions affect curriculum delivery.	22.94	19.820	.830	.793	.875
5.Knowledge of cultural interactions impacts a culturally responsive pedagogy.	22.17	24.147	.397	.687	.910
6.Differential access to knowledge affects quality of life.	22.72	18.565	.852	.908	.872
7.Differential access to technology affects quality of life.	22.72	18.565	.921	.896	.865
8.Differential access to resources affects quality of life.	22.56	18.026	.922	.941	.864

Table 7 reports a summary of the results for the measurement of consistency among the items under the global perspectives construct or domain. A Cronbach's Alpha value of 0.924 shows an almost perfect consistency and reliability within items in measuring global perspective. This indicates that whenever this instrument is used again to measure global perspectives, it's likely to render very similar results. The twenty-seven

items in the instrument measures the construct of global perspectives to almost the same extent. Hence, there was no need to delete any of the items.

Table A7

Reliability—Domain 4: Global Perspectives

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.928	27

Table B7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1.Using interdisciplinary skills in novel situations.	57.89	135.211	.440	.	.923

2.Using interdisciplinary knowledge in novel situations.	57.84	136.251	.446	.	.923
3.Identification of the local significance of issues.	57.79	133.287	.670	.	.920
4.Examination of regional significance of issues.	58.11	135.766	.380	.	.924
5.Generation of questions with global significance.	58.21	134.509	.635	.	.920
6.Explaining the links between local and global issues.	58.16	138.140	.374	.	.924

7.Using a variety of domestic languages to weigh the relevance of global significance.	58.53	134.596	.444	.	.923
8.Using a variety of international languages to weigh the relevance of global significance.	58.84	133.807	.537	.	.921
9.Using a variety of domestic media to analyze the relevance of global significance.	58.58	135.924	.432	.	.923
10.Using a variety of international media to analyze the relevance of global significance.	58.74	135.982	.451	.	.923

11.Using a variety of domestic sources of information to integrate the relevance of global significance.	58.37	136.690	.379	.	.924
12.Using a variety of international sources of information to integrate the relevance of global significance.	58.53	131.930	.588	.	.921
13.The synthesis of evidence of links between local and global issues.	58.63	133.579	.602	.	.921

14. Identification of opportunities to personally address situations for improvement locally.	58.26	135.316	.581	.	.921
15. Create opportunities for collaborative actions to improve conditions globally.	58.68	132.006	.508	.	.922
16. Personal creativity to assess the impact of local actions taken.	58.47	132.374	.548	.	.921
17. Personal ethical contribution to local improvement	58.32	133.561	.502	.	.922

18.Collaborate creativity to assess the impact of global actions taken	58.58	133.368	.586	.	.921
19.Personal ethical to assess the impact of local actions taken.	58.37	134.912	.368	.	.925
20.Collaborate ethical to assess the impact of global actions taken	58.74	134.316	.556	.	.921
21.Collaborative creative contribution to global improvement.	58.68	134.450	.424	.	.923

22.Reflection on capacity to advocate for improvement locally.	58.32	127.450	.774	.	.917
23.Reflection on capacity to advocate for improvement globally.	58.84	135.585	.567	.	.921
24.Reflection on capacity to contribute to improvement locally.	58.37	127.912	.705	.	.918
25.Reflection on capacity to contribute to improvement globally	58.89	132.211	.778	.	.919

26.Reflection on capacity to advocate for improvement regionally.	58.58	132.257	.741	.	.919
27.Reflection on capacity to contribute to improvement regionally.	58.47	131.819	.706	.	.919

Table 8 reports a summary of the results for the measurement of consistency among the entire instrument; diversity, multiculturalism, culturally responsive pedagogy and global perspectives construct or domain. A Cronbach's Alpha value of 0.941 indicates an almost perfect consistency and reliability within items in the whole instrument in measuring all the constructs; diversity, multiculturalism, culturally responsive pedagogy and global perspectives. This indicates that whenever this instrument is used again to measure diversity, multiculturalism, culturally responsive pedagogy and global perspectives it's likely to render similar results. The twenty seven items in the instrument measures all the four constructs in the entire instrument to almost the same extent. Hence, there was no need to delete any of the items.

Table A8

Reliability of ENTIRE measure

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.942	54

Table B8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. Acceptance and respect for diversity.	139.89	419.987	.220	.	.941
2. Topics that invite deep engagement through personal synthesis.	140.83	400.029	.696	.	.939

3.Topics that can be investigated in discipline-specific and interdisciplinary setting.	141.00	402.941	.664	.	.939
4.Arguments raised in class are based on evidence from multiple perspectives.	140.61	406.840	.490	.	.940
5.Recognition and expression of your own perspective on situations.	140.39	405.428	.542	.	.940
6.Recognition of the influences on that perspective.	140.94	405.114	.611	.	.939
7.Examination of other people’s perspectives.	140.50	403.088	.641	.	.939

8. Identification of the influences on those perspectives.	140.78	401.124	.629	.	.939
9. Effective communication with diverse audiences.	140.61	404.369	.479	.	.940
10. The use of appropriate technology to communicate with diverse audiences.	140.50	398.500	.722	.	.938
11. The selection of appropriate media to communicate with diverse audiences.	140.67	400.000	.616	.	.939
1. Recognition of other group perspectives on issues.	140.61	418.487	.139	.	.942

2. Identification of the influence of other group perspectives on issues.	140.83	411.559	.426	.	.940
3. Examination of the influence of other groups perspectives.	140.83	407.206	.713	.	.939
4. Assessment of options based on evidence from group perspectives.	140.94	408.526	.564	.	.940
5. Planning actions based on their potential to impact group perspectives.	140.94	409.585	.451	.	.940
6. Options and plan actions are with respect to previous approaches.	140.94	415.350	.248	.	.941

7.Options and plan actions have potential consequences.	141.06	411.938	.391	.	.940
8.An exposure to a second language is an expectation.	141.22	425.124	-.081	.	.944
1.The learning goals are shared with students and stakeholders.	140.11	405.046	.510	.	.940
2.Performances that engage students' cognitive, social and emotional development.	140.56	411.556	.367	.	.941
3.Cultural interactions influence perspectives on issues.	140.67	412.235	.375	.	.940

4.Developments of cultural interactions affect curriculum delivery.	140.94	405.820	.476	.	.940
5.Knowledge of cultural interactions impacts a culturally responsive pedagogy.	140.17	417.441	.209	.	.941
6.Differential access to knowledge affects quality of life.	140.72	407.742	.354	.	.941
7.Differential access to technology affects quality of life.	140.72	400.801	.568	.	.939

8.Differential access to resources affects quality of life.	140.56	407.556	.357	.	.941
1.Using interdisciplinary skills in novel situations.	141.06	406.173	.537	.	.940
2.Using interdisciplinary knowledge in novel situations.	140.94	405.938	.581	.	.939
3.Identification of the local significance of issues.	140.89	405.163	.638	.	.939
4.Examination of regional significance of issues.	141.22	407.712	.421	.	.940

5.Generation of questions with global significance.	141.33	407.882	.593	.	.939
6.Explaining the links between local and global issues.	141.28	417.507	.203	.	.941
7.Using a variety of domestic languages to weigh the relevance of global significance.	141.61	411.663	.305	.	.941
8.Using a variety of international languages to weigh the relevance of global significance.	142.00	413.765	.292	.	.941
9.Using a variety of domestic media to analyze the relevance of global significance.	141.67	410.941	.374	.	.941

10.Using a variety of international media to analyze the relevance of global significance.	141.89	417.516	.182	.	.941
11.Using a variety of domestic sources of information to integrate the relevance of global significance.	141.50	417.206	.170	.	.942
12.Using a variety of international sources of information to integrate the relevance of global significance.	141.67	405.529	.501	.	.940
13.The synthesis of evidence of links between local and global issues.	141.78	408.771	.496	.	.940

14. Identification of opportunities to personally address situations for improvement locally.	141.33	405.529	.690	.	.939
15. Create opportunities for collaborative actions to improve conditions globally.	141.78	408.418	.348	.	.941
16. Personal creativity to assess the impact of local actions taken.	141.56	407.203	.424	.	.940
17. Personal ethical contribution to local improvement	141.39	395.193	.802	.	.938

18.Collaborate creativity to assess the impact of global actions taken	141.67	405.176	.565	.	.939
19.Personal ethical to assess the impact of local actions taken.	141.44	403.791	.469	.	.940
20.Collaborate ethical to assess the impact of global actions taken	141.83	408.382	.481	.	.940
21.Collaborative creative contribution to global improvement.	141.83	406.382	.451	.	.940

22.Reflection on capacity to advocate for improvement locally.	141.39	394.252	.767	.	.938
23.Reflection on capacity to advocate for improvement globally.	141.94	417.350	.209	.	.941
24.Reflection on capacity to contribute to improvement locally.	141.44	396.026	.674	.	.938
25.Reflection on capacity to contribute to improvement globally	142.00	405.765	.646	.	.939

26.Reflection on capacity to advocate for improvement regionally.	141.67	407.529	.550	.	.940
27.Reflection on capacity to contribute to improvement regionally.	141.56	408.497	.472	.	.940

Table 9 reports the summary of the Pearson correlations(r) between the constructs: Diversity, Multiculturalism, culturally responsive pedagogy and global perspectives. A correlation coefficient is a quantitative measure of the relationship between two variables. A positive correlation coefficient indicates that an increase in one variable is associated with an increase in the other variable but a negative correlation coefficient means that an increase on one variable is associated with a decrease on the other variable. Also, the magnitude of a coefficient indicates the strength of the relationship between the two constructs. A value of 0 shows the absence of a relationship between constructs or variables and as this value approach 1.0 (the perfect correlation) the strength of the relationship increases. A correlation coefficient value of less than 0.30 is weak, 0.30 – 0.70 is moderate and greater than 0.70 is strong. Pearson correlation value greater than

0.5 means a statistically significant correlation between the said constructs or variables and less than 0.5 shows a statistically insignificant correlation between the constructs or variables.

Pearson correlated values are strong (.709^{**}) between diversity and multiculturalism, but slightly lower (.533*) between diversity and culturally responsive pedagogy and again lower (.550*) for global perspectives but significant. What this means is that, changes implemented in diversity will yield equally significant changes in multiculturalism but slightly less significant changes in culturally responsive pedagogy and also less changes in global perspectives.

Pearson correlated values are significant (.486*) between multiculturalism and culturally responsive pedagogy but not significant correlation (.344) between multiculturalism and global perspectives. Pearson correlated values are weak (.138) between culturally responsive pedagogy and global perspectives. Again any significant changes implemented in terms of culturally responsive pedagogy will yield comparable changes in multiculturalism but no significant changes in global perspectives.

The two main constructs or variables that must be targeted to implement change therefore will be diversity and global perspectives. This is evident in the scree plot which depicts the possible presence of two construct under investigation in this study. Diversity should be implemented intentionally. This will bring about descriptive and significant changes in multiculturalism and culturally responsive pedagogy but no significant change in global perspectives. Thus global perspective should be

implemented strategically and effectively with fidelity to crown this noble attempt at integrating global perspectives in the program.

Table 9

Correlations: How the domains are related to each other.

Correlations

	Diversity_	Multicultural_	CulturalPedagogy	GlobalPersp_
	Total	Total	_Total	Total
Diversity_	Pearson			
_Total	Correlation			
	Sig. (2-			
	tailed)			
	N			
	1	.709**	.533*	.550*
		.001	.019	.015
	19	19	19	19
Multicult	Pearson			
ural_Tota	Correlation			
l	Sig. (2-			
	tailed)			
	N			
	.709**	1	.486*	.344
	.001		.035	.149
	19	19	19	19
Cultural	Pearson			
Pedagogy	Correlation			
_Total	Sig. (2-			
	tailed)			
	N			
	.533*	.486*	1	.138
	.019	.035		.572

N		19	19	19	19
GlobalPe rsp_Total	Pearson Correlation	.550*	.344	.138	1
	Sig. (2- tailed)	.015	.149	.572	
N		19	19	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

“Factor analysis is a sophisticated statistical procedure used to determine the number of conceptually distinct factors or dimensions underlying a test or battery of tests.

..... factor analysis is used to confirm or refute the proposition that the internal structure of the tests is consistent with that of the constructs” (Reynolds, Livingston and Willson, 2009, p. 139). Underlying unobservable variables that are reflected in the observable variables are extracted. It simplifies the structure by developing simple patterns that allows each variable to load highly onto one and only one factor. It is generally agreed that this data reduction technique requires a large sample size because it is based on the correlation matrix of variables involved. The rule of thumb is, a minimum of ten samples per each variable is necessary to avoid computational challenges. The researcher therefore needed a minimum sample size of forty for the four constructs. It thus, informs the possibility that the sample size is too small for effective computations, analysis and valid generalization.

However, based on the correlation values, the researcher concluded that there is enough suspicion pointing to the fact that items under the construct of diversity contributes mostly to the concept global perspectives/education being measured in the program and the items under global perspectives contributes the least.

Table 10.

Factor Analysis: All items in all domains.

Total Variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings
-----------	---------------------	-------------------------------------

	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1: Diversity	2.426	60.651	60.651	2.426	60.651	60.651
2: Multicul.	.877	21.934	82.585			
3: CRP	.467	11.666	94.251			
4: GP	.230	5.749	100.000			

Extraction Method: Principal Component Analysis.

A scree plot is a graph of the eigenvalues against the factors or variables.

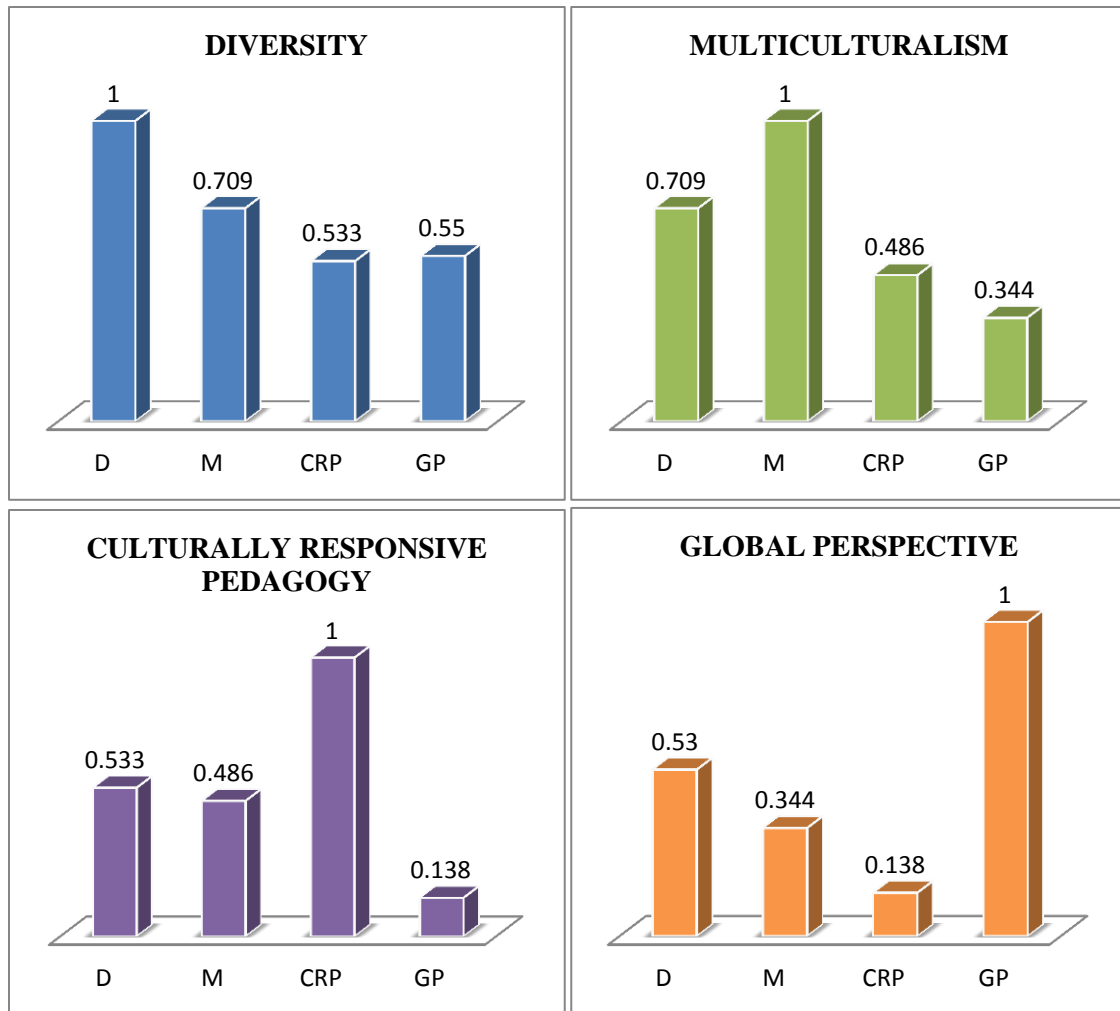
The elbow indicates the presence of possibly two domains emerging; diversity being the main contributor followed by multiculturalism. (Refer to Table 9). As the graph flattens out, it means that the next pair of variables; culturally responsive pedagogy and global perspectives /education, is accounting for smaller and smaller amounts of the total variance. (Refer to Table 9 and Figure 7).

When these results are compared and related to the correlation values, a clear trend emerges. The most significant correlation values between diversity and multiculturalism is indicative of the variance values, while the insignificant correlation values between culturally responsive pedagogy and global perspectives also demonstrates the least contribution from these towards global perspectives. The two variables indicated in the scree plot are therefore diversity and global perspectives.

Graph 3

A column chart depicting the degree of correlation between constructs.

Depicts high program emphasis on diversity and least emphasis on global perspectives.



Key

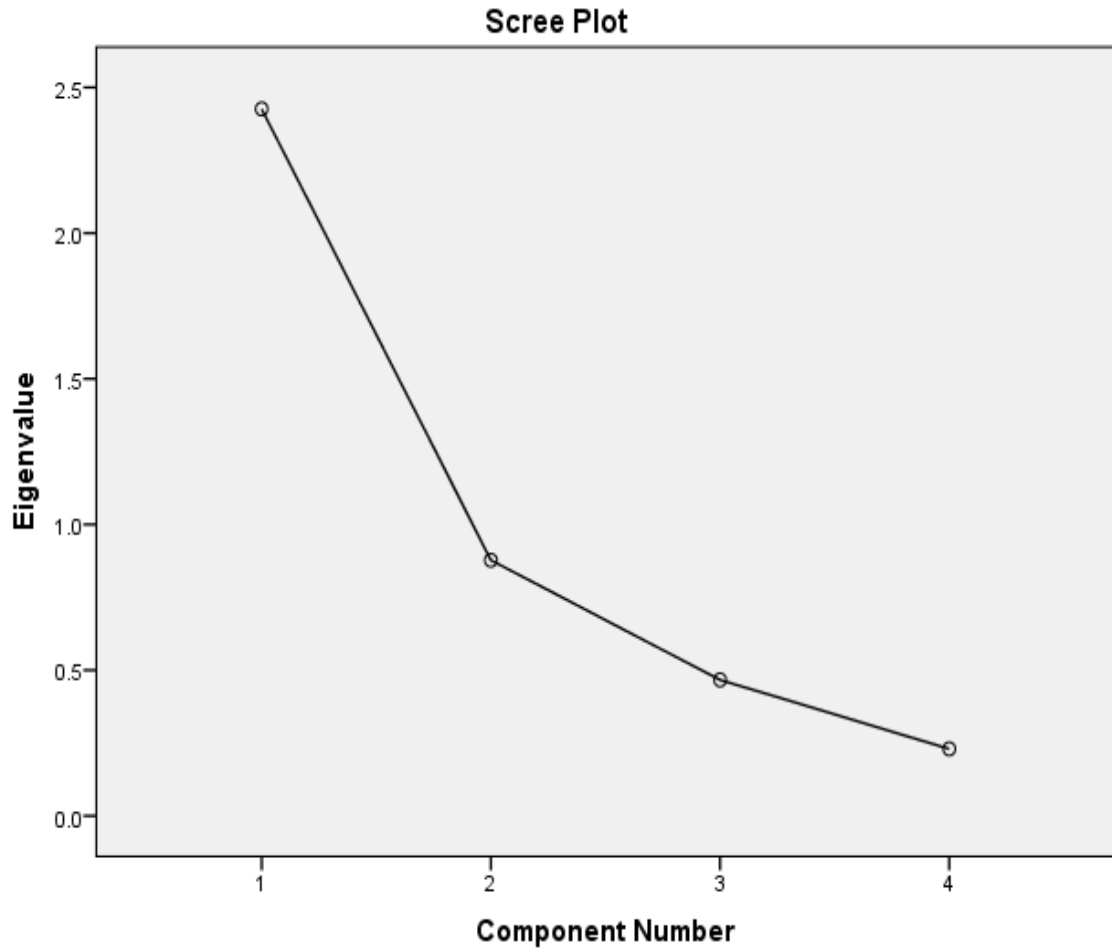
D: Diversity

M: Multiculturalism

CRP: Culturally Responsive Pedagogy

GP: Global Perspectives.

Figure 7: The graph of eigenvalues against component number of factors or variables.



Emergent Quantitative Themes

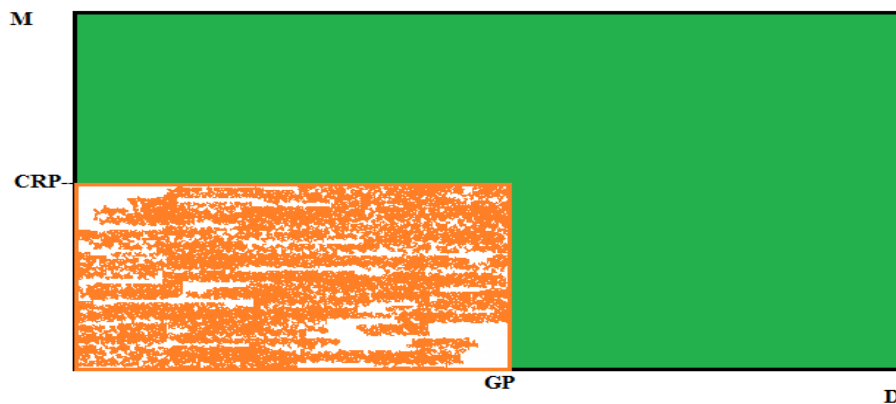
- Research participants perceived seven specific aspects of diversity, only one aspect of multiculturalism and seven aspects of culturally responsive pedagogy which are emphasized to a good extent.
- Respondents perceived four aspects of diversity, seven dimensions of multiculturalism, one aspect of culturally responsive pedagogy and twenty dimensions of global perspectives which are only fairly emphasized in the program.

- Respondents recognized seven aspects of global perspectives which are only poorly emphasized.

Graph 4

A graph showing highest correlation between diversity and multiculturalism and least correlation between culturally responsive pedagogy and global perspectives.

This places high program emphasis on diversity and least emphasis on global perspective



Key

D: Diversity

M: Multiculturalism

CRP: Culturally Responsive Pedagogy

GP: Global Perspectives

Summary of Research Findings for Question Two: How students perceive global education / perspective to be implemented in the program?

Students recognize that several aspects of diversity such as acceptance and respect for all, raising arguments based on evidence from multiple perspectives, expression of ones perspective on situations, the examination of other people's perspectives, effective communication with diverse audiences, and the use of appropriate technology and media to communicate with diverse audiences are emphasized in the program, while these other aspects; deep engagement through personal synthesis, discipline-specific and interdisciplinary academic investigations, recognition and identification of ones influence on these perspectives, are only fairly emphasized.

Students expressed the perception that in the program, the recognition of other group perspectives on issues is the only aspect of multiculturalism emphasized. All others such as; identification and examination of the influence of other group perspectives on issues, assessment of options based on evidence from group perspectives, planning actions based on their potential to impact group perspectives with respect to previous approaches and the exposure to a second language are only fairly emphasized.

The perception expressed by students in terms of culturally responsive pedagogy in the program is that the opportunity to share learning goals with colleagues, performances that engage students' cognitive, social and emotional development, allowing cultural interactions to influence perspectives on issues, acknowledgement that differential access to knowledge, resources and technology affects quality of life are

emphasized to a good extent, whereas the developments of cultural interactions as it affect curriculum delivery is only fairly emphasized.

Students ascertain that no aspect of global perspectives/education is stressed to a good extent within the program. Nevertheless, these others: using interdisciplinary skills and knowledge in novel situations, identifying and examining local and regional significance of issues, generation of questions with global significance, explaining the links between local and global issues, using a variety of domestic languages, media and a variety of domestic and international sources of information to weigh, analyze and integrate the relevance of global significance are fairly stressed. Also, the synthesis of evidence of links between local and global issues, identification of opportunities to personally address situations for improvement locally, personal and collaborative, ethical and creative contributions that impact local actions taken for improvement, Reflection on capacity to advocate and contribute, towards improvement locally and regionally, are fairly emphasized. These others are poorly emphasized within the program: use of a variety of international languages, media to weigh and analyze the relevance of global significance, create opportunities for collaborative actions to improve conditions globally, collaborate ethically, creatively to assess the impact of global actions taken, reflect on capacity to advocate and contribute for improvement globally.

In summary, the student perception is that the program emphasis diversity and culturally responsive pedagogy but not as much emphasis on multiculturalism and global perspective/ education.

Cronbach's Alpha coefficient was calculated to test the reliability of the quantitative data completed by nineteen pre-service teachers with the following results. There was a total of fifty-four items. The first construct consisted of eleven items and was on "The extent of emphasis on diversity in the program. The Cronbach Alpha was 0.893. (Refer to Table A3 and B3). The second construct consisted of eight items and was on "The extent of emphasis on "multiculturalism" in the program. The Cronbach Alpha was 0.615. (Refer to Tables A4 and B4). A Cronbach's Alpha value of 0.615 does not show a strong consistency and reliability within items in measuring this construct. The inconsistent and unreliable item was identified as item # 8. Item #8 discusses the extent of emphasis placed on the acquisition of a second language in the program. With the deletion of item #8, a Cronbach Alpha value of 0.795 was realized, which is acceptably strong for consistency and reliability with the items. (Refer to Tables A5 and B5). The faculty members as well did mention how poorly this is emphasized within the program. The third construct consisted of eight items and was on "The extent of emphasis on culturally responsive pedagogy" in the program. A Cronbach Alpha value of 0.901 was measured. (Refer to Tables A6 and B6). While the fourth construct consisted of twenty-seven items and was on "The extent of emphasis on global perspectives" in the program. A Cronbach Alpha value was 0.924. (Refer to Tables A7 and B7). Finally, the Cronbach's Alpha coefficient for the entire study was measure to determine how well the instrument was consistent and reliable in measuring the concept of global perspectives within the program. The Cronbach Alpha value was 0.941. (Refer to Tables 8A and B8).

Researcher noted that the more the number of items in a construct, the better the Cronbach Alpha. The Cronbach Alpha for the entire instrument (54 items) is 0.941, that

for global perspectives is 0.924 (27 items), multiculturalism has 7 items and it's 0.795, Culturally responsive pedagogy consist of 8 items and it's 0.901 and diversity has 11 items and it's 0.893. This indicates that the degree of reliability increases when the number of items on a scale increases.

Pearson correlation (r) value is measured to inform the degree of reliability among the constructs. A Pearson correlation value of 0.709 shows a strong statistically significant correlation between diversity and multiculturalism, a moderate statistically significant correlation between diversity and culturally responsive pedagogy 0.533, and diversity and global perspective/education 0.550.

Pearson correlation value of 0.486 indicates a weak statistically significant correlation between multiculturalism and culturally responsive pedagogy.

Pearson correlation value of 0.344 between multiculturalism and global perspective and 0.138 for global perspectives and culturally responsive pedagogy both indicates statistically insignificant correlations.

Comparative Analysis for Question Three: “How are the Qualitative and Quantitative results similar or different?”

Table A1

The Mean Score Average for faculty perception and program perception.

Domain	Rps	Rpg	Sps	Spg	RpsSps	RpgSpg
Diversity	2.8	0	2.5	0.5	2.6	0.3

Multiculturalism	3.0	1.0	1.0	2.5	2.0	1.3
Culturally Responsive Pedagogy	2.3	1.0	2.3	1.3	2.3	1.1
Global Perspective/Education	2.5	0.1	1.4	1.4	2.0	0.7

0.5 – Very Poor, 1 – Poor, 2 – Fair, 3 – Good, 4 – Very Good.

Student perception is that the program emphasis several aspects of diversity and culturally responsive pedagogy but not as much emphasis on almost all aspects multiculturalism and global perspective/ education.

- **Good:** Diversity: (1, 4, 5, 7, 9, 10, 11), Multiculturalism: (1), Culturally Responsive Pedagogy: (1, 2, 3, 5, 6, 7, 8) are emphasized to a good extent within the program.
- **Fair:** Diversity: (2, 3, 6, 8), Multiculturalism: (2, 3, 4, 5, 6, 7, 8), Culturally Responsive Pedagogy: (4), Global Perspectives: (1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 17, 18, 19, 22, 24, 26, 27) are emphasized fairly within the program.
- **Poor:** Global Perspectives: (8, 10, 15, 20, 21, 23, 25) are poorly emphasized within the program.

In comparison, while faculty members hold a fair personal perception and understanding these aspects of global perspectives; diversity, multiculturalism, culturally

responsive pedagogy and global perspectives, the evidence for the program perception is very limited. The evidence indicates that the extent of implementation is poor within the program. Not much is said to be implemented towards diversity and global perspectives, very little is done in terms of multiculturalism and culturally responsive pedagogy. On the other hand, there is substantial evidence from students data that the program emphasis diversity and culturally responsive pedagogy to a good extent.

Again, while faculty members possess a personal fair understanding and expectation for the implementation of multiculturalism and global perspective/education, the evidence is very limited for program expectation. There is a slight emphasis on multiculturalism and even much lower emphasis on global perspectives. In fact, the student data agree that very little emphasis is on the implemented of both multiculturalism and global perspectives/education.

Interestingly, both faculty and students hold the perception that second language acquisition in K-12 is not emphasized in the program neither is it an expectation within the program.

Summary of Research Findings for Question Three: How are the faculty and the student's perspective similar and how they different?

It should be noted that both faculty and students agree that there is a varying degree of emphasis from good to poor in terms of diversity, multiculturalism, culturally responsive pedagogy and global perspectives in the program but generally, much more is expected and could be done. This is consistent with Villegas and Lucas, (2002) who was quoted by Zeichner (2011) that teacher preparation programs could:

Help teacher candidates and teachers develop what has been called global perspective or socio-cultural consciousness, where one learns that their ways of thinking, behaving and being deeply influenced by their social and cultural location- race, ethnicity, gender, social class, language, nationality and so on and that others often have views of the world that are often significantly different from one's own, and to develop greater humility about their own point of view (p. 17).

And Zhao (2010, p. 428), continues by stating that “the imperative to change is clear and immediate”. Just as Garcia et al. (2010), who agreed that the need for teachers to be well prepared to teach culturally, racially, ethically and linguistically diverse students is well documented.

Emergent Complimentary and Contrasting Themes

- Both segments of research participants agree that global perspectives are poorly implemented in the program.
- Both groups of respondents perceive that an exposure to a second language was not necessary.
- While students perceive diversity and culturally responsive pedagogy to be emphasized in the program, there is no supporting evidence of this from the faculty.

These emergent themes exonerates Lo (2006), who insists that, “Teachers often lacked the knowledge and skill required in connecting global with the local and the lived experiences of the students” (p. 291), teacher education programs should equip pre-service teachers with the experiences and strategies to accomplish this. Teachers in the 21st century must increase their knowledge about the world in general and sharpen their ability to tailor the curriculum to students' needs. Thus, a call for the need for an

appropriate teacher content knowledge cannot be over emphasized when considering the changing demographic of U.S. schools.

Also, contrary to recommendations from *International Certificate of Education program, (ICE), Global Perspectives 0457, 2013*, that include core competencies for global education for learners or pre-service teachers as the ability to communicate sensitively with people from a variety of backgrounds, both groups of research participants possess the perception that an exposure to a second language was not an emphasis in the program, and as such not necessary for the implementation of global perspectives.

Document Review Results for Question Four: “How do the documents and artifacts Support this?”

Document review data was obtained based on fifteen item scale (See Appendix C). Documents reviewed included the curriculum, syllabi and field notes from the teacher education program. The questions were axially coded under these specific domains or constructs:

- Diversity: Questions 1, 5, 7 and 9,
- Multiculturalism: Questions 2, 5 and 7,
- Culturally Responsive Pedagogy: Questions 3, 5, 7 and 11,
- Global Perspectives/Global education: Questions 4, 6, 8, 10, 11, 12, and 13.

To transform document review (qualitative) data into a quantitative data for further analysis, a point was accorded the construct for every reference to it: Diversity, Multiculturalism, Culturally Responsive Pedagogy and Global Perspectives. Total references were then added and percentages calculated with the exception of references

made to authorship. The sums of references per domain percentages were then computed to determine the extent of emphasis of the domain in the program.

Key to Document Review Table 11. (Refer to Appendix G)

Document 1 - PET Curriculum Map

Document 2 – PET 4010

Document 3 – PET 4581

Document 4 – PET 4582

Document 5 – PET 4590

Document 6 – PET 4600

Document 7 – PET 4610

Document 8 – PET 4620

Document 9 – PET 4630

Document 10 – PET 4640

Document 11 – PET 4650

Document 12 – PET 4690

Document 13 – PET 4781

Document 14 – PET 4782

Document 15 – IUC 4031, 4400, 4411, 4502, 4503, 4530, 4531, 4540, 4541, 4542, 4690.

The curriculum map was examined for axial coding into themes and categories of diversity, multiculturalism, culturally responsive pedagogy and global perspectives/education. Learning concepts and ideologies within the curriculum were extracted and disaggregated into the constructs after direct alignment within the constructs and relating codes with each other to fit a basic frame of global

perspectives/education within a program. The fourteen item scale instrument is used to guide the document review analysis. These questions were also axially coded to align with the themes, codes, categories and constructs. The system the researcher developed is:

Diversity: Questions 1, 5, 7 and 9

Multiculturalism: Questions 2, 5 and 7

Culturally Responsive Pedagogy: Questions 3, 5, 7 and 11

Global Perspectives/Global education: Questions 4, 6, 8, 10, 11, 12, and 13.

A word count was also done for all the syllabi and rubrics to determine the extent of reference and emphasis. A point was awarded for each reference to a theme, code or construct. The word tally is represented in the Table 11. The researcher computed percentages for all items with the exception of items # 9 and 14. They were compared to each other. Item # 9 was 1% and #14 was 99%. These were put in a category of their own due to their property of being extreme outliers on the data.

Table 11.

Transformation of document review findings (qualitative) into quantitative data.

Document Review Results aligned to Item Scale.

Documents

Questions:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	To tal	%
1. How many	5	10	5	7	96	93	42	31	8	19	46	17	44	54	47	59.

refere nces are made to divers ity in the existi ng cours ewor k provi ded by the Teach er Educ ation Progr am?																	7	4
2.Ho w many refere nces are made to multi cultur alism in the existi ng cours ewor k provi ded by the Teach	2	1	1	1	0	4	4	0	0	0	0	0	0	18	31	3.8		

er Educ ation Progr am?																
3.How w many refere nces are made to cultur ally respo nsive pedag ogy in the existi ng cours ewor k provi ded by the Teach er Educ ation Progr am?	1 6	1 2	0	0	0	1 0	0	4	0	3	21	0	0	53	11 9	14. 8
4.How w many refere nces are made	0	0	0	0	1	1	0	0	0	0	7	0	0	11	20	2.5

to global issues, conditions, or development in the existing coursework provided by the Teacher Education Program?																
5. How many references are made to different countries and cultures of people in	16	12	0	0	0	10	0	4	0	3	21	0	0	53	119	148

the existing coursework provided by the Teacher Education Program?																
6. How many references are made that teach global connections, the impact of globalization on local communities or the interconnectedness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0

between the local and the globe in the existing coursework provided by the Teacher Education Program?																
7. How many references are made that deal with the power conflict or discrimination of different countries,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0

people and cultures in the existing course work provided by the Teacher Education Program?																
8. How many areas of the course program, structure, objectives and requirements incorporate global issues?	0	0	0	0	1	1	0	0	0	0	7	0	0	11	20	2.5

9.How often are non-American authors cited or referred to in the syllabus?	2	2	1	0	0	0	0	1	0	0	0	0	0	5	11	1.0
10.How often do students explore stimulating project and topics from around the world?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
11.How often does the progr	16	0	0	0	0	0	0	0	0	0	0	0	0	0	16	2.0

am expec ts stude nt to resear ch to under stand and prese nt globa l issues from differ ent persp ective s, inclu ding perso nal, local, natio nal and globa l, as well as cross- cultur al persp ective s.																
12.Does the progr am	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0

offer students the opportunity to explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues?																
13. How often do students develop a line of reasoning to support a	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.1

view, decision or course of action through the communication of an argument either complimentary or contrary?																
14. How often are American authors cited or referred to in the syllabus?	36	18	43	9	278	33	59	20	106	26	128	67	52	230	1105	99

Further analysis was conducted on results from the document review. Data from Table 11 was rearranged to depict the percentages per construct in Table 12. The system used included:

Diversity: Questions 1, 5, 7 and 9

Multiculturalism: Questions 2, 5 and 7

Culturally Responsive Pedagogy: Questions 3, 5, 7 and 11

Global Perspectives/Global education: Questions 4, 6, 8, 10, 11, 12, and 13

Table 12.

Document review: Domain aligned to percentages.

Questions: %

Domain	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Diversity	59.4				14.8		0.0		1.0					75.2
Multiculturalism		3.8			14.8		0.0							18.6
Culturally Responsive Pedagogy			14.8		14.8		0.0				2.0			31.6
Global Education/Global Perspectives				2.5		0.0		2.5		0.0	2.0	0.0	0.1	7.1

ve														
----	--	--	--	--	--	--	--	--	--	--	--	--	--	--

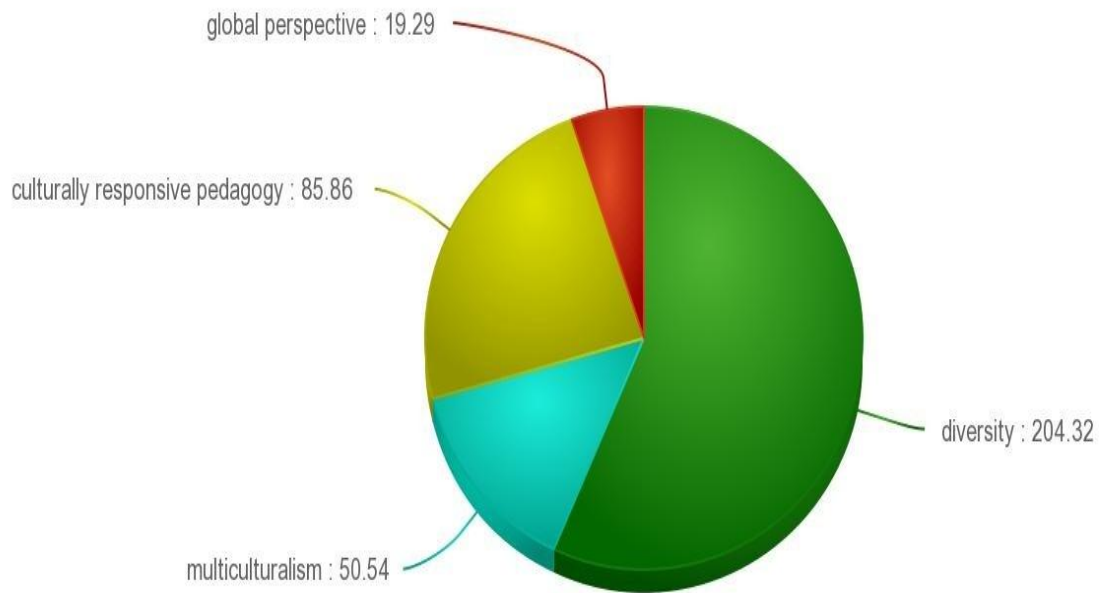
Summary of Research Findings for Question Four: How the documents support the perspective?

The results showed evidence that the most emphasis was on diversity with a 75.2 rating degree of emphasis, followed by culturally responsive pedagogy with a 31.6 rating degree of emphasis, Multiculturalism is 18.6 rating emphasis and the least is global perspective or education with a 7.1 rating degree of emphasis. This finding is consistent with Zeichner,(2010, p.3) which states that although, it would be difficult to find a college or university anywhere in U.S. today that is not making substantial effort to internationalize or globalize in some way, it is clear that this has not been as widely undertaken in teacher education as in higher education generally.

This perception informs the conclusion that the documents support the perception of the students: In summary, the student perception is that the program emphasis diversity and culturally responsive pedagogy but not as much emphasis on multiculturalism and global perspective/ education, Good: Mean score greater than 3, Fair: Mean score in the range of 2 to 3, Poor: Mean score less than 2.

Graph 5.

This pie chart shows the extent of emphasis of the constructs in the document review for the program. Diversity has the highest emphasis and global perspective has the least.



Conclusion: Integrating the Data.

Results from the qualitative and quantitative data, from the cognitive interviews, surveys and document reviews are triangulated. The findings support the call from Curriculum Corporation 2008. Teachers in the 21st century must increase their knowledge of the world in general and sharpen their ability to tailor the curriculum to students’ needs through a culturally responsive curriculum, which is infused with a global perspective.

The qualitative strand results indicate that faculty members fairly understand global

perspectives and realises that these aspects of global perspectives: multiculturalism, culturally responsive pedagogy and global perspectives/education are only implemented poorly within the program. The quantitative strand results designate that students perceive global perspectives to be implemented through strong emphasis on diversity, moderate emphasis on culturally responsive pedagogy and a weak emphasis on multiculturalism and global perspectives. The document review however, supports the view point of students: In this program, global perspectives/education is understood and implemented through strong emphasis on diversity, moderate emphasis on culturally responsive pedagogy and a weak emphasis on multiculturalism and a poor emphasis on global perspectives/education. Researcher documented the unusual ascertainment by students of the strong emphasis of diversity in the program while the faculty sustains the view that diversity is a central tenet of the program, no relevant data is given on the emphasis of this construct in the program. The ordinary findings include the admission by all research participants that there is the room for improvement on emphasizing multiculturalism, culturally responsive pedagogy and global perspectives/education. This is evident in the global competence matrix: continuum which was developed based on the triangulation and integration of data from all the strands, evident from aspects of constructs emphasized within the program.

Graph 6 - A column graph showing the integration of data from all strands.

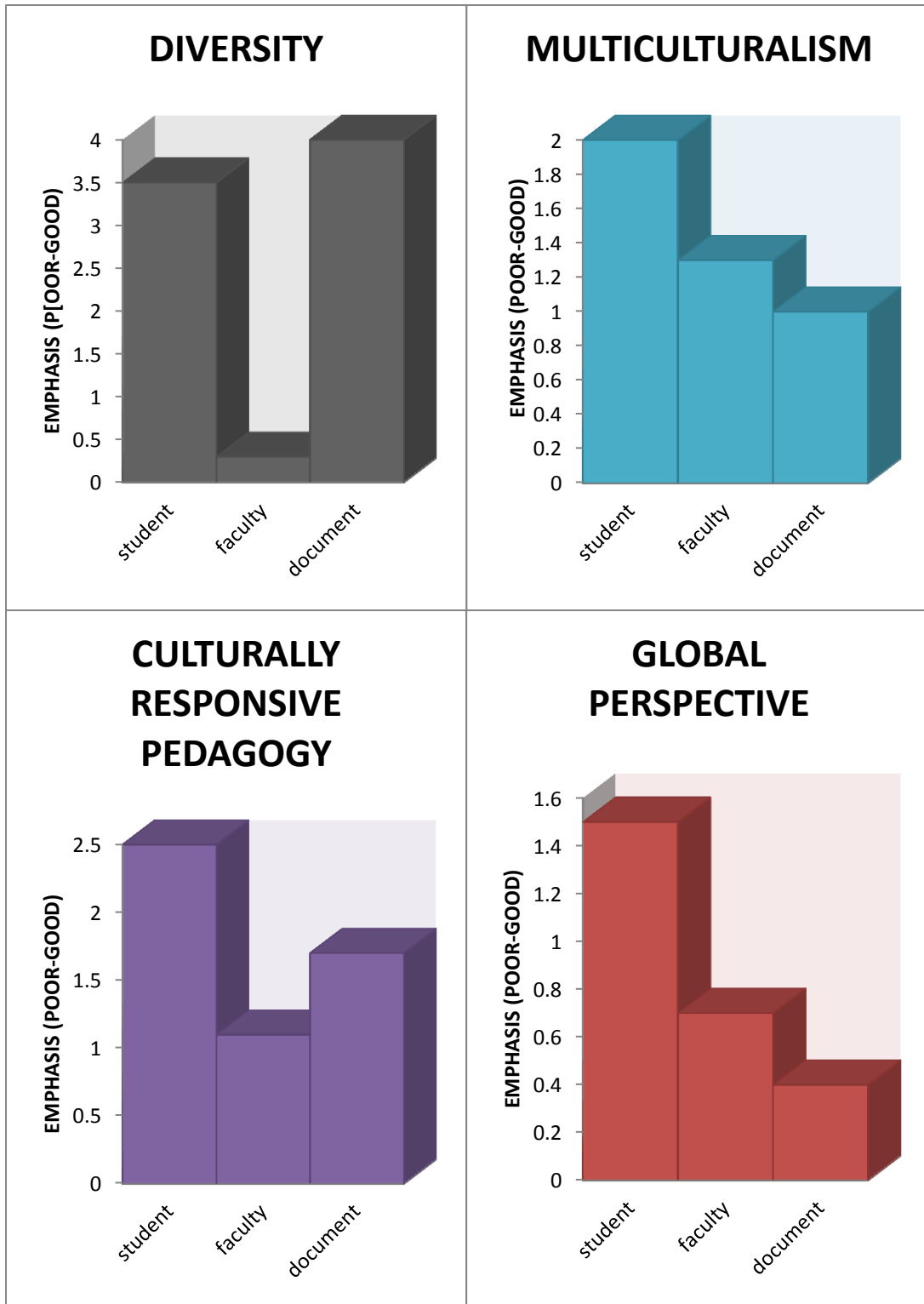


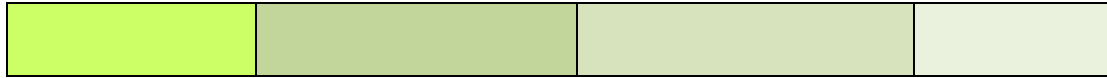
Table 13: Global Competence Matrix Showing the Continuum.

] Increasing Color Intensity Indicative of Increasing Extent of Emphasis of the Construct within the program.

Increasing degree of complexity from diversity towards global perspective

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
Students:	Students:	Students:	Students:
<ul style="list-style-type: none"> Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. 	<ul style="list-style-type: none"> Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. 	<ul style="list-style-type: none"> Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. 	<ul style="list-style-type: none"> Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.

<p>■Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.</p>	<p>■Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.</p>	<p>■Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.</p>	<p>■Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences</p>
<p>■Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions.</p>	<p>■Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.</p>	<p>■Select and use appropriate technology and media to communicate with diverse audiences.</p>	<p>■Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.</p>
<p>■Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.</p>	<p>■Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.</p>	<p>■Reflect on how effective communication affects understanding and collaboration in an interdependent world.</p>	<p>■Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.</p>



The program could be convincingly placed closer to diversity on the continuum. This became evident when data from all strands were triangulated and integrated based on aspects of constructs that were emphasized within the program.

Limitations to Study

Limitations of this study were that only one institution was examined and that it was wished that more research participants had been recruited. For these reasons, the findings of this research could not be generalized to other institutions.

CHAPTER FIVE

FINDINGS, IMPLICATIONS and RECOMMENDATIONS

Introduction

As this inquiry draws to a close, this chapter will summarize and highlight how global perspectives/education is understood and implemented within the teacher preparation program. This study has sought to answer the above overarching question by answering the four sub-questions:

- * How is global education/perspective understood and implemented by the faculty?

- How do students perceive global education/perspective to be implemented in the program?

- * How are the faculty and student's perspective similar and how they are different?

- * How do the documents and artifacts support this?

Data was collected from faculty, students and documents. Data from these strands were analyzed and integrated to answer the research questions.

This chapter is divided into three sections. The first section summarizes and interprets the research findings. The second section presents the implications and applications of the

study, and the third section lists the recommendations for future research. This study has provided the researcher with valuable insights and real-life experiences. While mixed perceptions were perceived from faculty, students and the documents concerning global perspectives and its implementation, one idea was clear; all parties agree it is laudable and should be infused in the curriculum.

Summary and Interpretation of Research Findings. Summary of Findings: How global education / perspective is understood and implemented by the faculty?

On a scale of: 0 – No Relevant Data to 4 – Highest extent of emphasis, interviewee 1 shared fair insight into diversity, multiculturalism, culturally responsive pedagogy and global perspectives with a personal mean average score of 2.8, 3.0, 2.3, 2.5 respectively, and a total average of 2.7. In contrast, interviewee 2 was uncomfortable and repeatedly implied the lack of knowledge and confidence in sharing her perceptions on global perspectives. Interviewee 2 however, displayed a working knowledge of diversity, multiculturalism and culturally responsive pedagogy with a personal mean average score of 2.5, 1.0, 2.3, 1.4 respectively and a total average of 1.8.

Unfortunately, this knowledge base is not intentionally made available to the program. Interviewee 1 recorded a program mean average score of 0, 1.0, 1.0, 0.1, for diversity, multiculturalism, culturally responsive pedagogy and global perspectives respectively and a total average of 0.5. Interviewee 2 registered a program mean average score of 0.5, 2.5, 1.3, 1.4, for diversity, multiculturalism, culturally responsive pedagogy and global perspectives respectively and a total average of 1.4.

Interpretation

The average score of 2.7 indicates that the interviewee 1 possesses a good aptitude and an acceptable perception of global perspective. This interviewee displays a capability to infuse global perspective into the program curriculum. Unfortunately, this knowledge base is not intentionally made available to the program because the program average mean score is 0.5.

On the other hand, interviewee 2 average score of 1.8 means that this interviewee possesses a fair aptitude and capability to infuse global perspectives into the program curriculum. With an average program mean score of 1.4, it could be deduced that there is very limited evidence that interviewee 2 does integrate the global perspectives into the program curriculum. There is some discussion on diversity, multiculturalism, culturally responsive pedagogy and global perspectives not real action towards their implementation. This is evident in the global competence matrix: continuum which was developed based on the triangulation and integration of data from all the strands, and from aspects of constructs emphasized within the program (Refer to Table 13).

Because Alfaro (2008), emphasized the importance of teachers' content knowledge and argues that, for teachers to become "global teachers" there is the need for them to develop the knowledge and the skills of inter-cultural sensitivity of themselves and their students in order to adapt to conditions in their schools and classrooms to teach with a global perspective. Lo (2006) also found that, "Teachers often lacked the knowledge and skill required in connecting global with the local and the lived

experiences of the students...” (p.291), the need to integrate global perspectives into a teachers’ knowledge base is therefore very crucial since teachers cannot teach what they do not know neither teach who they do not know. (Gay, G.2010).

Interviewee 1 retains a good knowledge, skill, passion and lived experiences to teach with a global perspectives and so that leaves the researcher wondering why the program average mean score is only 0.5 as against a personal average mean score of 2.7. On the contrary interviewee 2, with a fair personal average mean score of 1.8 skill set to infuse global perspective into the curriculum, scores a program average mean score of 1.4.

These outcomes lead the researcher to wonder what will be the impetus for the faculty members to implement global perspective/education in the program. Zeichner, 2010, (p.3) avers that

“Although, it would be difficult to find a college or university anywhere in U.S. today that is not making substantial effort to internationalize or globalize in some way, it is clear that this has not been as widely undertaken in teacher education as in higher education generally”.

Summary of Findings: How the students perceive global education / perspective to be implemented in the program?

The student survey results indicates the evidence that the program emphasis diversity and culturally responsive pedagogy to a good extent but not as much emphasis on multiculturalism and global perspective/education.

Pearson correlation value of 0.709 shows a strong statistically significant correlation between diversity and multiculturalism, a moderate statistically significant

correlation between diversity and culturally responsive pedagogy 0.533, and diversity and global perspective/education 0.550.

Pearson correlation value of 0.486 indicates a weak statistically significant correlation but multiculturalism and culturally responsive pedagogy.

Pearson correlation value of 0.344 between multiculturalism and global perspective and 0.138 global perspectives and culturally responsive pedagogy both indicates statistically insignificant correlations.

Good: Mean score greater than 3, Fair: Mean score in the range of 2 to 3, Poor: Mean score less than 2. Student responded that these aspects of:

- In summary, the student perception is that the program emphasis diversity and culturally responsive pedagogy but not as much emphasis on multiculturalism and global perspective/ education.
- Diversity: (1, 4, 5, 7, 9, 10, 11), Multiculturalism: (1), Culturally Responsive Pedagogy: (1, 2, 3, 5, 6, 7, 8) are emphasized to a good extent within the program.
- Diversity: (2, 3, 6, 8), Multiculturalism: (2, 3, 4, 5, 6, 7, 8), Culturally Responsive Pedagogy: (4), Global Perspectives: (1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 17, 18, 19, 22, 24, 26, 27) are emphasized fairly within the program.
- Global Perspectives: (8, 10, 15, 20, 21, 23, 25) are poorly emphasized within the program.

In summary, factor analysis depicts that diversity contributes mostly with total of 2.426 and a percentage variance of 60,651 to the concept being measured, followed by multiculturalism, and then culturally responsive pedagogy and global perspectives contributes the least with a total of 0.230 and a percentage variance of 5.749.

Interpretation

While items in the diversity domain correlate strongly with items in multiculturalism and slightly to items in culturally responsive pedagogy domain and global perspective domain, items in multiculturalism domain also correlates to some extent with culturally responsive pedagogy. This is evidence to the concept captured in the “process framework”. That global perspective is an evolving phenomenon. The first level is diversity and the highest level is global perspectives.

Nieto (2009) in *Diversity Education: Lessons for a Just World*, discussed the overlap between the above mentioned concepts. She contended that multicultural education, intercultural education, nonracial education, antiracist education, culturally responsive pedagogy, ethnic studies, peace studies, global education, social justice education, bilingual education, mother tongue education, integration, these and more are the terms used to describe different aspects of diversity education around the world.

Culturally responsive pedagogy on the contrary, has the least correlation value. Actually in statistical terms it is said to be insignificantly correlated to global perspectives.

It can be deduced that when a program implements the tenets of diversity, the program will be implementing aspects of multiculturalism, global perspectives and of necessity be employing culturally responsive pedagogy for effective teaching. Again, a

teacher education program that upholds global perspectives should have diversity, multiculturalism and culturally responsive pedagogy as its pillars.

A close examination of the descriptive statistics show that most of the items that contributed to the “good” range with a mean score of greater than 3 were items from the diversity and culturally responsive pedagogy domain. Nonetheless, the items in the “poor” range with a mean score of less than 2 were highly populated by items from global perspective /education domain. The researcher speculates that students may value diversity in the slightest form because the student population is highly homogenous. The slightest signs of diversity become emphasized and could have been blown out of proportion.

This aligns with the results of the factor analysis that the domains or constructs predominate in the study are two domains. These are likely to be diversity and culturally responsive pedagogy. Unfortunately, not much can be said about this deduction because of the small number of research participants. However, this advises the recommendation for the study to be conducted again with a larger sample and supports the student perception, that the program emphasis diversity and culturally responsive pedagogy but not as much emphasis on multiculturalism and global perspective/ education.

Summary of Findings: How are the faculty and student’s perspective similar and how are they different?

It should be noted that both faculty and students agree that there is a varying degree of emphasis from good to poor in terms of diversity, multiculturalism, culturally

responsive pedagogy and global perspectives but generally, much more is expected and much more could be done.

While the students insist that diversity is emphasized to a good extent in the program, faculty does not share this view.

They both however, agree that multiculturalism, culturally responsive pedagogy is only emphasized to a low extent and global perspective is the least emphasized in the program.

Interpretation

The numerous references to diversity in the program document are regarded by students as the implementation of diversity in the program. This is because these syllabi and rubrics are handed over to students and they have to read, understand and comply. Villegas and Lucas, (2002) was quoted by Zeichner (2011), that teacher preparation programs could:

Help teacher candidates and teachers develop what has been called perspective or socio-cultural consciousness, where one learns that their ways of thinking, behaving and being deeply influenced by their social and cultural location- race, ethnicity, gender, social class, language, nationality and so on and that others often have views of the world that are often significantly different from one's own, and to develop greater humility about their own point of view (p. 17).

The faculty on the other hand recognizes that it takes more than a reference in a document and a discussion on diversity to qualify as its implement. The faculty maintains that this is absent and so diversity is not implemented in the program to a good extent. It can be deduced that the program policy makers have stated such expectations in the

policy paper but unfortunately, that is where it ends, there is no follow through after they are mentioned in the syllabi, rubrics and other program documents.

Summary of Findings: How do the documents support this perspective?

The results showed that the most emphasis (references) was on diversity with a 75.2% degree of emphasis, followed by culturally responsive pedagogy with a 31.6% degree of emphasis, Multiculturalism is 18.6% emphasis and the least is global perspective or education with a 7.1% degree of emphasis.

Embedding a global education into pre-service teacher educational program requires a systemic integration of the items numerated in the constructs: diversity, multiculturalism, culturally responsive pedagogy and global perspectives (Refer to Appendices A, B and C) into syllabi, student learning outcomes, learning activities and materials and resources, not excluding the organizational values, beliefs, vision and mission. Pike & Selby (1999, p.17) affirms that “Infusion entails impregnating existing curriculum subjects, areas or topics with relevant global education knowledge, skills and attitudes, without intentionally or radically changing the structure or organization of the curriculum”

Interpretation

In 2011, *the Colorado Academic Standards, High School Social Studies*, revised the model content standards, it requires teachers to teach with a global perspective and to guide students in making global connections in an interdependent world. It is not enough to make references to diversity, multiculturalism, culturally responsive pedagogy and global perspectives/education. There is the need for commitment and execution with

fidelity. *The Interstate Teacher Assessment and Support Consortium (INTASC)* and the *Council of Chief States School Officers (CCSSO)* in 2011 and again in 2013, states in standard #5 that,

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving skills related to authentic local and global issues. (p.8).

Gap Analysis

As recommended by *The Asia Society* (2011), the way forward is to:

- Prepare globally competent graduates who will be equipped with strategies to teach with a global perspective.
- Retool teacher preparation programs to integrate globally significant learning expectations.
- Encourage scholarly exchanges, research, seminars, workshops, conferences and program evaluation to deepen understanding of the demands and opportunities of global competence education.
- Prioritize the development of global competence as part of the mission and institutional practice of higher education to ensure that learning how to investigate, communicate, and act within a global economy and interdependent world becomes an essential element of what it means to be a well-educated person in the 21st century.

These also were suggested as approaches to education which seeks to enable young people to participate in shaping a better shared future for the world through:

- Emphasizing the unity and interdependence of the human society
- Developing a sense of self and appreciation of cultural diversity
- Affirming social justice and human rights, peace building and actions for sustainable future
- Emphasizing developing relationships with our global neighbors
- Promoting open-mindedness and a predisposition to take action for change (Curriculum Corporation 2008, p.2).

Currently, the program has skilled faculty who can integrate and infuse global perspectives/education into the program curriculum. What is needed is motivation for implementation. Students retain an expectation for global perspectives/education. They are ready and highly interested. The program documents have references to all the constructs on the global competence continuum at varying degrees but there is no evidence of their execution to any appreciable extent. Alger (1974) argued that people have to be helped to “see the ways in which people are involved in these international links and the impact of this involvement on their lives” (p.73). Therefore, there is the need for help in this area, even though; there is evidence that indicate some focus on cultural competence. Interviewee 2 stated that “Well we have some pretty specific and well-defined competencies in terms of what we think makes for a culturally competent teacher. Um, because I know that the things that I say are, just because of my position as an instructor, they are influential and so I think your personal opinion comes in a lot. Um, but we try to focus the classes and the assignments around a specific competency so we have several that are linked to multiple perspectives and understanding, encouraging student voice and choice. I don’t know. Probably six or seven that are pretty specific to cultural competencies so we base our assignment around those”.

Zhao (2010) stipulates a system that could be adopted to transform and globalize a teacher education program:

- Policy Advocacy: “The current education policies and priorities are major obstacles to preparing globally competent student and teachers. Thus, the first element of a comprehensive plan for global education is to advocate for policy

changes. For the sake of our children, we need to emphasize the importance of global education at the national, state and local levels” (p. 428).

- Cultural Reorientation: “The second thing the teacher education profession should do is to shift its thinking from serving the local community to the global. We need this shift to create a culture that immerses future teachers in educational experiences that expand their horizons, change their perspectives, and cultivate a positive disposition toward the world” (p. 428).
- Articulating Expectations: The third element of the plan should be a set of explicit and well-articulated expectations for all teacher candidates to become globally competent. Such expectations can serve as a guiding framework for a coherent and systematic experience we can offer future teachers. More importantly, they can serve as goals for future teachers (p. 429)
- Program Realignment: “There is another level of program realignment: the preparation of specialized educators for global education. Teacher education programs should expand their scope of preparation. Foreign languages teachers, especially those in less commonly taught languages, are in demand. There are other areas that will see a rise in demand as well. For example, a growing number of schools have begun to offer international education programs in the forms of student exchange, online international conferences and collaborations, study abroad programs, and courses focusing on global issues. It is foreseeable that many schools will create positions for those with expertise and preparation in this area. Coordination and teaching in these programs require specialized training, which is currently unavailable. Thus, teacher education institutions should anticipate even proactively create the need and begin developing such programs” (p. 429).

Faculty could then be more disposed to infuse the items discussed under the constructs: diversity, multiculturalism, culturally responsive pedagogy and global perspectives/education with fidelity in their curriculum. Students should rise to this expectation and demand that their teacher training program is integrated with global perspectives/education. Program document must appropriately document the infusion of global perspectives/education, providing the needed motivation, enactment of policies and training.

Zhao (2010) makes reference to the study of McMurrer (2007, 2008) in which he avers that, to change this culture is not going to be easy. Any cultural change takes determination, time, and effort to counteract any opposition that may arise and so change agents must be patient with the new system. When these changes are implemented, faculty will share with confidence and conviction their personal and program perceptions on global perspective/education and be able to implement with fidelity and success. Student will be able to accurately recognize global perspective / education in the program. They will be equipped to go out and actually globalize the K-12 curriculum. Faculty and students in planning their lessons will contemplate incorporating those topics that has both local and global significance. Learners will be expected to push their thinking and reasoning in these areas. All learning activities will inculcate performances of global competence, the indicators of learning will be expected to exhibit global competence outcomes and the assessment will show evidence of global competence assessment. Leadership will also have this expectation of globalizing the teaching and learning process in their schools.

Figure 5: A Framework for Teaching for Global Competence.



EdSteps Framework (2011, p.55)

This International Certificate of Education program, (ICE) has listed in its Global Perspectives 0457, 2013, the core competencies for global education to include the following aims for learners or pre-service teachers:

- Independent and empowered to take their place in an ever-changing, information-heavy, interconnected world.
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions.
- Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries.

- Can communicate sensitively with people from a variety of backgrounds.
- Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator.
- Consider important issues from personal, local/national and global perspectives and who understand the links between them.
- Critically assess the information available to them and make judgments.
- Can support judgments with lines of reasoning.
- Have a sense of their own active place in the world.
- Can empathize with the needs and rights of others.

Implications and Application for Program, Faculty and Students.

Global perspective is “an understanding of the interdependence of nations and peoples, the political, economic, ecological, social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events, issues and quotes” (NCATE, 2006, p.56).

Global education cultivates respectful and ethical minds in our students (Gardner, 2005). “For example, many of our students have limited understanding of the world, our global role, and place insignificance on basic skills that might otherwise enhance their knowledge” (UCEA review, 2008, p. 15). It is however, believed that global educational leadership can provide effective leadership and relevant action-oriented learning experiences that require commitment at the individual and collective levels to everyday local and global living.

As mentioned earlier, a critical issue for teachers and teacher educators is how to prepare the youth with the global knowledge and skills necessary to become effective

world citizens. Global education theorists, Edwards & Usher, 2000; Bacon & Kischner, 2002; Banks, 2004; Kao, (2005) all explicated that it is increasingly imperative for pre-service teachers to be equipped to (a) negotiate conflict, (b) comprehend economic interdependence, (c) human rights, social justice issues and concerns, (d) quality of life and planet management, (e) political systems, (f) population, (g) race and ethnicity, (h) the technocratic revolution and sustainable development.

Educational leaders at the program are challenged to develop a global dimension of education by integrating diversity, multiculturalism, culturally responsive pedagogy and global perspectives that can respond to the realities of the student expectations and be reflected in the program implementation and evident in the documents. Educators have to keep in mind that “the ultimate measure of success in developing global education programs will be the extent to which students experience a curriculum designed to equip them for the twenty-first century” (Kniep, 1987, p. 173).

No matter how important global education is, teachers cannot teach what they do not know. It is critical that we examine teacher education programs and attempt to understand perspectives of pre-service teachers, university faculty and educational leaders in regard to the implementation of global perspectives/education in the teacher education program. These core values are then made central to the educational vision and mission of the learning community. *The National Association for Multicultural Education, (2003).*

A program will need a planned sequence of courses and experiences to infuse global perspectives/education. These courses and experiences sometimes could lead to a recommendation for the state license to work in schools (NCATE, 2006, p.53). Such a

policy could be enacted to ensure that the program is really preparing 21st century educators.

Correlation is used to quantify how one variable affects another. The results of Pearson correlation indicate that any changes in the extent of emphasis of diversity in the program will have an equal change in the extent of emphasis in multiculturalism. But culturally responsive pedagogy and global perspectives will only change slightly. If the program intends to implement global perspectives, it can't be done through increased emphasis on multiculturalism or culturally responsive pedagogy as well because for now they are insignificantly correlated. Nonetheless an increase in the extent of emphasis on diversity will lead to some appreciable, though not an equivalent increase on the extent of emphasis on global perspectives. However, an increase in the extent of emphasis on global perspectives can be preferably achieved through the implementation of the items concepts under the global perspectives construct.

Secondly, because Pearson correlation values can also be used to extract second order statistics from any random signal, it can be computed from time to time to determine the changes taking place within the program during the implementation of global perspectives.

Also, because correlation is used to appreciate the stationarity of a random signal, the various constructs can be investigated at any point in time to determine the evidence of their presence within the program.

Furthermore, because correlation is applicable whenever you are interested in finding statistical relationships between quantitative variables and later predict one of them from

another, the program evaluators can use the correlation values to inform future decisions and recommendations.

Finally, one other goal of a correlation analysis is to see whether two measured variables co vary and to quantify the strength of the relationship between the variables. This is what was done in this study. It can be repeated with larger sample sizes and in other programs to verify findings, track progress, and inform decisions.

The possible implication from the results of this study is that because diversity is highly correlated to multiculturalism, diversity contributes the most effect on the measurement of global perspectives in the program; it means that diversity and multiculturalism may measure some percentage of global perspectives. Unfortunately, culturally responsive pedagogy measures even less. This indication supports literature and the Process framework. On the global perspectives matrix, diversity is the first level. The concepts develop through multiculturalism, which requires culturally responsive pedagogy and evolves into global perspectives.

Faculty could use this evidence to inform decisions on the implementation of global perspectives in the program. And students could use this evidence to indicate the program expectations of them as well as how to apply correlation values in their future classrooms.

For example, if students are taking a Social Studies and World History test, we could use correlation to determine whether students who are good in Social Studies will tend to

be good at World History as well? This will indicate where emphasis should be laid and how curriculum delivery should be implemented.

With reference to the conceptual framework model (figure 1), policy makers, stakeholder, faculty and students will accept that their personal individual mental model does affect their environment and impacts their decisions. If they uphold a global perspective, this perception will affect their peers and family. Their peers and families having been impacted by this perception will in turn influence their individual communities. The ripple effect continues. Globalized communities will impact their local environment. These globalized local communities will be made up of global citizens. Interviewee 2 said “I mean I think everybody brings their perspective into everything they do so when you think about issues of educational significance I think about my own education I think about my own family I think about my own career as a teacher. I think about the families I work with and all those changed my perspective as a teacher educator”.

In 2003, The Asia Society’s International Studies Schools Network (ISSN) developed a comprehensive school design matrix to serve as the blueprint for the founding schools that globalized the curriculum and graduated global citizens. The design matrix includes five key domains:

- Vision, mission, and school culture: the expectations, attitudes, traditions, and values that promote global competence within the school.
- Curriculum, instruction, and assessment: the systems that guide the creation of an internationally focused, problem-based curriculum and the related instructional

strategies and assessments necessary to deliver the curriculum effectively. World languages are especially important component of globally focused schools in educating for global competence and preparing the youth to engage the world.

- Relationships organized for global learning: the structures that enhance student engagement and connection between adults and students in the school and to its globally focused mission.
- Professional learning communities: professional development specifically focused on international content in varied locations and cultural contexts.
- Family and community partnerships: the ways in which a school can initiate and maintain relationships with families as well as with a range of business, university, and community organizations to support its learning mission. EdSteps (2011, p. 78).

Figure 4: The Link between Personal Experiences and the Global Impact.



Brooks and Normore (2010, p.60)

At the end of this study, the researcher recognizes the outcry from students to become global citizens. This desperate cry is so loud and heart wrenching that students are picking up the signs of global perspectives and developing a mental model on the actual perception. The honor thus lies with the policy makers and stakeholders to actualize operationalize and institutionalize the implementation of global education/perspectives within the program. Students are discreetly but persistently requesting for the opportunity to academically explore the world outside the U.S., an opportunity to meet and appreciate scholarly work from respectable and reputable individuals from the world outside the US, the opportunity to investigate and appreciate

issues of global significance, an opportunity to impact, succeed and leave their mark in this global village, to use interdisciplinary skills and knowledge in novel situations, identify and examine local and regional significance of issues, generate questions with global significance, explain the links between local and global issues, use a variety of domestic and global languages, media and a variety of domestic and international sources of information to weigh, analyze and integrate the relevance of global issues. This conclusion is consistent with Bandura (1963, 1977 and 1995) self- efficacy theory.

Also, the synthesis of evidence of links between local and global issues, identification of opportunities to personally address situations for improvement locally, personal and collaborative, ethical and creative contributions that impact local actions taken for improvement, Reflection on capacity to advocate and contribute, towards improvement locally and regionally, are fairly emphasized. These others are poorly emphasized within the program: use of a variety of international languages, media to weigh and analyze the relevance of global significance, create opportunities for collaborative actions to improve conditions globally, collaborate ethically, creatively to assess the impact of global actions taken, reflect on capacity to advocate and contribute for improvement globally. An opportunity to be exposed to another world language, to reason and understand develops arguments through the lens of another world culture. In relationship to the conceptual framework (see figure.1), this is a situation that demands immediate action. The future leaders of this global village are thus owed.

Major Findings, significance and conclusion include:

- Global perspective is not implemented to any appreciable extent in the program.
- The program is at the initial level on the global competence continuum because there is evidence indicating the reference to diversity, some aspects of multiculturalism, the implementation of culturally responsive pedagogy but very limited evidence to the reference and implementation of global perspectives.
- Faculty members possess the knowledge and skills to initiate the integration of issues of global significance and concerns into the curriculum.
- Faculty members are willing and interested in teaching with a global perspective.
- Students are very eager to explore their global perceptions so much so that a reference to global education /perspective is regarded as its implementation.
- Students deserve to be exposed to the world of potential outside the US, to develop their learning, global reasoning and sensibilities, and global capabilities through the infusion of issues and concerns of global significance.
- The program document accordingly makes references to diversity, multiculturalism, culturally responsive pedagogy and global perspectives but makes no demands to the enactment of policies that will ensure its implementation within the program.
- The time to institutionalize, operationalize, monitor and evaluate the implementation of global perspective /education is now.
- UCEA Review, (2008), Zhao, (2010), and Curriculum Corporation, (2008, p.2), all call for Policy makers role in transitioning into global education.

- Brooks and Normore, (2010, p.60) demonstrates the benefits when the community's role in implementing global education is instituted.
- IIE, (2014) illustrated the students need and role in executing global education.
- Alfaro, (2008), Tuomi, (2004) and many more have advocated for the educator's role in global education implementation.
- Brooks and Normore, (2010) and the Asia Society, (2011) have set up the criteria for training global educational leaders.

Application: Sample Lesson Plan with a Global Perspective.

Teaching with a Global Perspectives

- What Topics Matter? Topics of local and global significance.

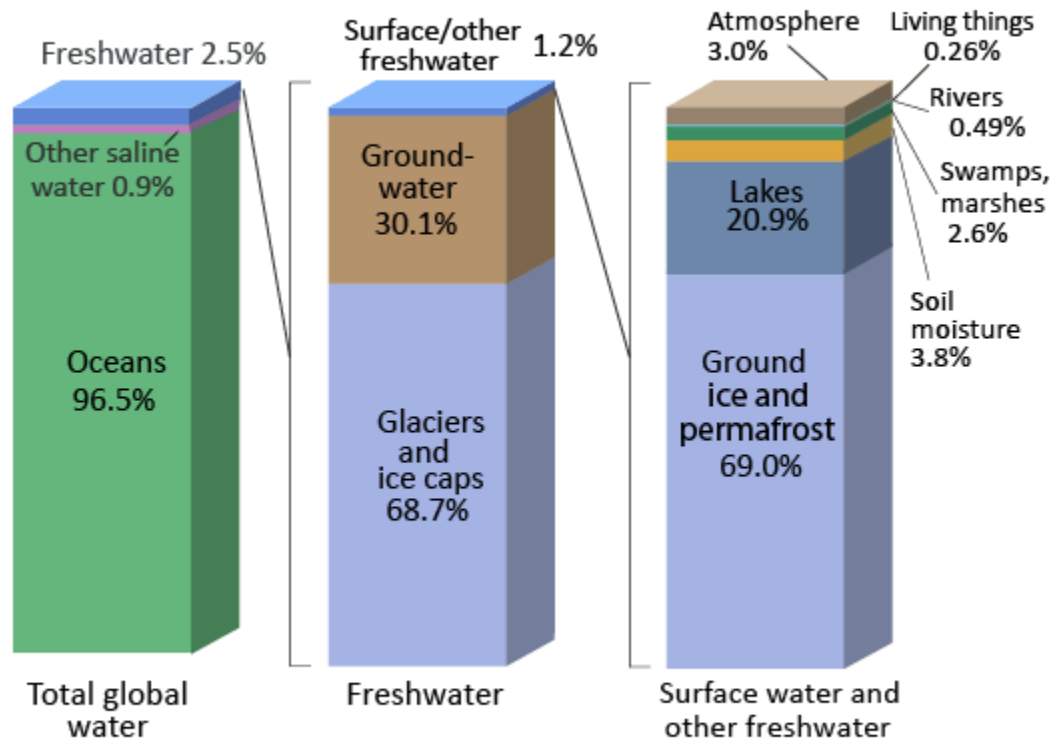
Teacher should emphasize clearly the linkages and articulate vividly the local and global interdependence and interconnections in the introduction of the topic.

Through the delivery of this topic, students should have the opportunity to investigate the world, recognize own and different perspectives, communicate ideas and findings and finally to take action to improve the situation.

Example: Water as Natural Resources, a topic in High School Earth Science curriculum. This topic has local and global significance. All humanity and actually all living things need water for survival. It's also a universal solvent meaning, it's required in numerous reactions. About 71 percent of the Earth's surface is covered with water, and the oceans hold about 96.5 percent of all Earth's water. Water also exists in the air as water vapor, in rivers and lakes, in icecaps and glaciers, in the ground as soil moisture and in aquifers, and even in

our bodies and those of our pets. Published by United States Geological Survey on August 7th, 2015.

Where is Earth's Water?



Source: Igor Shiklomanov's chapter "World fresh water resources" in Peter H. Gleick (editor), 1993, *Water in Crisis: A Guide to the World's Fresh Water Resources*.
NOTE: Numbers are rounded, so percent summations may not add to 100.

- Performances of global competence: How will students learn?

Through this topic, student should have the opportunity to investigate their world, recognize own and others perspectives.

Example: Small group projects: In pairs or small groups, assign students to countries or cities in the seven continents. Task will be to research the levels of the earth's water in these places. Identify the areas of abundance or/and shortage of water and how water is being used as a resource.

- Global Competence Outcomes: What will be the take away or learning for the student?

Students should be able to communicate their ideas effectively and sensitively to diverse audiences.

Example: Presentation of findings to diverse panel members from the community.

Presentation must be student-led and student-centered; it must capture relevant local and global connections and significance. At the continental level, America has the largest share of the world's total freshwater resources with 45 percent, followed by Asia with 28 percent, Europe with 15.5 percent and Africa with 9 percent. (Natural Resources Management and Environment Department, 2013). Nonetheless, California just as the Middle East countries is experiencing a dramatic water shortage.

- Global Competence Assessment: How effectively and sensitively did the student and/or group communicate their own ideas and other perspectives to the diverse audience using variety of media and technology? How well did student translate their ideas into appropriate actions to improve conditions?

Example: Use of multiple presentation methods; demonstrate collaboration, team work and mastery of content. Powerful articulation of the local and global significance of findings and recommendations.

Students should exit this topic with reasons and strategies to use water wisely and economically. This makes learning meaningful and most useful.

Recommendation for Future Research

- Large sample: The results of the factor analysis indicate the need for the study to be repeated with a larger sample size.
- Multi-case study: When this study is repeated at several other teacher preparation programs, the results of this study could be verified for possible generalization.

In conclusion, my message is focused on several main points:

- The focus should be on what educators and the educator preparation program is doing to globalize the curriculum and why.
- The educator preparation program should critically examine and be open to discuss their rationale for globalization.
- It is most pivotal to have a well-defined vision and mission and an action plan that clearly streamlines roles and expectations with time lines that guide all the teaching and learning activities.
- The global program policy framework should be aligned to performance evaluation, professional development, and exploration of global cultures and systems for program participants.
- A presentation to policy makers on the appreciation for global perspectives with emphasis on the mention of these objectives in policy papers but the lack of its implementation.
- When programs diversify its' faculty and students body, the human resource is primarily exposed to the diverse cultures that comes along with diversity and systems are made to recognize and appreciate the richness of difference.

- Faculty or Teacher exchange programs could be instituted for similar reasons just as student exchange programs but in addition, the program should not end with the exposure but continue with the effective and sensitive communication of learnings of global significance and the transformations of habits and attitudes into appropriate actions that will generate improvement of global perceptions.
- Student exchange programs must not just be about foreign exposure but the exploration of student's global perceptions and the nurturing of global perspectives.
- Faculty Teach Abroad: Faculty from specific content areas can be switched with foreign faculty in those specific content areas. Faculty will live in this foreign culture and work environment with an opportunity to engage in global education.
- A taught global education class that focuses on globalizing the curriculum will equip teachers with the strategies and the disposition to globalize the curriculum. Educators can more easily identify local and global linkages within the curriculum.
- After the global education class, students could be required to submit term papers on teaching a specific content area with a global perspective.
- Professional development training for school leader with focus on Brooks and Normore (2010), 9 criteria for developing global educational leaders will graduate global school leaders.
- Professional development training for teachers in the field with strategies to globalizing the curriculum.

- Workshops and seminars for groups of students to nurture global perception, demonstrate global perspectives and expect global significance in the delivery of a curriculum.
- Diversifying the faculty will help to introduce other cultures and world views into the program.
- Faculty and student should be required to attend foreign workshops, seminars and conferences. This will further expose them to other perspectives and an opportunity to explore global perceptions.
- K -12 graduates will be empowered with the conviction of their active place and role in this global village so as to become global citizens who can now or later participate in the global opportunities in the global market place.
- K – 12 graduates will be equipped with analytical, evaluative grasp of global issues, causes, effects and possible solutions and how to take action and communicate effectively.

REFERENCES

- Agbedo, C. U., Krisagbedo, E. C., Eze, O. V. (2012). *Mother Tongue Education as Agency of Decolonisation: Implications for National Development in Nigeria*. Retrieved from <http://www.iiste.org/Journals/images/logo.jpg>
- Alger, C.F., & J.E. Harf. (1984). *Global education: Why? For whom? About what?* Columbus, Ohio: Ohio State University.
- Alger, C. F., & Harf, J. E. (1986). *Global education: Why? For whom? About what?* In R. E. Freeman, (Ed.), *Promising practices in global education: A handbook with case studies (pp. 1-13)*. NY: National Council on Foreign Language and International Studies. See ED 265 107
- Anderson, L. (1990). A rationale for global education. In K. A. Tye, (Ed.), *Global Education from thought to action. The 1991 ASCD Yearbook (pp. 13-34)*. Alexandria, VA: Association for Supervision and Curriculum Development. ED 326 970
- Anderson, C.C. & Landman, J.H. (2003). *Globalization and border crossings*. Chicago, ILL. : American Bar Association, Division for Public Education.
- Becker, J.M. (2002). *Globalizing global education: Ever the twain shall meet* The International Social Studies Forum.
- Bennett, C. I. (1995). *Comprehensive multicultural education*. Boston: Allyn and Bacon.
- Bobko, P. (2001). *Correlation and Regression, Applications for Industrial Organizational Psychology and Management*. Sage Publications.
- Cambridge International Certificate of Education (ICE): Cambridge IGCSE Global Perspectives 0457. Retrieved from www.cie.org.uk/recognition.
www.cie.org.uk/qualifications/academic/middlesec/ice.
- Campanelli, P., Rothgeb, J.M, & Martin, E. (1989). *The role of respondent comprehension and interviewer knowledge in CPS labor force classification. Proceedings of the Section on Survey Methods Research, American Statistical Association*, pp. 425-429.
- Campanelli, P., Martin, E., & Rothgeb, J.M. (1991). *The use of respondent and Interviewer debriefing studies as a way to study response error in survey data. The Statistician*, 40,253-264.
- Campanelli, P. (1997). *Testing survey questions: New directions in cognitive*

interviewing. *Bulletin de Methodologie Sociologique*, 55, 5-17.

- Carino, C., Knierim, K., Bascom, D. (2013, January 31). *Curriculum development course at a glance*. Retrieved from Colorado department of Education (http://www.cde.state.co.us/standardsandinstruction/Curriculum/Samples/SocialStudies/S_HS_Civics_SampleCur.pdf).
- Case, R. (1993, October). *Key elements of a global perspective*. *Social education*, 57(6), 318-325. EJ 476 723.
- ChildCare Education Institute, (2008). *Creating a Multicultural Classroom Environment*. Vol. 3 Issue 12.
- Cochran-Smith, M., & Zeichner, K. M. (Eds). (2005). *Studying Teacher Education: The Report of the AERA panel on Research and Teacher Education*. Mahwah, New Jersey: Lawrence Erlbaum.
- Collins, H. Thomas, Czarra, Frederick R., & Smith, Andrew F. *Guidelines for global and international studies education: Challenges, culture, connections*.
- Council of Chief state School Officers (2009). *EdSteps*. Retrieved from www.edsteps.org
- Cresswell, J.W. & Clark, V.P. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage Publications.
- DeMaio, T. J., & Rothgeb, J. M. (1996). *Cognitive interviewing techniques: In the lab and in the field*. In N. Schwarz and S. Sudman (Eds.), *Answering questions: Methodology for Determining Cognitive and Communicative Processes in Survey Research*, pp. 177-195. San Francisco: Jossey-Bass.
- Dippo, C. (1989). *The use of cognitive laboratory techniques for investigating memory Retrieval errors in retrospective surveys*. *Proceedings of the International Association of Survey. Statisticians*, pp. 323-342. International Statistical Institute.
- Dolby, N. & Rahman, A. (2008). *Research in international education*. *Review of Educational Research*, 78(3), 676-726.
- Easterly, J. (Ed.). (1994). *Promoting global teacher education: Seven reports*. Reston, VA: Association of Teacher Educators. ED 368 704 *Journal of Teacher Education*. (1991, January-February). Issue entitled *Educating for a Global Society*, 42(1).

- Ericsson, K.A., & Simon, H.A. (1980). *Verbal reports as data*. Psychological Review, 87, 215-250.
- Esposito, J., & Hess, J. (1992, May). *The use of interviewer debriefings to identify problematic questions on alternative questionnaires*. Paper presented at the annual meeting of the American Association for Public Opinion Research, St. Petersburg, FL.
- Fleisher, R., *Exploring*, WVU Extension Service publication 4-H-M-2251-83 ES99-012. *Learning and living the global perspective*. Retrieved from <http://www.wvu.edu/~exten/infores/pubs/fypubs/wlg515.pdf>
- Fowler, F. J. (2009). *Survey research methods*. 4th edition. SAGE Publications.
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice: Challenges and Perspectives*. (2nd Ed.). Teachers College Press, New York.
- Garcia, E., Arias, M. B., Murri, N. J. H., & Serna, C. (2010). *Developing Responsive Teachers: A challenge for a Demographic Reality*. *Journal of Teacher Education*, 61, 132-142.
- Gilliom, M. E. (1993, Winter). *Mobilizing teacher educators to support global education In Preservice programs*. *Theory into practice*, 32(1), 40-46. EJ 463 372
- Green, M.F. & Shoenberg, R. (2006). *Where faculty live: Internationalizing the disciplines*. Washington, D.C.: American Council on Education.
- Grumet, M.R. (2010). *The Public Expression of Citizen Teachers*. *Journal of Teacher Education*, 61, 66-76
- Hanvey, R. G. (1975, November). *An attainable global perspective*. New York: Center for War/Peace Studies. Reprinted in W. M. Kniep (Ed.), (1987), *Next steps in global education: A handbook for curriculum development*. New York: The American Forum
- Hsiao-Ching, Y. (2010). *How well are secondary social studies teachers prepared to Teach global education? Pre-service teacher and faculty's perspectives of the implementation of global education in the teacher education programs in Taiwan*. Dissertation: The Ohio State University.
- Institute of International Education (2014). *Open doors*. Retrieved from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students>
- Institute of International Education (2014). *Our global reach*. Retrieved from <http://www.iie.org/Our-Global-Reach>
- Jabine, T.B., Straf, M.L., Tanur, J.M., & Tourangeau, R. (eds.). (1984). *Cognitive aspects*

of survey methodology: Building a bridge between disciplines. Washington, DC: National Academy Press.

Jackson, A. (2012, June 19). Global Learning; The particle theory of global competence. Education Week Blog. Retrieved from http://blogs.edweek.org/edweek/global_learning/2012/06/the_particle_theory_of_global_competence.html

Jianyue, C. (2005). Retrieved from http://en.cnki.com.cn/Journal_en/H-H124-TRIB-2005-05htm

Jobe, J.B., & Mingay, D.J. (1991). *Cognition and survey measurement: History and overview.* Applied Cognitive Psychology, 5, 175-192.

Jobe, J. B., Tourangeau, R., & Smith A. F. (1993). *Contributions of survey research to the understanding of memory.* Applied Cognitive Psychology, 7, 567-584.36.

Kellner, D., *Towards a critical theory of education.* Retrieved from <http://pages.gseis.ucla.edu/faculty/kellner/essays/towardcriticaltheoryofed.pdf>

Kilpatrick, J.E. (2010). *Global Education In Massachusetts: A case study of two High Schools.* Dissertation: Boston University School of Education.

Kniep, W. M. (1986, October). *Defining a global education by its content.* Social education, 50(6), 437-466. EJ 340 612

Lamy, S. L. (1990). *Global education: A conflict of images.* In K. A. Tye, (Ed.), Global education from thought to action. The 1991 ASCD Yearbook (pp. 49-63).

Lessler, J.T., & Rothgeb, J.R. (1999). *Integrating cognitive research into household survey design.*

Lessler, J.T., & Sirken, M.G. (1985). *Laboratory-based research on the cognitive aspects of survey methodology: The goals and methods of the National Center for Health Statistics study.*

Longview Foundation (2008, September). *Teacher preparation for the global age: The imperative for change.* Silver Spring, MD: Author.

Longview Foundation. (2008). *Teacher Preparation for the Global Age: The Imperative for Change.* Retrieved from <http://www.longviewfdn.org/files/44.pdf>

Mansilla, V.B., & Jackson, A. (2011). *Educating for global competence; Preparing our youth to engage the world.* Retrieved from

<http://www.edsteps.org/CCSSO/SampleWorks/EducatingforGlobalCompetence.pdf>

Merryfield, M. M. (1992, Winter). *Preparing social studies teachers for the twenty-first century: Perspectives on program effectiveness from a study of six exemplary teacher education programs on global education*. *Theory and Research in Social Education*, 20(1), 17-46. EJ 450 763

Merryfield, M. M., & Harris, J. (1992, Spring). *Getting started in global education: Essential literature, essential linkages for teacher educators*. *School of Education Review* 4, 56-66. EJ 449 411.

Merryfield, M. M. (1995). *Institutionalizing cross-cultural experiences and international expertise in teacher education: The development and potential of a global education PDS network*. *Journal of Teacher Education*, 46(1), 1-9.

Merryfield, M. M., & Remy, R. C. (1995). *Teaching about international conflict and peace*. Albany: State University of New York Press.

Merryfield, M. (2000). *Why aren't teacher prepared to teach for diversity, equity and global connectedness?* *Teaching and Teacher Education*, 16(4), 429- 443.

Merryfield, M.M., Lo, J.T.Y. & Po, S.C. (2006). *Teaching about the World: two case studies*. *Research in Comparative and International Education*.

Merryfield, M.M., Lo, J.T.Y., Po, S.C. & Kasai, M. (2008). *World mindedness: Taking off the Blinders*. *Journal of Curriculum and Instruction*.

McMurrer, J. (2007). *Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB era*. Washington, DC: Center on Education Policy.

McMurrer, J. (2008). *Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects*. Washington, DC: Center on Education Policy.

National Council for Accreditation of Teacher Education. (1994). *NCATE standards*. Washington, DC: Author

National Governors' Association. (1989). *America in transition: The international frontier*. Washington, DC: Author. ED 316 447

National Association of Secondary School Principals (2011, May 6). *Undocumented students*.

Retrieved from http://www.nassp.org/Content.aspx?topic=Undocumented_Students

- Office of Immigration Statistics (2012). Retrieved from http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2011.pdf
- Oksenberg, L., Cannell, C., and Kalton, G. (1991). *New strategies for pretesting survey Questions*. *Journal of Official Statistics*, 7, 349-365.
- Organization for Economic Co-operation and Development. *Labour markets, human capital and inequality*. Retrieved from <http://www.oecd.org/education/labour/>
- Payne, S.L. (1951). *The art of asking questions*. Princeton, NJ: Princeton University Press.
- Presser, S., & Blair, J. (1994). *Survey pretesting: Do different methods produce different results?*
- Partnership for 21st Century Skills (2014). *Reimagining citizenship for the 21st century. A call to action for policymakers and educators*. Retrieved from <http://www.p21.org/overview>.
- Parker, W. (2008). *International education: What's in a name?* *Phi Delta Kappan*, 196-202.
- Parker, W. & Camicia, S. (2008, March). *The New "International Education" Movement in U.S. Schools: Civic and Capital Intents, Local and Global Affinities*. *Theory and Research in Social Education*, 37(1), 42-74.
- Quezada, R. L. (2010). *Internationalization of teacher education: Creating global competent teachers and teacher educators for the 21st century*. *Teaching Education* 21(1), 1-5.
- Reynolds, C. R., Livingston, R. B. & Willson, V. (2009). *Measurement and Assessment in Education*. 2nd Edition. Pearson Education Inc., NJ.
- Rothenberg, E. L., (2003). *Globalization 101. The three tensions of globalization*. Retrieved from Occasional papers from The American forum for global education. ISSN: 1088-8365 (<http://www.globaled.org>)
- Schechter, S., Blair, J., & Vande Hey, J. (1996). *Conducting cognitive interviews to test Self administered and telephone surveys: Which methods should we use?* *Proceedings of the Section on Survey Research Methods, American Statistical Association*, 10-17.
- Schneider, A.M. (2003). *Internationalizing teacher education: What can be done?* Washington, DC: U.S. Department of Education. Retrieved from ERIC database. (ED480869)

- Schukar, R. (1993, Winter). *Controversy in global education: Lessons for teacher educators*. *Theory Into Practice*, 32(1), 52-57. EJ 463 374.
- Sirken, M., G., Herrmann, M. G., Schechter, S., Schwarz, N., Tanur, J. M., & Tourangeau, R. (1999). *Cognition and survey research*. New York: Wiley.
- Spring, J. (2008). *Research on globalization and education*. *Review of Educational Research*, 78 (2), 330-363.
- Tatto, M.T. (2007) (Ed). *Reforming teaching globally*. Oxford, U.K. Symposium Books.
- Tourangeau, R. (1984). *Cognitive sciences and survey methods*. In T. Jabine, M. Straf, J. Tanur, & R. Tourangeau (Eds.), *Cognitive Aspects of Survey Methodology: Building a Bridge Between Disciplines*, pp. 73-100. Washington, DC: National Academy Press.
- Trochim, W. M. K. (2005). *Research Methods*. Atomic Dog Publishing.
- Tye, B. B., & Tye, K. A. (1992). *Global education. A study of school change*. Albany: State University of New York Press.
- Villegas, A.M. & Lucas, T. (2002). *Preparing culturally responsive teachers: Rethinking the curriculum*. *Journal of Teacher Education*, 53(1), 20-32.
- Wilson, A. H. (1982, Summer). *Cross-cultural experiential learning for teachers*. *Theory Into Practice*, 21(3), 184-192. EJ 269 222
- Willis, G.B., Royston, P., & Bercini, D. (1991). *The use of verbal report methods in the development and testing of survey questionnaires*. *Applied Cognitive Psychology*, 5, 251-267.37.
- Willis, G.B., & Schechter, S. (1997). *Evaluation of Cognitive Interviewing Techniques: Do the Results Generalize to the Field?* *Bulletin de Methodologie Sociologique*, 55, 40-66.
- Willis, G., DeMaio, T., & Harris-Kojetin, B. (1999). *Is the Bandwagon Headed to the Methodological Promised Land? Evaluation of the Validity of Cognitive Interviewing Techniques*.
- Winter, 1993. *Theory In Practice*. Issue entitled Teacher Education in Global Perspectives, 32 (1).
- World Economic Forum (2011). *The global competitiveness report 2011-2012: Country*

profile highlights. Retrieved from
http://www3.weforum.org/docs/WEF_GCR_CountryProfilHighlights_2011-12.pdf

Zeichner, K. & O'Connor, K. (2009, April). *Preparing teachers for critical global education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Zhao, Y. (2010). *Preparing Globally Competent Teachers: A New Imperative for Teacher Education*. *Journal of Teacher education*. SAGE Publications 61(5) 422-431.

Zong, G. (2009). *Global perspectives in Teacher education research and practice*. In T. F. Kirkwood-Tucker (eds.) *Visions in Global Education*. New York, NY: Peter Lang Publishing, Inc.

Zulkifli, W. et al, (2012), Retrieved from *Journal of Applied Sciences Research*, 8(5): 2531- 2542, 2012 ISSN 1819-544X.

Appendix A

SURVEYS

SURVEY FOR FACULTY

Dear Participant,

I am a PhD student of the College of Education, in the department of Educational Leadership and Policy Studies. This study seeks to explore how Global Education is understood and how the integration of Global perspectives is implemented in a teacher preparation program. This instrument has been developed to collect data from consenting research participants to help inform the study. Participants will please take this survey. There are 54 questions that will take no more than 35 minutes of your time to complete. This information will greatly assist the researcher and your voluntary participation is appreciated very much.

In this study, GLOBAL PERSPECTIVE means taking a broader (beyond local, state, and U.S.), and, more critical view to curriculum content, instructional activities, and learning experiences in order to help students gain understanding of and appreciation for the links between one's life and actions, and other people and communities around the world.

GLOBAL SIGNIFICANCE means actions, choices, and influences that transcend national borders.

Understanding for and appreciation of the INTERCONNECTEDNESS of WORLD SYSTEMS is an important aspect of having a GLOBAL PERSPECTIVE and of GLOBAL CITIZENSHIP.

Please consider WORLD SYSTEMS in terms of world history, economics, cultures, politics, ecology and technology.

Global Perspective and Global Education in Teacher Education Programs

I would like to understand your views on incorporating activities intended to foster global perspectives in the Teacher Education Program.

This study seeks to explore the perception of faculty and pre-service P12 teachers about the challenges and opportunities related to integrating global perspectives into the curriculum for teacher preparation.

Please check the response on the right that best matches your experiences and views.

1 – Lowest and 4 – highest

Diversity:

To what extent are these emphasized in your program?	1	2	3	4
1. Acceptance and respect for diversity.				
2. Topics that invite deep engagement through personal synthesis.				
3. Topics that can be investigated in				

discipline-specific and interdisciplinary setting.				
4. Arguments raised in class are based on evidence from multiple perspectives.				
5. Recognition and expression of your own perspective on situations.				
6. Recognition of the influences on that perspective.				
7. Examination of other people's perspectives.				
8. Identification of the influences on those perspectives.				
9. Effective communication with diverse audiences.				
10. The use of appropriate technology to communicate with diverse audiences.				
11. The selection of appropriate media to communicate with diverse audiences.				

Multiculturalism:

To what extent are these emphasized in your	1	2	3	4
---	---	---	---	---

program?				
1. Recognition of other group perspectives on issues.				
2. Identification of the influence of other group perspectives on issues.				
3. Examination of the influence of other groups perspectives.				
4. Assessment of options based on evidence from group perspectives.				
5. Planning actions based on their potential to impact group perspectives.				
6. Options and plan actions are with respect to previous approaches.				
7. Options and plan actions have potential consequences.				
8. An exposure to a second language is an expectation.				

Culturally Responsive Pedagogy (CRP):

To what extent are these emphasized in your program?	1	2	3	4
--	---	---	---	---

1. The learning goals are shared with students and stakeholders.				
2. Performances that engage students' cognitive, social and emotional development.				
3. Cultural interactions influence perspectives on issues.				
4. Developments of cultural interactions affect curriculum delivery.				
5. Knowledge of cultural interactions impacts a culturally responsive pedagogy.				
6. Differential access to knowledge affects quality of life.				
7. Differential access to technology affects quality of life.				
8. Differential access to resources affects quality of life.				

Global Perspectives:

To what extent are these emphasized in your	1	2	3	4
---	---	---	---	---

program?				
1. Using interdisciplinary skills in novel situations.				
2. Using interdisciplinary knowledge in novel situations.				
3. Identification of the local significance of issues.				
4. Examination of regional significance of issues.				
5. Generation of questions with global significance.				
6. Explaining the links between local and global issues.				
7. Using a variety of domestic languages to weigh the relevance of global significance.				
8. Using a variety of international languages to weigh the relevance of global significance.				
9. Using a variety of domestic media to analyze the relevance of global significance.				
10. Using a variety of international media to				

analyze the relevance of global significance.				
11. Using a variety of domestic sources of information to integrate the relevance of global significance.				
12. Using a variety of international sources of information to integrate the relevance of global significance.				
13. The synthesis of evidence of links between local and global issues.				
14. Identification of opportunities to personally address situations for improvement locally.				
15. Create opportunities for collaborative actions to improve conditions globally.				
16. Personal creativity to assess the impact of local actions taken.				
17. Personal ethical contribution to local improvement				
18. Collaborate creativity to assess the impact of global actions taken				
19. Personal ethical to assess the impact of local actions taken.				

20. Collaborate ethical to assess the impact of global actions taken				
21. Collaborative creative contribution to global improvement.				
22. Reflection on capacity to advocate for improvement locally.				
23. Reflection on capacity to advocate for improvement globally.				
24. Reflection on capacity to contribute to improvement locally.				
25. Reflection on capacity to contribute to improvement globally				
26. Reflection on capacity to advocate for improvement regionally.				
27. Reflection on capacity to contribute to improvement regionally.				

Appendix A

SURVEYS

SURVEY FOR STUDENTS

Dear Participant,

I am a PhD student of the College of Education, in the department of Educational Leadership and Policy Studies. This study seeks to explore how Global Education is understood and how the integration of Global perspectives is implemented in a teacher preparation program. This instrument seeks to collect data from consenting research participants to help inform the study. Participants will please take this survey. There are 54 questions that will take no more than 35 minutes of your time to complete. This information will greatly assist the researcher and your voluntary participation is appreciated very much.

In this study, GLOBAL PERSPECTIVE means taking a broader (beyond local, state, and U.S.), more critical view to curriculum content, instructional activities, and learning experiences in order to help students gain understanding of and appreciation for the links between one's life and actions, and other people and communities around the world.

GLOBAL SIGNIFICANCE means actions, choices, and influences that transcend national borders.

Understanding for and appreciation of the INTERCONNECTEDNESS of WORLD SYSTEMS is an important aspect of having a GLOBAL PERSPECTIVE and of GLOBAL CITIZENSHIP.

Please consider WORLD SYSTEMS in terms of world history, economics, cultures, politics, ecology and technology.

Global Perspective and Global Education in Teacher Education Programs

I would like to understand your views on incorporating activities intended to foster global perspectives in the Teacher Education Program.

This study seeks to explore the perception of faculty and pre-service P12 teachers about the challenges and opportunities related to integrating global perspectives into the curriculum for teacher preparation.

Please check the response on the right that best matches your experiences and views.

1 – Lowest and 4 – highest.

Diversity:

To what extent are these emphasized in your program?	1	2	3	4
1. Acceptance and respect for diversity.				
2. Examples that invite deep engagement through personal synthesis				
3. Examples that can be investigated in				

discipline-specific and interdisciplinary setting.				
4. Arguments raised in class are based on evidence from multiple perspectives.				
5. Recognition and expression of your own perspective on situations.				
6. Recognition of the influences on that perspective.				
7. Examination of other people's perspectives.				
8. Identification of the influences on those perspectives.				
9. Effective communication with diverse audiences.				
10. The use of appropriate technology to communicate with diverse audiences.				
11. The selection of appropriate media to communicate with diverse audiences				

Multiculturalism

To what extent are these emphasized in your	1	2	3	4
---	---	---	---	---

program?				
1. Recognition of other group perspectives on issues.				
2. Identification of the influence of other group perspectives on issues.				
3. Examination of perspectives of other people.				
4. Assessment of options based on evidence from group perspectives.				
5. Planning actions based on their potential to impact group perspectives.				
6. Options and planned actions are with respect to previous approaches.				
7. Options and planned actions have potential consequences.				
8. An exposure to a second language is an expectation.				

Culturally Responsive Pedagogy (CRP)

To what extent are these emphasized in your program?	1	2	3	4
--	---	---	---	---

1. The learning goals are shared with colleagues.				
2. Performances that engage students' cognitive, social and emotional development.				
3. Cultural interactions influence perspectives on issues.				
4. Developments of cultural interactions affect curriculum delivery.				
5. Knowledge of cultural interactions impacts a culturally responsive pedagogy.				
6. Differential access to knowledge affects quality of life.				
7. Differential access to technology affects quality of life.				
8. Differential access to resources affects quality of life.				

Global Perspectives/Global Education

To what extent are these emphasized in your	1	2	3	4
---	---	---	---	---

program?				
1. Using interdisciplinary skills in novel situations.				
2. Using interdisciplinary Knowledge in novel situations.				
3. Identification of the local significance of issues.				
4. Examination of regional significance of issues.				
5. Generation of questions with global significance.				
6. Explain the links between local and global issues.				
7. Using a variety of domestic languages to weigh the relevance of global significance.				
8. Using a variety of international languages to weigh the relevance of global significance.				
9. Using a variety of domestic media to analyze the relevance of global significance.				

10. Using a variety of international media to analyze the relevance of global significance.				
11. Using a variety of domestic sources of information to integrate the relevance of global significance.				
12. Using a variety of international sources of information to integrate the relevance of global significance.				
13. The synthesis of evidence of links between local and global issues.				
14. Identification of opportunities to personally address situations for improvement locally.				
15. Create opportunities for collaborative actions to improve conditions globally.				
16. Personal creativity to assess the impact of local actions taken.				
17. Personal ethical contribution to local improvement				
18. Collaborate creativity to assess the impact of global actions taken				

19. Personal ethical to assess the impact of local actions taken.				
20. Collaborate ethical to assess the impact of global actions taken				
21. Collaborative creative contribution to global improvement.				
22. Reflection on capacity to advocate for improvement locally.				
23. Reflection on capacity to advocate for improvement globally.				
24. Reflection on capacity to contribute to improvement locally.				
25. Reflection on capacity to contribute improvement globally				
26. Reflection on capacity to advocate for improvement regionally.				
27. Reflection on capacity to contribute improvement regionally.				

Appendix B

Cognitive Interview Questions: Faculty

Dear Participant,

I am a PhD student of the College of Education, in the department of Educational Leadership and Policy Studies. This study seeks to explore how Global Education is understood and how the integration of Global perspectives is Implemented in a teacher preparation program. This instrument seeks to collect data from consenting research participants to help inform the study. Participants will please take this survey. There are 27 questions that will take no more than 60 minutes of your time to complete. This information will greatly assist the researcher and your voluntary participation is appreciated very much.

In this study, GLOBAL PERSPECTIVE means taking a broader (beyond local, state, and U.S.), more critical view to curriculum content, instructional activities, and learning experiences in order to help students gain understanding of and appreciation for the links between one's life and actions, and other people and communities around the world.

GLOBAL SIGNIFICANCE means actions, choices, and influences that transcend national borders.

Understanding for and appreciation of the INTERCONNECTEDNESS of WORLD SYSTEMS is an important aspect of having a GLOBAL PERSPECTIVE and of GLOBAL CITIZENSHIP.

Please consider WORLD SYSTEMS in terms of world history, economics, cultures, politics, ecology and technology.

GLOBAL VILLAGE is to be considered as a concept that all aspects of the whole world are interdependent and interconnected in one way or the other.

GLOBAL CITIZENSHIP is a sense of being impacted by and impacting other people from other cultures.

GLOBAL EDUCATIONAL LEADER is an educational leader who trains educators to effectively perform their professional duties within and outside local boundaries.

Diversity:

Globally Competent people are able to investigate the world:

1. How would you justify the use of a variety of languages to weigh the relevance of issues?
2. How do you implement diversity in the program?

Globally Competent people are able to recognize perspectives:

3. How do you identify the influences of your own perspectives on situations of regional significance?
4. How do you examine the influence of the perspectives of others on issues of regional significance?

Globally Competent people are able to communicate ideas:

5. How do you recognize the perspective that diverse audiences may perceive different meanings from the same information?
6. How do you express the perspective that diverse audiences may perceive different meanings from the same information?
7. How would this perspective impact the communication?

Multiculturalism:

Globally Competent people are able to investigate the world:

1. How would you develop an argument based on compelling evidence from multiple perspectives?
2. How do you implement Multiculturalism in the program?

Globally Competent people are able to recognize perspectives:

3. How would you explain the influence of cultural interactions on situations?
4. How would you articulate the influence of differential access to knowledge, technology and resources on one's culture?

Globally Competent people are able to communicate ideas:

5. How would you communicate effectively with diverse people through verbal and nonverbal behavior, languages and strategies?
6. How would you articulate the influence of differential access to knowledge, technology, resources and quality of life on ones perspectives?

Culturally Responsive Pedagogy:

Globally Competent people are able to investigate the world:

1. How would you defend the exposure to a second language acquisition in K-12 education?
2. How do you implement culturally responsive pedagogy in the program?

Globally Competent people are able to recognize perspectives:

3. How would you explain the influence of cultural interactions on situations and the development of knowledge?

Globally Competent people are able to communicate ideas:

4. How would you use appropriate technology and appropriate media to communicate with diverse audiences?

Global Perspectives / Global Education:

Globally Competent people are able to investigate the world:

1. How do you explain the links between the local, regional, global significance of an issue?
2. How do you implement global perspectives in the program?
3. How do you justify the use of a variety of languages, domestic and international sources to weigh the relevance of global issues?

Globally Competent people are able to recognize perspectives:

4. How do you identify the influences of your own perspectives on situations of local, regional and global significance?
5. How do you examine the influence of the perspectives of others on local, regional and global significance?

Globally Competent people are able to communicate ideas:

6. How do you communicate effectively to impact understanding in an interdependent world?
7. How do you communicate effectively to impact collaboration in an interdependent world?

Globally Competent people are able to take action:

8. How would you identify opportunities for personal action to improve conditions of global significance?
9. How would you create opportunities for personal action to improve conditions of global significance?
10. How would you assess options to enhance global awareness based on evidence from varied perspectives?
11. How would you plan actions to enhance global awareness base on potential impact and consequences, taking into account previous approaches?
12. How would you act personally in creative and ethical ways to contribute to improvement locally, regionally and globally?

13. How would you act collaboratively in creative and ethical ways to contribute to improvement locally, regionally and globally
14. How would you reflect on you capacity to contribute and advocate for improvement locally, regionally and globally?

Appendix B

Cognitive Interview Questions: Student

Dear Participant,

I am a PhD student of the College of Education, in the department of Educational Leadership and Policy Studies. This study seeks to explore how Global Education is understood and how the integration of Global perspectives is Implemented in a teacher preparation program. This instrument seeks to collect data from consenting research participants to help inform the study. Participants will please take this survey. There are 27 questions that will take no more than 60 minutes of your time to complete. This information will greatly assist the researcher and your voluntary participation is appreciated very much.

In this study, GLOBAL PERSPECTIVE means taking a broader (beyond local, state, and U.S.), more critical view to curriculum content, instructional activities, and learning experiences in order to help students gain understanding of and appreciation for the links between one's life and actions, and other people and communities around the world.

GLOBAL SIGNIFICANCE means actions, choices, and influences that transcend national borders.

Understanding for and appreciation of the INTERCONNECTEDNESS of WORLD SYSTEMS is an important aspect of having a GLOBAL PERSPECTIVE and of GLOBAL CITIZENSHIP.

Please consider WORLD SYSTEMS in terms of world history, economics, cultures, politics, ecology and technology.

GLOBAL VILLAGE is to be considered as a concept that all aspects of the whole world are interdependent and interconnected in one way or the other.

GLOBAL CITIZENSHIP is a sense of being impacted by and impacting other people from other cultures.

GLOBAL EDUCATIONAL LEADER is an educational leader who trains educators to effectively perform their professional duties within and outside local boundaries.

Diversity:

Globally Competent people are able to investigate the world:

1. How would you justify the use of a variety of languages to weigh the relevance of issues?

Globally Competent people are able to recognize perspectives:

2. How do you identify the influences of your own perspectives on situations of regional significance?
3. How do you examine the influence of the perspectives of others on issues of regional significance?

Globally Competent people are able to communicate ideas:

4. How do you recognize the perspective that diverse audiences may perceive different meanings from the same information?
5. How do you express the perspective that diverse audiences may perceive different meanings from the same information?
6. How would this perspective impact the communication?

Multiculturalism:

Globally Competent people are able to investigate the world:

1. How would you develop an argument based on compelling evidence from multiple perspectives?

Globally Competent people are able to recognize perspectives:

2. How would you explain the influence of cultural interactions on situations?
3. How would you articulate the influence of differential access to knowledge, technology and resources on one's culture?

Globally Competent people are able to communicate ideas:

4. How would you communicate effectively with diverse people through verbal and nonverbal behavior, languages and strategies?
5. How would you articulate the influence of differential access to knowledge, technology, resources and quality of life on ones perspectives?

Culturally Responsive Pedagogy:

Globally Competent people are able to investigate the world:

1. How would you defend the exposure to a second language acquisition in K-12 education?

Globally Competent people are able to recognize perspectives:

2. How would you explain the influence of cultural interactions on situations and the development of knowledge?

Globally Competent people are able to communicate ideas:

3. How would you use appropriate technology and appropriate media to communicate with diverse audiences?

Global Perspectives / Global Education:

Globally Competent people are able to investigate the world:

1. How do you explain the links between the local, regional, global significance of an issue?
2. How do you justify the use of a variety of languages, domestic and international sources to weigh the relevance of global issues?

Globally Competent people are able to recognize perspectives:

3. How do you identify the influences of your own perspectives on situations of local, regional and global significance?
4. How do you examine the influence of the perspectives of others on local, regional and global significance?

Globally Competent people are able to communicate ideas:

5. How do you communicate effectively to impact understanding in an interdependent world?
6. How do you communicate effectively to impact collaboration in an interdependent world?

Globally Competent people are able to take action:

7. How would you identify opportunities for personal action to improve conditions of global significance?
8. How would you create opportunities for personal action to improve conditions of global significance?
9. How would you assess options to enhance global awareness based on evidence from varied perspectives?
10. How would you plan actions to enhance global awareness base on potential impact and consequences, taking into account previous approaches?
11. How would you act personally in creative and ethical ways to contribute to improvement locally, regionally and globally?
12. How would you act collaboratively in creative and ethical ways to contribute to improvement locally, regionally and globally
13. How would you reflect on you capacity to contribute and advocate for improvement locally, regionally and globally?

Appendix C

Document Review Questions

1. How many references are made to diversity in the existing coursework provided by the Teacher Education program?
2. How many references are made to multiculturalism in the existing coursework provided by the Teacher Education Program?
3. How many references are made to culturally responsive pedagogy in the existing coursework provided by the Teacher Education Program?
4. How many references are made to global issues, conditions, or development in the existing coursework provided by the Teacher Education Program?
5. How many references are made to the different countries and cultures of people in the existing coursework provided by the Teacher Education Program?
6. How do these courses in the existing coursework provided by the Teacher Education Program teach global connections, the impact of globalization on local communities or the interconnectedness between the local and the globe?
7. How many references are made to teaching global connections, the impact of globalization on local communities or the interconnectedness between the local and the globe in the existing coursework provided by the Teacher Education Program?
8. How many references are made that deals with the power conflict or discrimination of different countries, people and cultures in the existing course work provided by the Teacher Education Program?

9. How many areas of the course program, structure, objectives and requirements incorporates global issues?
10. How often are non- American authors cited or referred to?
11. How often do students explore stimulating project topics from around the world?
12. How often does the program expects student to research to understand and present global issues from different perspectives, including personal, local, national and global, as well as cross-cultural perspectives?
13. Does the program offer students the opportunity to explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues?
14. How often do students develop a line of reasoning to support a view, decision or course of action through the communication of an argument either complimentary or contrary?
15. How often are American authors cited or referred to in the syllabus?

Appendix D

Glossary

This study will use the following definition of terms:

21st century education. 21st century teaching and learning combines a discrete focus on 21st century student outcomes with support systems to help students master the multi-dimensional abilities required of them in the 21st century including: critical thinking and problem solving, communication, collaboration, creativity and innovation.

Education abroad. Education or study abroad programs foster college students' intercultural development by challenging them with alternative perspectives (Cornwell & Stoddard, 1999; Johnston & Edelstein, 1993; and Whortman, 2002).

Global perspective. “An understanding of the interdependence of nations and peoples, the political, economic, ecological, social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events, issues and quotes” (NCATE, 2006, p.56). Kelleher A. and Klein L, 2010 explained that global perspectives provides a broad analytical framework for understanding cultural, economic, environmental, and political issues. Differing perspective that scholars, policymakers, and individuals bring to local and global issues. Global Perspectives helps students make sense of short and long-term problems facing the world in the twenty-first century, historical and current events that lead to and fuel these problems, and the consequences of the choices in an era of globalization.

A related definition of global awareness has been conceptualized by the Partnership for 21st Century Skills (P21), referring to global awareness as the ability of

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

International education. The curriculum of international education has usually been limited to studying nations, geographic areas, cultures, international organizations, and diplomacy (Alger and Harf, 1984)

Diversity. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

<http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

Multiculturalism. This is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviors, cultural assumptions and values, patterns of thinking, and communicative styles. It is the cultural diversity of communities within a given society and the policies that promote this diversity.

(CCEI, 2008). *<http://www.ifla.org/publications/defining-multiculturalism>*

Multicultural education. Multicultural education deals with issues that pertain to education based on the presence of the different ways of life of different people from different backgrounds. It fosters an appreciation of diversity in a pluralistic society.

Culturally Responsive Pedagogy. A student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. Culturally responsive pedagogy is divided into three functional dimensions: the institutional dimension, the personal dimension, and the instructional dimension. (Gay, G. 2010)

Perceptual dimension. The perceptual dimension of global education is “a point of view, the matrix of concepts, orientations, values, sensibilities and altitudes from which global educators want students to perceive the world” (Case, 1993).

Substantive issues. Knowledge of the various features of the world and their functions; this includes the knowledge of the interconnectedness of world global systems, international events, the world cultures, and other global events.

Teacher education program. A planned sequence of courses and experiences for preparing K-12 teachers and other school personnel. These courses and experiences sometimes lead to a recommendation for the state license to work in schools (NCATE, 2006, p.53).

English As Second Language Learners. These are learners who speak another language apart from English as their native language or first language. They are learning English while they are being educated in English.

Theory of global education. A critical theory of education for democratizing and reconstructing education to meet the challenges of a global and technological society. (Kellner, 2000 and 2002b). This study will attempt to describe global education as not just a course or an activity but that program which runs through all the other forms of curriculum. Global education is therefore much more than a study abroad program, international studies or multicultural education. It encompasses all the aforementioned programs and much more. In addition, it re-organizes educational experiences to inculcate the knowledge, skills, disposition to understand, act creatively and innovatively on issues of global significance, with reference to the global competence matrix developed by CCSSO, Ed Steps and the Asia Society Partnership for Global Learning in 2010.

Unauthorized immigrant. The unauthorized immigrant population is the remaining population after the legally resident foreign-born population including: legal permanent residents (LPRs), naturalized citizens, asylees, refugees, and nonimmigrants, is subtracted from the total foreign-born population. (Office of Immigration Statistics, 2012).

http://www.dhs.gov/xlibrary/assets/statistics/publications/ois_ill_pe_2011.pdf

Undocumented children. These are the children of unauthorized immigrants.

Appendix E

GLOBAL COMPETENCE MATRIX

Global Competence is the capacity and disposition to understand and act on issues of global significance, developed this matrix, www.edsteps.org and The Edsteps Framework (2011, p.29).

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
<p>Students investigate the world beyond their immediate environment.</p> <p>Students:</p> <ul style="list-style-type: none"> ■ Identify an issue, generate a question, and explain the significance of locally, regionally, 	<p>Students recognize their own and others’ perspectives.</p> <p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express their own perspective on situations, events, issues, or phenom- 	<p>Students communicate their ideas effectively with diverse audiences.</p> <p>Students:</p> <ul style="list-style-type: none"> ■ Recognize and express how diverse audiences may perceive different meanings from the 	<p>Students translate their ideas and findings into appropriate actions to improve conditions.</p> <p>Students:</p> <ul style="list-style-type: none"> ■ Identify and create opportunities for personal or collaborative

or globally focused researchable questions.	ena and identify the influences on that perspective.	same information and how that affects communication.	action to address situations, events, issues, or phenomena in ways that improve conditions.
■Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.	■Examine perspec- tives of other people, groups, or schools of thought and identify the influences on those perspectives.	■Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.	■Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied per- spectives, and potential consequences.
■Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable	■Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.	■Select and use appropriate technology and media to communicate with diverse audiences.	■Act, personally or collaboratively, in creative and
		■Reflect on how	

questions.

■ Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

■ Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

effective communication affects understanding and collaboration in an interdependent world.

ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.

■ Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

Appendix F

Correspondence with consultant for CCSSO

Hi Lydia,

I'm so sorry that no one got back to you from CCSSO.

Please do use the original references from the EdSteps paper. As long as you cite any work you're using (including the matrices) I think you should be just fine. I'd love to read your dissertation once it's finished.

Best of luck to you!

Diane

6/25/14

Diane Staehr Fenner <Diane@dsfconsulting.net>

to me

Hi Ms. Amewu,

I suggest you contact CCSSO for information on how they came up with the framework.

I wrote a paper about EdSteps three years ago as a consultant, so this isn't very fresh in my mind! As I recall, they created the matrices and then I found the research to support them. I'm sure you've read about each competency here (global competency begins on page 25):

[http://www.edsteps.org/\(S\(fevmq155x4aaaw45diehpy45\)\)/ccsso/SampleWorks/EdSteps%20Framework-08_29_12.pdf](http://www.edsteps.org/(S(fevmq155x4aaaw45diehpy45))/ccsso/SampleWorks/EdSteps%20Framework-08_29_12.pdf)

I wish I could give you more help. Best of luck with your research.

Best,

Diane

Diane Staehr Fenner, Ph.D.

President, DSF Consulting

Diane@DSFConsulting.net

www.DSFConsulting.net

[703.282.7393](tel:703.282.7393)

From: Diane Staehr Fenner [Diane@dsfconsulting.net]

Sent: Friday, September 05, 2014 2:42 PM

To: Amewu, Lydia

Subject: RE: Global Competence Matrix

Hi Lydia,

Thanks for your message. I didn't write the Global Competence Matrix. You can read about the literature that supports CCSSO's Global Competence Matrix here (beginning on page 25):http://www.edsteps.org/ccsso/SampleWorks/EdSteps%20Framework-08_29_12.pdf

Best of luck with your dissertation research!

Best regards,

Diane

Diane Staehr Fenner, Ph.D.

President, DSF Consulting

Diane@DSFConsulting.net

www.DSFConsulting.net

703.282.7393

Appendix G

Reviewed Documents from Program

PET: Curriculum Map.

- **Teaching and Learning Environments (FEET Competencies)**

Colorado Professional Teaching Standards: “Framework for Effective and Equitable Teaching, (2012)”

1.1 Establish respectful and productive relationships with students and families.

(Diversity)

1.2 Use equitable classroom management strategies. (Diversity, Culturally Responsive Pedagogy).

- **Second Language Acquisition (FEET Competencies)**

Faculty

CDE Culturally and Linguistically Diverse Endorsement Standards: “Framework for Effective and Equitable Teaching, (2012)”

3.3: Make content and language accessible to all learners. (Diversity, Culturally Responsive Pedagogy)

3.5 Differentiate instruction to challenge students and meet diverse student needs. (Diversity)

Community Cultural Wealth Quilt (Multiculturalism)

ELL Teacher Interview and Observation (Multiculturalism)

- **Educational Psychology (FEET Competencies)**

CDE Special Education Endorsement Standards: “Framework for Effective and Equitable Teaching, (2012)”

1.1 Establish respectful and productive relationships with students and families.

(Diversity)

3.3 Make content and language accessible to all learners. (Culturally Responsive Pedagogy)

3.5 Differentiate instruction to challenge students and meet diverse student needs.

(Diversity)

- **GT Workshop (FEET Competencies)**

CDE Gifted Education Endorsement Standards: “Framework for Effective and Equitable Teaching, (2012)”

1.2 Establish respectful and productive relationships with students and families.

(Diversity)

3.3 Make content and language accessible to all learners. (Culturally Responsive Pedagogy)

3.5 Differentiate instruction to challenge students and meet diverse student needs.

(Diversity)

- **Fieldwork (FEET Competencies)**

Colorado Professional Teaching Standards: “Framework for Effective and Equitable Teaching, (2012)”

1.1 Establish respectful and productive relationships with students and families.

(Diversity)

1.2 Use equitable classroom management strategies. (Diversity)

3.5 Differentiate instruction by implementing accommodations and extensions.

(Diversity)

Equity (bias, culturally responsive assessment practices)

- **Secondary Methods: Math/Science, Humanities (FEET Competencies)**

Colorado Model Content Standards: “Framework for Effective and Equitable Teaching,

(2012)”

2.4 Demonstrate deep knowledge of content and student development.

Equity (culturally-responsive teaching – theory)

- **Elementary mathematics (Common Core FEET Competencies)**

Colorado Model Content Standards: “Framework for Effective and Equitable Teaching,

(2012)”

2.4 Demonstrate deep knowledge of content and student development.

Equity (culturally-responsive teaching – theory)

- **Elementary Art/Music Methods (FEET Competencies)**

Colorado Model Content Standards: “Framework for Effective and Equitable Teaching,

(2012)”

2.4 Demonstrate deep knowledge of content and student development.

Equity (culturally-responsive teaching – theory)

- **Curriculum, Instruction, and Assessment I, 11, 111.**

Equity (bias, culturally responsive assessment practices)

PET 4010

Syllabi for elementary and secondary Special education from 2003 through 2011.

Curriculum, Instruction and Teaching for Educational Psychology of kids with special needs 2013.

PET 4581

Syllabi for elementary and secondary music education; vocal techniques, conducting and instrumental from fall 2002 through 2010.

PET 4582

Syllabi for elementary and secondary music education; vocal techniques, conducting and instrumental from winter 2003 through 2014.

PET 4590

Syllabi for elementary and secondary literacy instruction from 2002 through 2014.

PET 4600

Syllabi for fall and winter secondary environment and introduction to secondary methods from 2002 through 2011.

PET 4610

Syllabi for winter secondary English methods from 2003 through 2014.

PET 4620

Syllabi for winter secondary social studies instruction from 2003 through 2014.

PET 4630

Syllabi for winter secondary science methods from 2003 through 2014.

PET 4640

Syllabi for winter math methods in secondary from 2003 through 2013.

PET 4650

Syllabi for winter foreign language in secondary schools, K -12 schools from 2003 through 2012.

PET 4690

Syllabi for elementary and secondary student teaching, student teaching seminars, K-12 Arts, K-12 Music and field experience from 2002 through 2014.

PET 4781

Syllabi for winter and fall elementary and secondary K -12 Art methods, from 2002 through 2011.

PET 4782

Syllabi for winter and fall elementary and secondary K -12 Art methods, from 2003 through 2014.

IUC 4031, 4400, 4411, 4502, 4503, 4530, 4531, 4540, 4541, 4542, 4690.