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**FACULTY OF GRADUATE AND  
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**Teacher and Student Perceptions of the Goals of Global Education**

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**Teacher and Student Perceptions of the Goals of Global Education**

**A dissertation submitted in partial fulfillment of the requirement  
for the degree of Master's in Education**

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## **Abstract**

This qualitative case study analyses how the goals of global education are perceived by teachers and students of one high school currently involved in a global education program. My central question is: “How do students and teachers currently involved in a global education program in one rural Ontario high school perceive the goals of global education?” Participants included a principal, five teachers, and five students involved in a pilot global education program for grade nine students at a small, homogeneous, rural high school in Ontario. This study presents their specific context and perspectives in order to contribute to a deeper understanding of the nature, transference, and effects of the goals of global education. Data was collected through individual interviews, a focus group, and one classroom observation. Findings suggest staff and student participants share many similar perceptions of the goals of global education such as increasing students’ global and cultural awareness; broadening students’ perspectives; engaging students in their own learning; and preparing students for the future. Divergent perceptions among students such as what was meant by the term “global education” and a greater emphasis on helping others through a charity model suggest implications for improving consistency between the greater goals of global education and its implementation. Participants’ responses further reveal perceptions of barriers and sources of support for the goals of global education specific to their rural, homogenous context, as well as those common to global educators across North America and the U.K. represented in the extant literature.

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## **List of Acronyms and Abbreviations**

International Baccalaureate (IB)

International Baccalaureate Organization (IBO)

Middle Years Program (MYP)

Ontario Ministry of Education (OME)

Riverview High School (RHS)

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## Chapter 1: Introduction - Significance of the Study

While educational curricula set forth academic expectations for each subject and grade level, the broader expectations of education in general sometimes go unmentioned and unquestioned. Questions such as “why do we educate?” are infrequently asked in a society which nevertheless pays at least lip service to education as a solution and preventative measure for all manner of problems and challenges facing us (Perkins, 1993). Beyond this philosophical acknowledgement, however, education is more pragmatically regarded as a stepping stone to gainful employment and financial security. In terms of acknowledging and achieving our greater goals for education, therefore, Perkins (1993) writes, “What do we want of education? This is the key question for the entire enterprise. Unless we know what we want and pursue it with ingenuity and commitment, we are not very likely to get it” (p. 4).

Perkins’ statement underscores the importance for teachers and administrators alike to have a clear view as to what they hope to achieve through education in order to develop educational practices and pedagogies that will support these goals. In recent years I have become familiar with the idea of global education (or teaching with global perspectives). This is an exciting field of education particularly because it suggests answers to the questions of why we educate and what our educational goals should be. Merry M. Merryfield, a longstanding and prolific American researcher and educator in the field, cites such goals of global education as (1) understanding of humans and the world/planet as interdependent systems; (2) understanding of global issues; (3) understanding of diverse cultures and multiple perspectives; (4) understanding of, skills in, and responsibility for making choices and decisions and taking action locally and globally; (5) interconnectedness of humans through time; (6) cross-cultural understanding, interactions, and communication; and (7) perceptual growth for prejudice reduction and moral

education within critical contexts (Merryfield,1998). Thus the goals of global education extend to aspirations for peace, global and cultural understanding, and responsible citizenship at local and global levels. While debates regarding the exact definition of global education, its goals, pedagogies, and effects persist (and will be taken up further in the literature review), Merryfield presents us with a comprehensive overview of the many goals and related areas of focus of global education.

Though increasing in popularity, global education has nonetheless been criticized (and shied away from) by researchers and educators in the U.S., U.K., and Canada alike for its lack of conceptual clarity and under-definition (Davies, 2006; Merryfield, 1993, Mundy et al., 2007). This lack of clarity is certainly not because of any shortage of definitions for global education, rather it is a critique of the number of varying definitions and conceptions of global education that abound. Furthermore, these definitions and conceptions of global education overlap significantly in their content and pedagogy with many other educational approaches.

Recognizing this ambiguity, therefore, I would like to present a definition for global education as it will be viewed in this study (a more comprehensive description of global education follows in the literature review). In addition, I will address the related approach of international education in terms of how it is both distinguished from and encompassed within global education, as it is the educational approach underscoring the International Baccalaureate (IB) program, the model upon which participants in this study have framed their pilot global education program.

Mundy et al. (2007) rightly describe global education as a “composite ideal”. In their study on the conceptions and practices of global education in Canadian elementary schools,

Mundy et al. draw together a variety of definitions from international scholarly literature and propose six common “main orientations”:

1. A view of the world as one system – and of human life as shaped by a history of global interdependence.
2. Commitment to the idea that there are basic human rights and that these include social and economic equality as well as basic freedoms.
3. Commitment to the notion of the value of cultural diversity and the importance of intercultural understanding and tolerance for differences of opinion.
4. A belief in the efficacy of individual action.
5. A commitment to child-centred or progressive pedagogy.
6. Environmental awareness and commitment to planetary sustainability (Mundy et al., 2007, p. 9).

As indicated by these orientations, global education requires learners to engage not only at the intellectual level, but at the affective level as well, equipping them with the knowledge and skills to play an active role in society and challenging them to exercise their responsibility as global citizens. Furthermore, despite global education’s respect for pluralism, there is nonetheless a strong sense of a moral imperative, illustrated particularly well by Oxfam’s definition of a global citizen as one who “is outraged by social injustice” (Oxfam, 1997). Other definitions (such as in Case, 1997) recognize the need to discuss complex and sometimes controversial issues in order to critically examine their historical and contemporary development, to understand multiple perspectives and voices, as well as to imagine alternative futures.

While this definition is useful in describing the broad themes encompassed by global education, it may still leave many wondering what exactly the content of such an approach might be, how this content is to be taught, and how one might assess such a program; indeed the focus of this study is to dig deeper into this comprehensive yet ambiguous educational approach to explore how the “commitments” described by Mundy et al. are being operationalized in the

school and classroom to direct the content, pedagogy, and assessment of global education lessons.

Global education's view of the world as one system (or "systemness") necessitates a recognition of the complexity and interconnectedness of all subjects and pedagogy. It is no surprise, therefore, that global education encompasses a variety of related, yet distinct educational approaches (e.g. international education described below) in its attempt to acknowledge and address these connections. Again, however, this can lead to some confusion as to the practical implementation of global education as educators attempt to combine these various approaches. Based on my readings and experience in this area, I contend that much of this struggle has to do with reconciling the slightly divergent aims of each approach and deciding upon what exactly is the aim (or more accurately, what are the aims) of global education. To elucidate these issues for the particular context of this study, I will now address the related approach of international education.

It is worth noting first of all that one of the features international education shares with global education is a common duplicity of meanings, the first of which refers to education which takes place internationally or abroad, and the second (with which this study is more concerned) which refers to teaching which takes place locally but focuses on learning about other nations and societies. Likewise, it has been my experience that when many people hear the term "global education" for the first time, they assume it means studying education practices around the world, as opposed to studying how we teach about the world locally. It is important to distinguish between these two meanings as they vary greatly in their respective content areas and pedagogies, though they may very well share similar aims of increasing international and intercultural understanding. Therefore, while international education often refers to studying

abroad (perhaps in an international school), for the purposes of this study, I will be using its alternate definition as “education about nations and societies other than one’s own” (Sutton & Hutton, 2001).

International education, by this definition, tends to deal mainly with increasing students’ knowledge and understandings of places, societies, and cultures other than their own (Sutton & Hutton, 2001), perhaps making comparisons amongst them and developing a greater appreciation for other ways of thinking and living. As such, its goals relate mainly to the cognitive domain, primarily in terms of developing new knowledge and understanding, but also perhaps to the affective domain by eliciting changes in students’ beliefs and attitudes toward other people and places. In comparison to global education, however, international education does not necessarily involve the kind of critical analysis and recognition of interdependence at the local level that is used to promote active and responsible global citizenship (Hicks & Bord, 2001). Furthermore, whereas global education as a broader approach encompasses other related fields such as peace education, citizenship education, ecological sustainability, and social justice, international education is itself one of such focused approaches under the umbrella of global education, and as such is more limited in its scope and outcomes.

Interestingly, the IB program is able to combine both definitions of international education in its programs, as it serves both students who are studying locally in IB schools but learning about other nations and societies in certain courses, as well as international students studying abroad in IB schools learning a similar curriculum. In addition to being defined as an international education program, however, the IB is also of particular interest and relevance to this study as it can also be considered a particular model of global education. Despite its self-identification as an international education program, I consider the stated aims and scope of the

IB program to transcend those of international education alone, incorporating many of the same content areas, pedagogies, and most importantly, goals of global education. As such, it is not surprising that this program was used as a model for the global education program at Riverview High School.

Despite difficulties in defining global education and its related educational approaches, and despite the fact that it is not mandated by most school boards, global education is nonetheless being promoted increasingly by various interest groups from transnational economic institutions to grassroots social justice advocates as a necessary response to an increasingly globalized world. This interest suggests that there may be multiple motivations for promoting global education, whether political, economic, or social, as investigated by Burbules and Torres, (2000); Robertson (2005); and Shultz (2007). Thus, we can expect that these various motivations and goals at play in the promotion of global education will have serious implications for students and society. For example, in her 2007 article on conflicting agendas and understandings of global citizenship, Canadian research Lynette Shultz describes how three varying perceptions of global citizenship result in their own respective goals and methods of implementation for educational programming. In light of these potentially conflicting aims, Robertson (2005) recommends a critical examination of proposed programs of global education, challenging educators to re-imagine schools in terms of what they can aspire to be, particularly in terms of eliminating current practices and structures that serve to marginalize particular groups while under the guise of uniting all people in an increasingly globalized world.

While it is important to look at the policies and organizations promoting global education, however, any reform is only as good as its implementation (see Farrell, 1999 and Stromquist, 2006 for their critiques of massive reform implementation). Going a step further,

then, we must consider what motivates certain teachers to adopt programs of global education, especially since at this point such a curriculum is not mandated in most school boards. For example, in their study of Canadian elementary school teachers piloting a global citizenship teaching kit (ACT! Active Citizens Today), Larson and Faden (2008) “infer...that there is mainstream appeal for global citizenship education amongst social studies teachers. However, there are a number of limitations and barriers that prevent even those committed to GCE from implementing it in their classrooms” (p. 72). Why do some teachers choose global education while others do not? What do they consider “global education” to be? How are these programs of global education being taught? What materials and sources are being used? To take this even further, how would students answer these questions? What effects do teaching and learning about global education have on them?

A review of the literature on the practices and practitioners of global education suggests that certain factors contribute to many teachers’ decisions to incorporate global education. Gaudelli (1999), for example, refers to the impact of teachers’ self-identities on pedagogy and selection of course content and Warner (1998) specifically cites the importance of direct cultural experience (either through travel, integration, or immersion) in teachers’ choice and ability to teach global education. While such research has focused on what tends to motivate teachers to incorporate global education into their classrooms, there has been little research describing how such teachers perceive the goals of global education; studies such as those of Larson & Faden (2008) and McLean, Cook, & Crowe (2008) demonstrate a certain amount of enthusiasm among Canadian pre-service and in-service educators for global education, but to what end? What do teachers hope to accomplish with global education? Are these goals being conveyed explicitly to students? How will these goals affect students of global education? As with education in general,

a clear sense of the goals for global education is imperative if this approach is to have its desired effect.

### *Research Questions*

To address these questions pertaining to the goals (and by extension the foreseeable effects) of global education, this qualitative case study analyses how the goals of global education are perceived by teachers and students of one Ontario high school currently involved in a global education program. Taking an explorative, as opposed to an evaluative approach, this study describes how global education is actually perceived and practiced in the classrooms of participants from a small, homogenous rural high school, compared to how it is presented and prescribed in the literature. Given the multiple definitions and goals of global education found among its researchers and practitioners, we may expect to find equally diverse models of global education being practiced in classrooms. In this study I have focused on a single case of one Ontario high school in order to develop an in-depth understanding of the processes and interactions at play in a newly developed global education program.

As a first step towards the assessment of the effects of global education, this qualitative case study seeks to understand and describe how the goals of global education are perceived by teachers and students currently involved in a global education program. The central question is: “How do students, teachers, and administrators currently involved in a global education program in one rural Ontario high school perceive the goals of global education?” Subquestions relating to participants’ perceptions of the definition, content, related pedagogy, effects, and barriers or sources of support of global education also inform this study, as well as a comparative analysis of participants’ perceptions according to their role in the school (i.e., administrator, teacher, or

student)<sup>1</sup>. These perceptions are also compared to views found in the scholarly literature in an attempt to explore the relationships among theory and praxis in the field of global education and suggest practical implications for proponents and practitioners of global education.

Though moderate in their scope and ambition, these research questions have led to a greater understanding of global education in theory and practice, and, I hope, will prove helpful in supporting the efforts of global educators within and without this particular case's setting; it is my belief that learning from one another's perspectives and experiences is an invaluable source of professional and social support as we seek to offer an educational approach challenging to both students and educators alike.

## **Chapter 2: Literature Review: Global Education in Theory and Practice**

Having considered the ongoing debates regarding the definition of global education, let us turn now to the question of its implementation. In this section I will explore some of the purposes of global education as argued in the literature, from which will follow suggestions of its content and pedagogy, what its effects may be, and how they might be assessed. I will then consider some of the perceived barriers and proposed supports to global education reported by educators in research studies of global education practitioners.

Given the broad range of educational approaches encompassed by global education, I would like to note that I have drawn not only from studies published on global education specifically, but also on those of related approaches (e.g. international education, multicultural education, environmental education, and citizenship education) and pedagogies (e.g. critical thinking, teaching about difficult or controversial knowledge, student-directed learning, and reflection). As well as addressing the multifaceted nature of global education, this approach also

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<sup>1</sup> For a list of issue and procedural subquestions, please see Appendix A.

reflects the difficulty in finding sufficient amounts of research on global education specifically, as much of the research is partitioned into these related approaches defying a unified definition or framework of practice.

### *The Purposes of Global Education*

Given the varying definitions and numerous educational approaches associated with global education, it is evident among scholars' reports that consensus on the purpose(s) of global education is lacking. As with the definitions, however, there are a number of areas in which considerable overlap is found concerning the goals of global education.

First and foremost, there seems to be unanimous agreement among researchers from Canada, the U.S., and the U.K. that the goals of global education “extend beyond the cognitive domain” (Sutton & Hutton, 2001), requiring more than just an intellectual understanding of other places and people<sup>2</sup>. The work of these researchers indicates that global education seeks not only greater knowledge, but greater empathy, engagement, and application to everyday life on the part of students (and educators) of all ages, from elementary school through to adult education<sup>3</sup>. These additional pursuits are often referred to as the affective and action (or existential) domains of global education (Hicks & Bord, 2001; Rogers & Tough, 1998; Sutton & Hutton, 2001).

Similarly, global education also seeks to bring about change in students' attitudes, values, and behaviours. American researcher David Blaney, for example, contends that one of the purposes of global education is to “challenge the interpretive privilege and practical advantages of our [privileged, Northern] students” (Blaney, 2002, p. 269). He argues that it is not so much a

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<sup>2</sup> For examples, see Blaney (2002); Merryfield (1993); and Sutton & Hutton (2001) for the U.S. context; Mundy et al. (2007) and Rogers & Tough (1999) for the Canadian context; and Hicks & Bord, (2001) for the U.K. context.

<sup>3</sup> Mundy et al (2007), for example, focus on elementary grades; Sutton & Hutton (2001) address global education concepts and resources for early childhood through university; Rogers & Tough (1999) consider adult education; and Merryfield (1993) specifically focuses on teacher education.

matter of providing students with information to fill in gaps in their knowledge, but rather than thinking of filling an empty vessel,

our pedagogical strategies should aim at least partly to disturb and displace what is already there...In particular, what we are confronting in our students is less an ignorance that can be combated with information and more a sense of cultural superiority or perhaps interpretive privilege (Ibid, p. 272).

This call for critical reflection and subsequent shifts in pre-existing attitudes and values is indicative of a desire for the promotion of critical thinking and inquiry as additional goals of global education, indeed, as a prerequisite for other goals such as changes in attitudes, values, and behaviour among students and educators.

Mundy et al. remind us, however, that not all practitioners of global education actually include these additional dimensions in their teaching, and instead present suggestions from the literature that global education should be conceptualized as

a continuum that begins at traditional practices for teaching about world affairs and world cultures, and moves along towards an ever-deepening version of global education that focuses not simply on content knowledge but on the attitudes, values and behaviours needed for global citizenship (Mundy et al., 2007, p. 9).

While Mundy et al.'s study focused on the Canadian context, their characterization of global education as a continuum reflects the range of conceptualizations, purposes, and practices of global education found among global educators within and across countries. In Ontario, for example, educators interviewed by Mundy et al. frequently perceived global education as including or supporting global economic competitiveness, while this perspective was not reported among educators in any other province or territory.

Thus, while there is general consensus on certain goals of global education such as greater awareness and understanding of other places and peoples, greater ability to take on and

appreciate multiple perspectives, an affective connection between students and educators and their learning, and an ideal of subsequent changes to attitudes, values, and behaviours, the actual implementation of global education may belie the privileging of certain goals over others by individual practitioners. This situation may occur for a number of reasons, intentional and unintentional. Numerous accounts of the struggle that educators face in implementing such an ambitious set of goals describe barriers such as lack of knowledge, lack of training, lack of resources, and fear of backlash from administrators and parents.<sup>4</sup> These perceived constraints combine with different conceptualizations of the definition and purposes of global education to produce implementations of global education as unique as their implementers, resulting in wide variations in the content of global education programs. A similar finding is reported by Canadian researcher Lynette Shultz in the related field of global citizenship education; Shultz (2007) argues that an observed “reduction in effective global education or education for global citizenship is a result of vastly different understandings of what global citizenship entails” (p. 249), each of which involve varying goals, teaching strategies, and content matter.

### *The Content of Global Education*

Given the diversity of definitions and perceived purposes for global education, it follows that the content of global education programs will be similarly fragmented. It is important here to recall that global education is an educational approach to be applied to all subjects, teaching practices, and even school-wide policies; it is not a curriculum outlining what topics should be covered at what time. Rather than looking for particular subjects to be included as the content of a global education, therefore, it is more fitting to look at what types of knowledge, skills, attitudes, and behaviours form the “content” of this approach.

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<sup>4</sup> See, for example, Bottery, 2006; Davies, 2006; Holden and Hicks 2007; McLean, Cook, and Crowe, 2008; Schukar, 1993; Yamashita, 2006.

Hanvey suggests five dimensions of an “attainable global perspective” that serve as a useful framework for what is included in the knowledge or intellectual component of the global education approach: (1) perspective consciousness; (2) state of planet awareness; (3) cross-cultural awareness; (4) awareness of global dynamics; (5) awareness of human choices (Hanvey, 1979, quoted in Anderson, 1982, p.169). In addition to these knowledge components, Kelly and Brandes argue,

teachers should prepare citizens to engage in collective problem solving. Students need to learn analytic, communicative, and strategic skills and to think about the consequences for social action based on their analysis of public policy issues. They need to develop capacities such as debate, reflection, and discussion across differences, criticism, persuasion, and decision making” (Kelly & Brandes, 2001, p. 438)

While these suggestions describe the more intellectual content of global education, they have related affective and existential applications as well. Perkins describes “generative knowledge” as involving the retention, understanding, and active use of knowledge; it is “knowledge that does not just sit there but functions richly in people's lives to help them understand and deal with the world” (Perkins, 1992, p.5). This kind of knowledge thus generates the type of attitudinal, affective, and action responses called for in global education, though once again, the specifics of these reactions will be unique and varied among learners depending on their interactions with the particular subject matter, teacher, and their conceptualization and implementation of global education.

### *The Pedagogy of Global Education*

Evans and Reynolds write concerning their study on citizenship education around the world that “as understandings of citizenship and citizenship education broaden, educators are exploring classroom and school-wide practices that will effectively accommodate the

multiplicity and complexity of learning goals associated with citizenship education” (2004, p. 5). With citizenship education being one of its subsidiary disciplines, the pedagogy of global education is likewise a composite of best practices taken from a variety of related educational approaches. Mundy et al. include a commitment to “child-centred or progressive pedagogy” as one of six main orientations common to all formal definitions of global education reviewed in their study (Mundy et al., 2007), while others such as Sutton and Hutton describe the required pedagogy as “transformative” (Sutton & Hutton, 2001). Specific examples of such pedagogies include reflective practice, experiential learning, cooperative learning, interdisciplinary teaching, culturally responsive pedagogy, critical thinking, problem solving, and community-based learning (Davies, 2006; El-Sheikh Hassan, 2000; Merryfield, 1994; Sutton & Hutton, 2001; Warner, 1998).

Regardless of the particular teaching method, Brophy and Alleman (2002) argue that global education should also be characterized by efforts to teach for understanding and conceptual change that can be applied to the real lives of students. Researchers of global education agree that the content and pedagogy of global education must reinforce each other, allowing students to experience and practice the concepts, ideals, and behaviours of global education (see, for example, Freeman, 1993; Hickey, 2003; Merryfield, 1994; Sutton & Hutton, 2001). These demands result in a further imperative for the engagement of students in the learning process with teachers, schools, and the greater community from local to global levels; indeed, Hickey stresses the importance of engagement by proposing that “participation in knowledge practices is what constitutes learning” (Hickey, 2003, p. 409).

As with attempts to define global education or its goals, the ambitious breadth and depth of this approach make it simultaneously accessible and prohibitive to educators, depending on

their perceived levels of knowledge, training, and support, as well as their personal commitment (or lack thereof) to this demanding educational approach. On the one hand, global education is extremely accessible to educators in that its pan-disciplinary approach can be applied to various subjects, allowing for innovation and personal preferences of both the teacher and the learner to be accommodated. On the other hand, with no common definition, expectations, or curricula to refer to, many educators are overwhelmed with no idea where to begin, or how to engage in the affective and existential domains that frequently require participants to “shift out of neutral” and deal with sensitive or controversial issues (Kelly & Brandes, 2001; McCully, 2006; Yamashita, 2006). The pedagogies associated with global education may indeed be daunting, but they are necessarily so given the lofty pursuits and content encompassed by this approach.

#### *Perceived barriers and proposed supports*

The challenging nature of global education is well documented in the literature through reports of practitioners’ and pre-service teachers’ perceptions of the barriers to implementing this approach. Despite enthusiasm for the content, pedagogies, and goals of global education, many educators across Canada, the U.S., and the U.K. describe a lack of confidence in their ability to teach it, whether at the elementary, secondary, or university level (Davies, 2006; Holden & Hicks, 2007; McCully, 2006; McLean, Cook, & Crowe, 2008; Schukar, 1993; Yamashita, 2006). This lack of confidence stems from a number of perceived barriers. First of all, many educators feel they lack the required knowledge and understanding of related issues, current or historical, that they feel should be discussed (Holden & Hicks, 2007; McLean, Cook, & Crowe, 2008); of related pedagogies (Davies, 2006; Holden & Hicks, 2007; McCully, 2006; McLean, Cook, & Crowe, 2008); of resources available (Davies, 2006); and even of global education itself (Yamashita, 2006). This last concern is not surprising given the many ways in which global

education is defined and practiced, as noted in Mundy et al.'s suggestion that global education should be considered a continuum, but it is nonetheless slightly alarming considering the damage that could result from well-meaning, but contradictory activities, such as attempts at multiculturalism that only serve to essentialize cultures and reproduce stereotypes. With regards to these concerns, educators reported feeling ill-equipped in their knowledge of related issues, pedagogies, resources, and global education itself. Education and training targeting these areas specifically and explicitly would serve as a much-needed support for global education and would open up discussions of these tensions and fears among educators (Schukar, 1993; McCully, 2006; Merryfield, 1994).

In addition to these perceived intellectual barriers, a number of affective and existential concerns emerged as well; in-service and pre-service teachers of elementary and secondary schools across Canada, the U.S., and the U.K. expressed a lack of confidence and even anxiety in implementing required pedagogy (McLean, Cook, & Crowe, 2008), particularly with regards to dealing with controversial or sensitive issues (Davies, 2006; Holden & Hicks, 2007; McCully, 2006; Bickmore, 1998). Included in these concerns were questions of the age-appropriateness of certain issues and uncertainty regarding whether the role of the teacher was to remain completely neutral, whether they could and/or should share personal opinions and convictions, and whether they felt they would be capable of presenting ideas and information in an unbiased manner. Furthermore, educators expressed feelings of isolation (Davies, 2006; McLean, Cook, & Crowe, 2008) and fears of negative reactions from parents or other staff members (Holden & Hicks, 2007; McCully, 2006). Collaborative approaches to supporting global education practitioners, such as developing mentorships that can provide modeling, opportunities for practice followed by feedback and reflection, and ongoing support; partnerships with like-minded organizations

pursuing similar goals (e.g. non-governmental organizations, governmental organizations, community groups, universities, or other teachers and schools); and developing school- or board-wide policies and goals are all recommended by researchers from Canada, the U.S., the U.K, and Jordan as networks of ongoing support to reduce feelings of isolation, anxiety, and disempowerment among global educators (Bickmore, 1998; Bottery, 2006; Cook & Duquette, 1999; Davies, 2006; Edmonds, 2007; El-Sheikh Hassan, 2000; Merryfield, 1994, 2000; Warner, 1999).

Other, more pragmatic concerns, though perhaps less complex in nature are nonetheless formidable challenges facing global educators: lack of time and difficulty meeting existing curricular expectations are frequently cited by educators in Canadian, U.S., and U.K. studies as two of the greatest barriers to implementing global education (Davies, 2006; Holden & Hicks, 2007; McLean, Cook, & Crowe, 2008). The two are often linked, as educators have limited time to teach their students an already demanding curriculum, as well as having limited time to find ways to integrate themes and pedagogies of global education into their lesson and unit plans, not to mention finding (or creating, as is the case for many) any necessary resources. While teachers' time is finite and cannot be added to in the length of the school year, and likewise the curriculum cannot be ignored or cut back in its expectations, where these barriers can be addressed is through time provided for professional development and release time, allowing global educators opportunities to develop their own knowledge and pedagogical skills; to collaborate with others on the same as well as shared goals; and to share or develop much-needed resources (Bickmore, 1998; Edmonds, 2007; Freeman, 1993; Merryfield, 1994; Warner, 1998). As Edmonds (2007) asserts,

Professional educators should continually reflect on their practice and develop and articulate their beliefs about teaching

and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom (pp. 232, 233).

Thus, creating time for collaboration and reflection among practitioners of global education outside the classroom but within regular working hours is extremely important in supporting educators attempting to implement an ambitious educational approach in an already demanding classroom setting.

A final barrier that may not have been found in the previously cited studies, but which I nonetheless feel represents a further challenge to global education is its difficulty of assessment. At a time when empirical evidence is often required in order to secure support for educational practices and reform (albeit for good reasons), global education lacks a standardized, operationalized set of goals against which its effects can be measured. This is important not only for garnering support by school boards, governments, or other such stakeholders (and budget-makers), but also for the practitioners and students of global education themselves; in order to achieve the many ambitious, transformative goals set for global education, we need to be able to assess what effects its implementation is having on students and society so we can continually improve the effectiveness of our teaching and ensure that no contradictory effects are undermining our goals. Furthermore, seeing evidence of the benefits of global education firsthand also helps bolster the confidence and improve the expertise of practitioners, countering the lack of confidence expressed by many as a barrier to global education (El-Sheikh Hassan, 2000; Cook & Duquette, 1999). The current challenges and imperatives regarding the assessment of global education are discussed below.

## *The Effects/Assessment of Global Education*

As with most relatively new education approaches (and even old ones!), it is difficult to assess the impact global education might have on students. While considerable research can be found on the experiences of teachers implementing or being trained in global education, there is limited empirical literature evaluating the impact of global education on students (Sutton & Hutton, 2001). This problem is likely compounded by the difficulty in assessing the affective and existential domains of global education such as changes in attitudes, values, and behaviours, particularly in terms of lasting change (Brown, 2002; Davies, 2006).

What is clear is that this is an area of study where opportunity for research is abundant. Recognizing that teacher behaviours are “culturally loaded” and that they transmit messages to reinforce some behaviours and discourage others (Jenks et al., 2001), my research will ask what messages teachers are sending through their variegated implementations of global education, and whether these messages are in line with the goals of global education espoused in the literature.

To do so, I will aim, as Good advises, to

understand more fully how students conceptualize their school needs as well as to obtain a better theoretical and empirical understanding of how school practices, family experiences, and media depictions influence students' conceptions (1999, p. 388).

It is my hope that this study will serve to fuel this dialogue by first exploring how students, teachers, and administrators perceive the goals of global education (and how these perceptions relate to one another), as well as asking about perceived effects of this approach on their lives. While this study will be limited to providing a small snapshot of a widely varying educational approach, it will nonetheless offer some insight into the practices, perceptions, and possibilities

for assessment of a complex education approach increasing in popularity, but limited in its evaluation.

### **Chapter 3: Research Design and Methodology**

Given the absence of a provincial or federal mandate for schools to teach global education and the resultant variety of approaches employed by those who choose to teach it, this study does not seek to represent the goals, methods, or results of global education in general; neither does it assume that the perceptions of the goals, methods, or results of global education will even be the same among participants involved in one program. Rather, this study has been conducted under the assumption that these perceptions are both individually and collectively constructed by participants in a global education program (Hickey, 2003). As such, a qualitative case study approach was selected to explore in-depth the multiple perceptions of the goals of global education among teachers, students, and administrators at one school currently engaged in a global education program. The case study approach was considered particularly well-suited to my research question in its power to explore and describe in-depth a particular case in its natural setting (Yin, 2006).

In order to situate this study, the conceptual contexts and theoretical orientations informing my choice of research questions and methodologies are described below. I begin by explaining the consistency between my understanding of global education and my research design, and then relate elements of the research design to this commitment in order to identify some of the assumptions I bring to this study and to justify choices made in my research design.

*Researching Global Education – Establishing consistency between theory and practice*

As a proponent of global education, I believe it is extremely important that the aims and methods of my research be consistent with those I espouse for global education. Key to my understanding of the goals of global education are such ideals as respecting and giving voice to multiple perspectives, particularly in cases where voices have traditionally been unheard; recognizing the dignity of all human beings and supporting their access to equal rights; recognizing the complexity and systemness of intellectual, social, affective, and physical aspects of our environment; the ability to think critically, identifying and questioning bias in our thoughts, attitudes, and experiences as well as those of others; and the combination of each of these components to lead to changes in behaviour (Blaney, 2002; Hicks & Bord, 2001; Howard, 2001; Jenks et al., 2001; Kelly & Brandes, 2001; Mundy et al., 2007; Oxfam, 1997; Sutton & Hutton, 2001). Drawing from these cited goals, I conceptualize global education as an approach to teaching without a specific content matter per se, but rather an overall goal of developing the necessary knowledge and skills for people to act as responsible global citizens to create a more peaceful, just, and sustainable world; it is less about the specific subjects being taught (as teachers are required to cover existing curricula) as it is about how the subjects are taught, engaging students in critical, meaningful study that recognizes and explores the ways in which various subjects, people, and environments are interconnected. As this study examines the portrayal and effects of global education in various classroom implementations, I committed to designing it such that it too will attempt to accurately demonstrate and practice the ideals I hold for global education.

These considerations were first worked into the research design in my decision to include administrators, teachers, and students as participants. Student voices in particular are often left

out of educational research, despite their position as key stakeholders in decisions made regarding their schooling, not to mention their roles as the heirs and leaders of tomorrow (Delpit, 1995; Howard, 2001; Yamashita, 2006). I was particularly interested in exploring how students' perceptions compare with those of their teachers and administrators, and what this might tell us about effective pedagogy, educational reform, and the effects of global education. By interviewing students in a focus group, I was also able to engage with them more casually and allow them to lead each other in their thinking and responses, rather than having to direct the interview myself in what may have been a more intimidating situation had the interviews been conducted one-on-one. I made certain to impress upon students at the beginning the importance I placed on hearing their thoughts on their own education and discussed with them how their feedback could contribute to our understanding of teaching and learning, and of educational reform. Students were engaged in the focus group and two commented afterwards that they had really enjoyed the experience.

A collaborative and reciprocal relationship was also established with teacher participants to ensure they understood the purpose of this study as being explorative as opposed to evaluative, and to attempt to support their effort in implementing global education. Questions were designed to focus therefore on their perceptions and practices of global education as well as their perceptions of supports and barriers to effectively implementing the global education program. Agreements were made to share articles and recommended resources to help support them with the development of their program, as well as a donation to be spent according to student and teacher input on what would best support their global education program. Teachers also shared resources and strategies with me from which I could learn a great deal as a fellow educator. I feel such collaboration and reciprocity is strongly called for by the principles of global education

(Freeman, 1993) and that it resulted in a richer understanding of the case, allowing me to interact with the participants as a fellow educator and proponent of global education, rather than just as a researcher.

Furthermore, by choosing a qualitative research design that employed semi-structured interviews with three different participant groups (teachers, administrator, and students); an in-class observation; and a review of the related scholarly literature, I increased my capacity to hear and represent multiple perspectives; recognize the complex interconnections among administrators, teachers, students, and their environments; and critically examine my own biases and preconceptions as well as those of the various participant groups as befits the promotion of multiple perspectives, critical analysis, and reflection by global educators (Cook & Duquette, 1999; Edmonds, 2007; Sutton & Hutton, 2001).

### *Social Constructivist Paradigm*

In keeping with global education's commitment to multiple perspectives and a systems analysis of the world (see, for example, Merryfield, 1993; Mundy et.al, 2007; Pike & Selby, 1988), this study was conducted from a social constructivist research paradigm, seeking to understand the multiple meanings participants ascribe to participating in global education. As such, I have operated under the assumption that participants' experiences and perspectives will illustrate multiple subjective realities of what they perceive to be the goals of global education (Creswell, 2007).

The social constructivist paradigm is also useful in conceptualizing how goals are perceived by administrators, teachers, and students of global education. Hickey adopts a "stridently sociocultural approach" to understanding the internalization of goals and motivation, suggesting that "what is typically construed as internalization is really better understood as

continued participation in the use of [certain] standards and values” (Hickey, 2003, p. 412). This approach has interesting implications for global educators’ attempts to change not only students’ intellectual understanding but attitudes, and to instil the ideals of global education in their students.

### *Role of the Researcher*

As a researcher in the field of global education and as an educator, I recognize that I bring certain beliefs and preconceptions about global education and teaching to this study. In order to minimize the impact of these preconceptions on participants’ perceptions of the goals of global education, therefore, I have chosen to take on the role of an observer rather than a participant in an existing global education program. In the research process itself, however, I assumed the role of the principal investigator and facilitated the active involvement of teacher and student participants in the collection of data, seeking to represent them accurately in my description and analysis through rich descriptions and triangulation of data.

### *Participant Sample*

This research was conducted as a qualitative case study of a small rural public high school currently implementing a global education program in Ontario. Administrators, teachers, and students involved in the school’s global education program were invited to participate in interviews and in-class observations.

RHS was selected as my research site as it met the criteria of being an Ontario high school currently incorporating a global education program; its unique context as a small, homogeneous rural school in its first year of piloting a global education program made it a particularly interesting case to study, as these characteristics are not often found in the existing

research on the global education programs. It further provided a special participant sample in that only certain teachers and students were involved in the global education program, by virtue of the required IB training for teachers, and the scope of their program in its first year (i.e. focusing primarily on grade nine academic courses). All five teachers involved in the global education program agreed to participate in the study. Teachers were then asked to distribute information letters and consent forms<sup>5</sup> to all students in their classes included in the global education (i.e. grade nine academic courses). This resulted in a student sample population of approximately 30 students. I was also given an opportunity after the in-class observation to speak to the class about the study and invite them to participate. Five students participated in the focus group interview.

The administrator participant was a white female. Of the five teacher participants, three were female, two were male, and all were white. All but one teacher participant identified themselves as having grown up in a small town like Riverview<sup>6</sup>, or in the Riverview area, however all had travelled and/or worked in other regions of Canada and abroad. Teacher and administrator participants appeared to be between the ages of 30 and 55. Of the five student participants, four were male. One of the students was of a visible minority and the rest were white. All students were in the grade nine academic stream, and as a result are assumed to be high academic achievers between the ages of 14 and 15. For a summary of participant demographics, please see Table 4 in Appendix F.

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<sup>5</sup> Please see Appendix D for the student information letter and Appendix E for student, teacher, and administrator consent forms. In both cases, students were invited to participate in an interview matrix rather than a focus group, as this was my original intent; however, the student sample population was smaller than anticipated and there were too few student participants to run an interview matrix. A focus group interview was used instead with the same questions, allowing participants to discuss and comment on each other's responses as in the interview matrix, but not allowing for them to take on the role of co-researcher in the collection or analysis of student data, unfortunately. Students were notified of this possible change in methodology depending on numbers during my classroom observation, and the focus group interview process was explained to student participants before the interview.

<sup>6</sup> Pseudonym chosen to protect anonymity of town and participants.

### *Data Collection and Analysis*

Data was collected at the end of the school year in late May and early June. Data collected included individual interviews with one administrator and five teachers, one focus group with five students, and document analysis of resource materials used by one of the teachers for global education<sup>7</sup>. Teachers were given the option of participating in a focus group together, or in individual interviews; individual interviews were chosen by teachers to accommodate varying schedules and availability.

Each group of participants (administrators, teachers, and students) were interviewed separately from the others, as I assumed that their varying roles in the global education program would result in varying perspectives. My decision to interview each group separately was also made with the intention of ensuring that participant's comments would remain confidential; this was considered particularly important in order to assure administrators and teachers that their professional reputations would not be affected, and to assure students that their academic standing will not be affected as a result of participating in this study.

Data has therefore been reported using a letter and participant group identifier (e.g. Student A, Staff C) where a name is required to track participants' comments in order to protect the confidentiality of participants' responses in my analysis and discussion; teachers and administrator responses were pooled as "Staff" in order to protect the confidentiality of the one administrator participant. As the study was conducted in a school, the identities of people who participated will likely be known to others in the school; nevertheless, care has been taken to omit any identifying features of participants in the collection and analysis of the data to assure participants' anonymity.

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<sup>7</sup> For interview protocols, please see Appendix G.

Field notes of one in-class observation and informal school observations; photocopies of resources used in teaching global education; and interview transcripts were analysed for themes relating to the perceived definitions, content, pedagogies, goals, and results of global education. Initially, data was pooled such that administrator and teacher responses were analysed together (partly in an effort to protect the confidentiality of the one administrator participant, and partly because of their shared roles as school staff); student responses and data collected from resource and document analysis were analysed separately. Resource and document analysis data was later pooled with teacher and administrator data (though identified separately) as I felt that it too reflected the perceptions of teachers, in that it had been selected by the teacher as representative of global education.

In order to code and analyse the data, I followed Auerbach and Silverstein's (2003) steps for coding and analysis of qualitative data with some modifications, given that I had pre-established themes pertaining to participants' perceptions of the goals of global education in my research design (i.e., I had already stated that I would study participants' perceptions of the goals of global education by studying their perceptions of its definition, related content and pedagogies, its goals, and its effects). Rather than emerging from the data in this study, therefore, these categories had been pre-determined based on previous research on global education, and an earlier pilot study. This practice is fitting with the analytic technique of "pattern-matching" described by Yin (2006). Despite these pre-established categories, however, two additional themes did emerge from the data that I had not intended to focus on originally, namely, participants' perceptions of barriers and supports for their global education program. Using a lightly modified strategy to reflect my research design, data was therefore organized first into the

themes of definitions, related content, related pedagogies, goals, perceived effects, barriers, and supports pertaining to global education.

Once data had been sorted into these categories, I continued in the methods of Auerbach and Silverstein (2003) to organize repeating ideas into broader themes that drew together data from the various categories. These themes were then analysed and grouped to form the theoretical constructs that serve to answer (at least in part) the original question of how teachers and students at Riverview High School perceive the goals of global education, and what barriers and supports they perceive in their efforts to implement a global education program.

### *Validation and Evaluation*

Validity and evaluation of findings was addressed in three ways throughout the study: first, I did my best to minimize the impact of my own beliefs and preconceptions on my findings by keeping field notes throughout the study of my thoughts and impressions, making them explicit and asking how they may affect my perceptions and analysis.

Secondly, findings were validated by triangulating the data collected from the classroom and school observations; individual and focus group interviews with various participant groups; and document analysis of resources used for global education. Thirdly, through the use of rich descriptions of the case under study and participants' responses, I have attempted to accurately represent the views and voices of participants. While such efforts have been made to ensure the accuracy and validity of data collected regarding participants' perspectives, I also made use of my outsider's perspective to question and problematize these perceptions in my analysis. Thus, a balance between emic and etic perspectives has been sought in this study in order to contribute to its validity.

A pilot study was conducted as part of a graduate course project in an urban all-girls independent school in Ontario which allowed for further refinement of research questions and focus, as well as generating further questions about the potential messages and effects produced by this particular site and model of global education. By contrast, the current study takes place in a small rural public high school, resulting in the observation of many of interesting differences and similarities. In the former, global education had been adopted as a school-wide approach through its designation as an International Baccalaureate World School; in the latter, a group of teachers were involved in the first year of piloting a global education program modeled off of the International Baccalaureate's Middle Years Program. Comparing these two cases has led to a number of insights as to the common conceptions, practices, aims, and needs of global educators, despite their very different contexts. While not a focus of this study, such comparisons have no doubt informed my analysis and discussion of the current case.

#### **Chapter 4: Case Description**

As this is a single case study of one Ontario high school currently implementing a global education program, the RHS global education enrichment program is not considered to be representative of the many varying implementations of global education in high schools (let alone elementary schools) across the province. It does serve, however, to bring forward the perspectives and experiences of staff and students engaged in global education at a small rural high school, which are not currently represented at all in the existing global education literature from Canada, the United States, or the U.K. at this time. Rather than arguing that this case is typical of other small rural high schools, or of global education programs in general, therefore, I submit the findings of this study as further insight into the complexity and variability of global

education programs across Canada, as well as demonstrating common goals, pedagogies, barriers, and best practices that pervade these various programs.

In order to set the context of the case under study, this section will first describe high school education in Ontario through curriculum and policy documents published by the Ontario Ministry of Education (OME). Secondly, I will describe the town of Riverview<sup>8</sup> using Statistics Canada's community profile data, descriptions by study participants during interviews, and my own observations as someone familiar with the town. Thirdly, I will describe Riverview High School<sup>9</sup> (RHS) itself, also through participants' responses and my own observations as someone familiar with the school. Finally, I will describe the specifics of the global education enrichment program being modeled on the International Baccalaureate (IB) Middle Years Program (MYP), using participant responses and information from the IB website and resources. Emic and etic perspectives will therefore be represented in the descriptions of the town of Riverview, RHS, and the global education enrichment program as they will reflect the emic views of participants and myself as those familiar with the town and high school, as well as the etic perspective afforded me as someone coming in as an "outsider" and through published IB materials. In the description of the context of Ontario, the emic perspective is represented by the stated aims of the OME in curriculum and policy documents, while the etic perspective will ensue from an analysis of these documents as someone outside the OME.

### *High School Education in Ontario*

The Ontario Ministry of Education states that the Ontario high school curriculum "establishes high, internationally competitive standards of education for secondary school

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<sup>8</sup> Pseudonym chosen to protect the anonymity of town and participants.

<sup>9</sup> Pseudonym chosen to protect the anonymity of school and participants.

students across the province” such that graduates will be “well prepared to lead satisfying and productive lives as both citizens and individuals, and to compete successfully in a global economy and a rapidly changing world” (Ontario Ministry of Education (OME), 2000, p. 3). In this section, I will present some of the explicit and implicit aims and content of the Ontario high school curriculum that I found represented in curriculum and policy documents published by the OME. I also draw upon the work of Mundy et al. (2007) in their Canada-wide research on the implementation of global education in elementary schools, focusing on their findings for Ontario in particular.

High school in Ontario spans grades 9 through 12, during which students choose courses from a particular stream depending on their interests, academic abilities, and career goals. Three types of courses are offered in grades nine and ten: academic, applied, and open. For descriptions of each provided by the OME (2000), please see Table 1 below. Student participants in this study were all taking courses in the academic stream, as these courses were selected by teachers and the administrator for piloting the global education enrichment program.

Table 1: Types of Grade 9 and 10 Courses and Descriptions

Course Type	Description	Subjects offered
Academic	Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.	English, French as a second language, mathematics, science, geography, and history
Applied	Applied courses focus on the essential concepts of a subject, and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.	English, French as a second language, mathematics, science, geography, and history
Open	Open courses are the only type of course offered in most subjects other than those listed [for academic or applied courses]. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.	All other courses

All courses follow a provincially mandated curriculum outlining overall and specific expectations for units or themes specific to each course and grade. While the number of such expectations is often a source of strife for teachers dealing with limited time, resources, and varying student needs, there is also flexibility in the curriculum to combine and present the curriculum expectations according to individual teachers' preferences, though arguably, this is often determined by the resources (such as textbooks) available for specific courses. Approved textbooks are listed on the OME's "Trillium List", from which school administrators must select textbooks to be used in their schools (if teachers choose to use a textbook) (OME, 2002).

### *The Ontario High School Curriculum*

While the Ontario Curriculum does not mandate the integration of global education, certain related themes can nonetheless be found among certain curriculum expectations and policies. Environmental education, citizenship education, and education for multicultural society, for example, are cited by Pike and Selby (1988) as educational approaches encompassed by global education and have seen greater integration into the Ontario Curriculum in recent years. There is still much work to be done, however, in integrating the global education approach into the Ontario Curriculum as this section will demonstrate competing goals and conceptualizations remaining in the curriculum and policy documents.

In addition to subject-specific curriculum documents outlining the scope and sequence of curricular expectations for each grade and course, the OME has published broader policy documents such as *The Ontario Curriculum Grades 9-12: Program Planning and Assessment* (2000); *Program and Diploma Requirements* (2009); *Antiracism and Ethnocultural Equity in School Boards* (1993); and *Equity and Inclusive Education in Ontario Schools: Guidelines for*

*Policy Development and Implementation* (2009). These documents are intended to assist educators in integrating the broader aims and policies of the OME into all areas of the curriculum. In addition, I also discovered two documents published by the OME intended to promote and support the integration of environmental education in all grades and disciplines of the curriculum, *Ready, Set, Green!* (2007), and *Environmental Education: Scope and Sequence of Expectations* (2008). These documents serve to provide an overview of the aims and scope of the Ontario high school curriculum and as such have been drawn upon to provide the context for education in Ontario in which our case study is situated.

In my analysis of these documents, a number of themes arose concerning the aims of the Ontario high school curriculum and its related policies. The broadest and most pervasive theme I found was that of preparing students to become successful members of society; this conceptualization of success included notions of competition, productivity, and responsibility to contribute to society. Competition was referenced with regards to “internationally competitive standards” and competing successfully in the global economy in the Program Planning and Assessment policy document (OME, 2000), and was also found to be a unique characteristic of the Ontario education context in relation to other Canadian provinces by Mundy et al. (2007). Productivity and responsibility to contribute to society were characteristics by which citizenship was essentialized; these terms were found throughout the Program Planning and Assessment and Program and Diploma Requirements documents, as well as being implicitly represented in the requirement of 40 hours of “community involvement activities” (i.e. volunteering) for each student over the course of their high school career (OME, 1999, 2000). Although critical thinking is mentioned as a curriculum expectation in the individual course curricula, it was not represented in the broader policy documents’ conceptualizations of citizenship. Thus, the type of

citizenship represented in OME policy documents is one in which citizens' responsibilities are limited to being productive workers who are engaged in, or who contribute to their communities through volunteering. Notions of critical participation in a democratic society found in a global education conception of citizenship are absent in these documents, though encouraging community engagement through volunteering is consistent with the practices of global education and can be a means of helping students make local and global connections.

Additional themes found in the curriculum and policy documents were much more consistent with aims of global educators, most notably the commitment represented in these documents to antidiscrimination education and environmental education (OME, 1993, 2007, 2008, 2009). These policy documents, created by researchers, educators, and other stakeholder groups specific to antidiscrimination and environmental education respectively, demonstrate sophisticated and critical understandings of these issues and the importance of their integration into all disciplines. This seems to be particularly true of the antidiscrimination document which recognizes existing systemic racism (including a typically Eurocentric perspective) in the school system, and the resulting barriers facing Aboriginal and minority groups (OME, 1993). In its own words, "the document also symbolizes the strong commitment of the Government of Ontario and its partners in the education system to work together to build a more equitable province" (OME, 1993, p.3). This document is further supported in its aims by an amendment to the Education Act in 1992 that required all school boards to "develop and implement antiracism and ethnocultural equity policies" (OME, 1993, p. 5).

While these documents contain reference to, or support for aims and content related to global education, however, Mundy et al. (2007) found that the OME "has no formal curriculum on global education", and "the officials [they] interviewed stated that the ministry did not have a

formal definition of or policy on global education” (p. 73). Not surprisingly, therefore, despite a common provincial curriculum, Mundy et al. (2007) found evidence of wide variations in the implementation of global education programs and activities analysed in their study at the levels of school boards and individual schools.

### *The Town of Riverview*

Although Ontario holds about one-third of the population of Canada including a large number of new immigrants, the town of Riverview is found in a rural area of Eastern Ontario with only 3.41% of its population identifying themselves as immigrants in the 2006 census (Statistics Canada, 2007). As of 2006, the total population of Riverview was just below 8,000, although it should be noted that two surrounding townships, each with populations close to 3,000 also use the schools and other services in Riverview. Including these populations brings the percentage of immigrants up slightly to 3.76%, although of the three areas combined, less than 1% of the population identified themselves as being a visible minority (0.79%, Statistics Canada, 2007). The majority of immigrants in Riverview and its surrounding townships immigrated before 1991, with immigration rates decreasing (or non-existent) between the periods of 1991-2000 and 2001-2006. Table 2 displays the statistical information for Riverview and its surrounding townships concerning immigrant populations and languages spoken in the home.

Table 2. Demographic Statistics for Riverview and Surrounding Townships

Demographic Descriptor	% of Pop'n in 2006
Immigrant population in the town of Riverview	3.41
Immigrant population in the town of Riverview and surrounding townships	3.76
Visible minority population in Riverview and surrounding townships	0.79
People speaking English at home	96.5
People speaking French at home	0.50
People speaking a non-official language at home	0.75

These figures speak to the near absence of racial, cultural, and linguistic diversity in Riverview referred to frequently by study participants. As one staff participant put it, “we’re still pretty white” (staff A, p. 2). Furthermore, participants noted that in addition to lacking local diversity, much of the population of Riverview had little exposure to other people, places, or cultures because they had not travelled outside the county or province to areas with greater diversity, let alone to places outside of Canada. One staff participant identified both interest and opportunity as factors in students’ lack of travel experience, stating that, “less of our student body would travel to other countries or have that opportunity to do so, and therefore would be less likely to see different cultures” (Staff D, p. 2). This lack of travel outside of the Riverview area is further tied to staff perceptions of the Riverview and student population as limited in the variety of their experiences and perceptions of the world, as illustrated in this staff participant’s comment:

I think when we come from [the Riverview area]...people come here and they have their own experiences and their own background and that’s all they’ve ever experienced; and that’s fine, but that’s only one way of viewing the world (Staff F, p. 1).

Interestingly, however, rather than citing these characteristics as barriers to global education, staff participants viewed their homogenous context as a powerful impetus for the development and implementation of a global education program at Riverview High School (RHS).

Furthermore, a number of goals identified for the global education program by staff and students address this lack of exposure directly.

Riverview’s major industries include manufacturing, retail trade, business services, health care and social services, with agriculture being an important industry in outlying areas (data pooled from Statistics Canada, 2007). The median income of all families in 2005 for Riverview and surrounding areas ranged from approximately \$52,000 to \$62,000, although one teacher

participant reported in an interview that 25% of the population lived below the poverty line.

Table 3 displays the statistical data from 2006 concerning educational attainment for residents between the ages of 25 and 64 of Riverview and its surrounding townships.

Table 3: Educational Attainment Statistics for Riverview and Surrounding Townships

Educational Attainment Descriptor	% of Pop'n aged 25-64 in 2006
No certificate, degree or diploma	16
High school certificate or equivalent	35
Apprenticeship or trades certificate	12
College, CEGEP, or other non-university certificate or diploma	26
University certificate, diploma, or degree	9
Postsecondary studies completed outside of Canada	4*

\* percentage of population aged 15 or older

Bringing a personal light to these numbers, students in the focus group remarked that “many students don’t value education and just want to finish high school and work right away” (Student C, p. 10). One staff participant also stated a desire to boost the number of students continuing on with post-secondary education (staff A) through the global education program, feeling it would “open their minds to post-secondary” and help students feel “confident enough to pursue post-secondary studies” (Staff A, p. 3).

An interesting perspective on the town of Riverview was afforded through participants’ descriptions of a project undertaken by students in one class to identify and analyse the representation of local culture through visual language found in the town’s business and retail sector. This project was identified by two staff participants and one students participant as having helped students become more aware of their own culture as inhabitants of Riverview, and being able to analyse its strengths and weaknesses. As described by one staff participant,

[students] were able to define their own culture which is pretty exciting because most kids will say, ‘well, we don’t have a culture. Culture is hot Italian night, or go to a pow wow, we’ll have culture. There’s no culture here.’ But these kids recognized that they had a culture...I see kids understanding that yes, they have a culture, it’s unique in [Riverview], for good or for bad,

and both. They did see it both ways: they saw it as a very giving community because of all the charity that they saw happening in the area, and then they saw it as a very closed community...So it was interesting to see them critically analysing themselves (Staff A, p. 3).

This activity was also recognized by one of the student participants as showing the culture of Riverview, particularly when comparisons were made between their local context and those of other places in the world: “by learning about the world, it helps us to realize more about our culture too, so you’re getting a really, really big understanding instead of just a kind of confusing one” (Student D, p.16). Another student commenting on the pairing of this exercise with learning about other places in the world said,

I think it’s neat to see how old town [Riverview] is...related to the big world. It’s neat to, in [specific class] with [specific teacher] how we linked the culture of [Riverview] to the culture outside of [Riverview], like, I don’t know to explain it, but the culture here is more like the culture everywhere else as well, we just don’t realize it (Student A, p. 16).

This student’s comment in particular suggests an insular feeling in the town of Riverview, a sense of being separated from “the big world”; however through certain activities students were able to look outward and within to better understand their own culture as well as others. Furthermore, this observation is one of several that indicate that students and staff alike perceived the school as a space that both reflected and pushed beyond the immediate context of Riverview.

### *Riverview High School*

Riverview High School (RHS) naturally serves as a microcosm of the town of Riverview in its demographics and culture. The student population is almost completely white, reflected in one staff participant’s comment that “we don’t have that multicultural aspect” found in many

urban schools (Staff C, p. 2). The staff population is similarly homogenous. Many of the staff are from the Riverview area themselves, though all would have travelled at least within the province of Ontario to complete their postsecondary studies, and many have travelled abroad. Of the five teachers participating in the global education program, all had experience travelling or working in places with much greater diversity within Canada, and/or abroad. These travel experiences were associated by all teacher participants as being highly influential in their motivation to participate in the global education program. Reactions among other staff members to the global education program have been mixed. According to one staff participant, “there are some teachers who have made it clear they have no interest in participating in this, and others who say, ‘yeah, absolutely, let me at it’” (Staff C, p. 11). It should be noted, however, that reasons for disinterest in participating in the global education program likely reflect other factors than sheer interest in global education, such as existing demands of teaching and other time constraints, such as involvement in extra-curricular activities.

As a small school, RHS staff must take on multiple responsibilities in and out of classes in their efforts to provide students with an impressive variety of clubs and teams for a school their size (e.g. various athletics teams for boys and girls at junior and senior levels; jazz and concert bands; Interact (a community service club); student council; athletic council; OSAID (Ontario Students Against Impaired Driving); and the production of one dramatic production (either a play or a musical) once a year).

RHS is like Riverview in general in that it is seeing a decrease in its population over the past few years. One staff participant informed me that student enrolment is expected to drop below 500 next Fall (the town also has a Catholic high school with a similar sized student population). This poses a concern for staff members as low student enrolment constrains the

number and selection of courses they can offer, which exacerbates existing difficulties in successfully running courses beyond the required subjects that might deal more directly with themes of culture and global issues. For example, the number of students registering for senior-level French courses may be too low for the school to offer enough French courses for students to receive their French language certificates, as well as depriving them of a course that deals directly with subjects such as language and culture that dovetail easily with the cultural and global awareness sought in global education. Furthermore, many courses are being offered as “split classes” with teachers teaching students in both the academic and applied streams in grades nine and ten. Although debates are ongoing as to the relative merits of split-level courses and single level courses (see, for example, Veenman, 1997) the fact remains that split-level courses require teachers to teach two different set of curriculum expectations to their students, requiring a level of differentiated planning, teaching, and assessment beyond that required in a single-level course.

In addition to the constraints on courses offered at RHS because of their low student enrolment, the school board does not offer a gifted program and no longer identifies students as gifted, according to one of the staff participants. In fact, according to teacher and administrator participants at RHS, they developed the global education program to address the need for an enrichment program that would be available to all students, but would provide opportunities for greater challenges in thinking and skill development. One staff participant felt, for example, that much support and resources are available to students with individualized education plans (IEPs) for learning disabilities, while students at the other end of the achievement spectrum had little to no specialized support; framing this global education initiative as an enrichment program, therefore, was seen as an effort to balance the services offered to students (Staff B).

### *The RHS Global Education Enrichment Program*

Conceptualized primarily as an enrichment program, RHS's global education enrichment program<sup>10</sup> was modeled on the International Baccalaureate (IB), recognized as a reputable program of enrichment with high curricular and professional development standards. The stated aim of all IB programs is "to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world" (International Baccalaureate Organization (IBO), 2006). In addition, the program outlines an IB learner profile<sup>11</sup> including many characteristics consistent with global education themes, such as exploring issues with local and global themes; critical thinking; collaborating with others; openness to multiple perspectives; and making a positive difference in the lives of others and the environment (IBO, 2006).

The IB curriculum contains "eight subject groups together with a core made up of five areas of interaction" (IBO, 2009), a set of five organizing elements for teaching and learning.<sup>12</sup> These elements encourage the integration of various subjects and real-life issues, as well as the cooperation of teachers to create links among subjects. The eight subject groups included are humanities, technology, mathematics, arts, sciences, physical education, and two different languages. The IB is described as a child-centered approach and is characterized by such goals as critical thinking, awareness, responsibility, action, and future-mindedness, with numerous references to global issues. Such statements demonstrate considerable overlap between the IB program and global education. For the purpose of this study, therefore, the IB program was

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<sup>10</sup> It should be noted here that "global education enrichment program" is a name I have chosen to use myself for the pilot program at RHS. Staff members referred to it varyingly as the enrichment program, the IB, or global education. In order to combine these characteristics or names, therefore, I have chosen to describe it as a global education enrichment program. Teachers also noted that they could not technically refer to their program as being part of the IB or MYP because they were not yet an authorized IB World School.

<sup>11</sup> For the complete IB learner profile, please see Appendix B.

<sup>12</sup> For a complete listing and description of the Areas of Interaction, please see Appendix C.

considered as a particular model of global education, from which teachers at Riverview High School derived their own program.

Specifically, the IB's Middle Years Program (MYP) was selected as the enrichment program was to be piloted with grade nine students in its first year, and grade nines and tens in its second year, falling within the age ranges of the MYP. All teachers involved in the global education program at Riverview High School attended training workshops in the IB's Middle Years Program (MYP); in fact, this training has been designated a requirement for all teachers interested in becoming part of the global education program, considering it a valuable standard for the program. According to the IB website, the MYP is designed for students between the ages of 11 to 16 at

a particularly critical phase of personal and intellectual development [requiring] a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world (IBO, 2009).

This description demonstrates an acknowledgement of students' affective and social contexts of learning and a desire to promote active, responsible citizenship consistent with the principles of global education (Merryfield, 1998; Mundy et al., 2007). Additionally, it adds that "learning how to learn and how to evaluate information critically is as important as learning facts." (IBO, 2009), also consistent with global education's pedagogies of reflection and critical thinking (Merryfield, 1993, 1994; Sutton & Hutton, 2001).

In order to offer the MYP or any other IB program, schools must first be authorized by the IBO as IB World Schools. This authorization takes place in three phases:

1. Feasibility study and identification of resources  
The school makes an in-depth analysis of the philosophy and curriculum, and identifies the resources needed to deliver it.
2. Trial implementation period  
The school puts in place all the processes and resources needed to

deliver the programme, including the training of teachers. The school must then implement the full programme for at least one year.

3. School visit

At the end of the trial period, a delegation appointed by the IB visits the school and evaluates the school's capacity to deliver the programme. If the outcome is positive, the school becomes authorized to offer the programme and attains the status of IB World School.

The school's delivery of the programme is evaluated by the IB four years after authorization and then every five years (IBO, 2009).

Implicit in this process is the requirement for significant financial support for training (the four day workshop required for the Level 1 MYP training runs at \$624.75 per participant in Canada, though not all teachers in the school are required to undergo training in order to achieve IB designation) and resources. Despite the exclusivity of the IB World School designation, however, the content, pedagogies, and goals of the IB programs themselves were perceived to be inclusive by the participating administrator and teachers at Riverview High School, an important consideration for those involved in the program, and another feature consistent with global education's goals of social justice and equality (Blaney, 2002). The IB was perceived by staff members to be accessible to all students, as opposed to the more traditional notion of enrichment as being offered to gifted students only. As one staff member described it, "it's motivation, not giftedness, that makes the IB program" (Staff A, p. 2). The inclusive nature of the IB enrichment program was mentioned by several staff participants as being key to their support for the program, though some persisting issues concerning the inclusivity of the IB program are suggested in certain participant responses and my own analysis of the program. For example, the global education enrichment program was being piloted primarily in grade nine academic courses, although staff participants did say they had also decided to try some of the same teaching strategies in their applied courses as well to see what kind of success they would have with students at different levels.

Related pedagogies included in the framework of the global education enrichment program such as project-based learning (especially research projects), the use of guiding questions, the integration of technology (internet or videos), classroom discussion, and differentiated instruction were identified by staff participants. Peer-to-peer teaching was also evident in their descriptions of classroom activities as an often-used pedagogy. Such pedagogies are supported in IB materials and descriptions, as well as in a provincial emphasis on differentiated instruction mentioned by one staff participant, as illustrated in this comment:

It's all seeming to come together, like special education, global awareness, and differentiated learning and they're aligning with this thinking; this global thinking or higher thinking, it seems to come together in context (Staff A, p. 5).

Thus, the IB program was viewed by this participant as bringing together a variety of educational approaches and pedagogies desired by staff at RHS.

The IB was also selected for its focus on global and international awareness as requirements for adequately preparing students to live in an increasingly interconnected world and economy. The International Baccalaureate Organization (IBO) defines the MYP as “a program of international education designed to help students develop the knowledge, understanding, attitudes, and skills necessary to participate actively and responsibly in a changing world” (IBO, 2009). Although the IB describes itself as a program of international education, as I have previously argued, I feel it is also justifiable to consider the program as a model of global education; both share many overlapping goals, content matter, and pedagogies that go beyond a simple definition of international education and are encompassed by global education.

The framing of the enrichment program to include a global or international perspective addresses the need perceived by each of the staff participants (and some of the student

participants as well) to broaden students' perspectives beyond their immediate experiences in the homogeneous context of Riverview. Combining this global education perspective with the framing of the project as an enrichment program, the teachers involved identified three specific aims or areas of focus for the first year of the project to be implemented in their grade nine courses (particularly in the academic stream, but also in applied courses as well to test its accessibility for all students). The three goals or areas of focus for the first year were:

- (1) to develop global and cultural awareness among students;
- (2) to develop students' research skills; and
- (3) to develop students' inquiry skills.

These and other goals perceived by staff and student participants will be discussed at length in the findings and discussion of this case study, but it will suffice to list them here to describe the program as it is being conceptualized and presented by staff at RHS. All teacher participants made references to these three areas of focus in their interviews, demonstrating consistency in their understanding of the project and its aims.

Consistency in participating teachers' understanding and implementation of the program was also enhanced by their common training in the MYP; all staff involved in the global education enrichment program took part in professional development workshops for the IB's MYP, including workshops specific to their teaching subjects (English, French as a Second Language, Math, and Science). In addition, any new staff members interested in becoming a part of the program will be required to first undergo the same training in the MYP. This training is perceived by participating staff as setting a valuable standard (mentioned by Staff B and Staff C), as does their association with the IB in general, as expressed by this staff participant's comment:

I think the IB is most beneficial in terms of—I won't say prestige, because I don't really care for that term—but in terms of showing parents and community that this is something

legitimate, that we are complying with the IB standards...” (Staff C, p. 3)

Thus, while the staff at RHS are seeking to develop their own global education enrichment program to meet the needs and context of their students, the IB program provides them with useful standards and credibility as they build support among staff, students, and the local community, as well as among members of the school board who will decide whether or not to continue funding the project.

Given the many existing demands for teachers’ time, the school’s resources, the preparation of students for life in a world quite different from their experiences in Riverview, and for the school board’s financial support of various educational programs, the stakes are high; fortunately, however, participating staff and students alike demonstrate an enthusiasm and commitment to the integration of a global education enrichment program that not only meets the three goals identified above, but many others to be described in the findings and discussion of this study.

## **Chapter 5: Findings**

Staff and student perceptions of the goals of global education in general and of the global education enrichment program at RHS in particular were deeply embedded in their definitions of global education and their perceptions of its related content, pedagogies, and effects. In fact, when I asked participants in interviews how they would define global education, all participants’ responses included at least some reference to what global education aims to achieve. Although one staff participant defined global education as a “lens” through which you teach the existing curricular content (Staff A, p. 1), it was normally described in terms of its results by staff participants and its related content by student participants. I found this to be an interesting

illustration of the ambiguity of global education in terms of its definition and proponents' focus rather on its goals (although these are subject to significant variation as well). I also feel that this indicates a goal-orientation among global education practitioners that is not necessarily tied to a particular educational theory or pedagogy, but which instead welcomes any approach that demonstrates consistency with these goals. If this is indeed the case, it may help to explain why there seems to be greater consensus in the literature as to the goals or "orientations" of global education (as referred to by Mundy et al, 2007) than exists for an actual definition of global education.

As a result of this way of conceptualizing global education, indications of participants' perceptions of the goals of education were consistently found throughout their responses to interview questions about the definition, related content and pedagogies, and effects of global education. A similar infusion of the goals of global education into descriptions of its definition, content, and pedagogies was found in the resources given me by one of the staff participants. In the classroom observation, however, I had the opportunity to see how these perceptions actually played out in the classroom, and how teachers' goals might be conveyed through content and pedagogy to students. Interviews, document analysis, and in-class observation thus resulted in a very rich source of data to answer my research question, "How do students, teachers, and administrators currently involved in a global education program in one rural Ontario high school perceive the goals of global education?" Using Auerbach and Silverstein's steps for coding and analysing qualitative data (2003), theoretical constructs emerged concerning staff goals for the RHS global education enrichment program; students' perceptions of staff goals for the global education enrichment program; additional goals perceived by student participants for global education; and perceived effects of the global education enrichment program. Each theoretical

construct in turn represents a group of related themes described below emerging from repeating ideas identified in interview transcripts, document analysis, and in-class observation.

### *Staff Goals for the RHS Global Education Enrichment Program*

As previously stated, teachers involved in RHS's global education enrichment program identified three goals for the first year of their project:

- (1) to develop global and cultural awareness among students;
- (2) to develop students' research skills; and
- (3) to develop students' inquiry skills.

Teacher participants demonstrated considerable consistency in the identification of these goals, with explicit mentions of each of them in every teacher interview. Elaborations on these goals demonstrated some variance in the specific ways in which they were understood and extended to additional goals (particularly with the first goal of developing global and cultural awareness among students), but in general, participants shared similar understandings of and commitment to these three main goals.

I now turn to these elaborations and extensions to develop a more in-depth understanding of how RHS staff participants perceive the goals of global education. I begin with the first theme of developing global and cultural awareness among students. This goal was largely tied to staff participants' perceptions of their students as having very little exposure to racial and cultural diversity or travel experience beyond the Riverview area. In fact, Riverview's homogeneous context was perceived by staff participants as an imperative for bringing a global perspective into their enrichment program. Encouraging students to see beyond their experiences in a small town was an idea consistently repeated throughout staff responses, as illustrated by one staff participant's expressed desire to have students "think outside of the small experiences, but good

experiences, that a small community can offer and recognize that they are just very much a part of something bigger” (Staff D, p. 2). Similarly, another staff member stated that,

there are a number of students who may not yet have that appreciation [of what goes on beyond Riverview] so allow them or help them to appreciate what is beyond [Riverview] and how they can impact what happens elsewhere. Or what happens elsewhere can impact them in their lives (Staff E, p. 1).

Motivations for increasing students’ exposure to other people, cultures, and places thus included connecting students with the greater world and helping them to see their interconnectedness.

A further motivation for exposing students of RHS to the world beyond Riverview was mentioned by a third staff participant, stating, “I think it’s particularly important for people in our area because we are in a small town, we’re still pretty white. And I think that this is not the reality of their future, and they need to understand that everyone has to work together” (Staff A, p. 2). Thus, awareness among staff participants of the exceptionally homogeneous context of Riverview and the need for students to recognize their connectedness to a world of diversity provided a strong source of motivation for the general goal of developing students’ global and cultural awareness.

Developing global and cultural awareness among students can be broken down into a number of related goals perceived and identified by staff participants. I categorized these repeating ideas as pertaining either to increased knowledge and understanding or changes in students’ perspectives. For the former, staff participants wished their students to grow in their knowledge and understanding of people, cultures, and places at local and global levels. One staff participant described an activity used this year in which students’ understanding of culture was developed

by first looking at our local community...so that we’ve looked at what maybe are some of the values and things that we respect

and appreciate and motivate our actions in this small community, [and] how then would that differ...from other places around the world and how might we bridge the gap of understanding that might exist (Staff B, p. 1).

Similarly, staff participants described the importance of helping students to make connections between their local context and related historical, cultural, and global contexts. Such efforts were clearly visible during my in-class observation, during which links were made among curricular content, cultural philosophies and practices represented therein, and the cultural philosophies and practices of the students. For example, the teacher compared the Greek tragedy tournaments to the sports tournaments with which students were familiar and explained how both were forms of entertainment and competition for their respective cultures and time periods.

Making connections between the curriculum and the local and global contexts of students' lives was repeatedly mentioned by staff participants as an integral pedagogy in developing students' knowledge and understanding of people, cultures, and places. This was done through the use of guiding questions which "[tied] everything together" in each unit and course (Staff D, p. 3), and using current events or real-life examples to illustrate curriculum content, such that "you're not really changing the curriculum in any way, shape, or form; you just changed the meaning of the example" (Staff C, p. 3); another staff participant described it as "taking the curriculum ideas and branching out and going finding places where outside of [Riverview], or outside of Canada, or outside of Ontario, depending on the situation where those issues tie in" (Staff E, p. 1). This concept of extending the curriculum was heard consistently throughout staff participant interviews as a distinctive feature of global education. In fact, some staff participants reported that at times they were willing to even put aside the curriculum in order to follow students' interests and take advantage of "teaching moments" (Staff C, p. 2) that contributed to students' global and cultural awareness.

In addition to increasing students' knowledge and understanding of people and places, developing global and cultural awareness was also perceived by staff participants as requiring changes in students' perspectives. As with developing global and cultural awareness in general, broadening students' perspectives was deemed extremely important given their lack of exposure to racial and cultural diversity, and, as a result, to various ways of seeing the world. Qualities such as open-mindedness, respect for others (and other ways of doing things), and suspending judgment until enough information can be gathered to develop an informed opinion were all identified by staff members as important characteristics to foster in students, and were likewise represented in resource materials from the IBO. One staff member considered this personal development of students to be of paramount importance to the goals of the global education enrichment program, as illustrated in this comment:

In terms of education, you know maybe you could tie all kinds of educational themes or skills to a global education program. But for me it's more the personal development and developing of caring, developing of understanding and inclusion, so that they're forming their decisions, their day to day decisions more on an understanding of the big picture rather than an understanding of a little part of the puzzle (Staff E, p. 2).

Other staff participants likewise described goals of changing students' perspectives to foster greater empathy and care for others, promote independent thinking, and to inform personal decisions.

Intellectual goals for the global education enrichment program pertaining to specific academic skills were also perceived and identified by staff participants. Developing research and inquiry skills were the two main themes that emerged concerning intellectual or academic goals set out by teachers involved in the global education enrichment program; however additional themes concerning skills such as critical thinking, communication, and reflection on learning

were also identified consistently by staff participants as means and ends in themselves. For example, a number of these skills were combined in one staff participant's description of the distinctive goals of the global education enrichment program:

I just believe we have to question the world, I believe we have to question the media, I think we have to question politicians, decisions made at government levels, I think we just have to be more able to ask important questions and to say, "I'm not sure that's true", or "I'm going to research that", or "I'm going to hold judgment on that until I have more information"...the MYP encourages critical thinking and encourages research, it encourages going off and exploring an idea that might be fascinating and I just think we really need to do that and sometimes we get really stuck with 'we have to cover the following ideas and the curriculum' but really if something interests a student, what is the harm in researching and asking questions and finding out more about it? I just don't think we do enough of that in traditional education...And challenging students, right? Giving them something that they can get their teeth into and then challenging them to find out more (Staff F, p. 2).

As with the more personal or social goals, these intellectual or academic goals were considered by staff participants as ways of changing students' previous knowledge and/or perspectives of their local and global contexts. For example, critical thinking was employed in helping students deconstruct their own opinions, responses, and choice of language, as well as analysing and questioning stereotypes as illustrated in these staff participants' comment:

what becomes very important is that while they may fall upon global ideas and cultures that are different from their own, they need to be open-minded enough to look at things without prejudice and reflect on the world that they're in critically, rather than just accept that this is the norm, or this is the way it is (Staff B, p. 2, 3).

[I might] ask a question and have them think about all the different aspects, but then have them come back to, alright so you gave me this word here and this is a very general description of maybe a culture or a group of people; can we break that down? So getting them to think about what they say and the way they choose to answer questions and... just to think about, for example a statement

or to think about a news item or to think about something you see on TV or hear on the radio, ok are there other perspectives? Everything we do we can submit to questioning and critical thinking so that's one of the things we've been doing (Staff F, p. 3).

Likewise, communication skills were developed through essay writing, classroom discussions and debates, drama, and oral presentations to help students express and give reasons for their opinions, or to share their knowledge with their peers. Whether before, during, or after these exercises, reflection was used in such a way that,

rather than just saying what we did, reflecting on it or sort of reiterating what has been done in class, I've had students discuss *how* what we have done will affect the way they think in the future, or will change how they might approach something. And that has been really good; it's been quite amazing what kids have discovered and some of the things they've shared that are classroom experiences that will now inform some of their outside of school experiences" (Staff B, p. 3).

Thus, while the skills themselves are more intellectual or academic in nature, their applications to student's real lives are what seem to be of greatest importance in realizing staff participants' goals for the global education enrichment program.

Though not set out in their three main areas of focus for the first year of the global education enrichment program, a number of additional goals were consistently identified by staff participants relating to students' engagement in school and in the world. Pedagogies and classroom anecdotes related in interview responses demonstrated a strong desire among staff participants to have students engaged and taking more responsibility in their own learning. Class discussions were mentioned by all teachers as having piqued students' interest and involvement, and were often cited as examples of how they have seen changes in their students' knowledge of, and interest in, local and global issues. In fact, most of the classroom discussions described seemed to be student-led after an initial introduction to the topic (either by the teacher, or by

students presenting to the class), and often seemed to stray beyond the originally intended path.

This was not necessarily seen as a problem, however, as one staff participant explained,

If they're interested enough for them to enter into conversation with me or with other students...we take that and see where it will go. And you know, in the end, like I said, most of them are able to find stuff that ties to the curriculum, so then I can bring it back and work on the tying it in (Staff E, p. 4).

In this case, the teacher's role was seen more as a facilitator and as helping students to make connections between their interests and the curricular content with which the discussions began.

This type of student-directed pedagogy, in which students' questions and interests inform the planning of lessons and/or the direction of discussions, was also observed during my in-class observation: near the beginning of class a number of students asked the teacher if she could continue reading them one of the books they were studying; they were obviously very interested in the story and a number of students said they preferred to have it read aloud while they followed along or just listened. The teacher obliged and throughout her reading she paused to ask students questions about what had been read and how it related to things they already knew or had experienced, or what types of literary devices were being used by the author and why. The whole class seemed engaged in hearing the story and many participated in the short discussions throughout. The teacher informed me afterwards that she had not intended to spend time that day reading from the novel, but since the students were so interested and asked for it, she was willing to adjust her original lesson plans, to which she returned after the reading. Students' engagement continued through the remaining class activities which switched instructional gears to have students working in small groups, summarizing and discussing the reading they had completed individually. Discussions remained on-topic as students shared with each other what they had learned or questions they had about the reading. Support for such student-directed pedagogy has

been noted in the global education literature by researchers such as Mundy et al. (2007) who recognize a commitment to child-centred pedagogy as central to the global education approach, as well as Hickey (2003) and Ballagh & Sheppard (2004) who stress the importance of students' direct engagement in the learning process.

As with their tangential discussions, staff participants also hoped that students' engagement would extend beyond the curriculum, and beyond the classroom to affect their everyday lives. This was most often characterized by goals of preparing students for the future and building their capacity to make a difference in the world. The former dealt mainly with teachers' perceptions of the needs of student in securing employment in a competitive global market, while the latter included references to developing student's empathy and kindness towards others now and their capacity to effect change in the future. In both cases I felt participants demonstrated a sense of urgency and apprehension about the future in which students would find themselves, suggested, for example, in references to competitiveness, dealing with global problems, and "surviving" demonstrated in the following staff participants' comments that the "ability to think critically about one's situation is also what's going to allow our current students to create careers and pursue professions inside of what's a pretty competitive world right now" (Staff B, p. 3) and that "if we're going to survive with our lifestyle we have to teach kids to open their minds" (Staff A, p. 2). Perhaps this perception of the world indicates why such goals were identified by participants, in that they feel changes are already underway in certain areas (like the economy), and need to be made in others (e.g. social inequalities, environmental degradation).

While additional goals for global education were perceived and identified in staff responses (i.e. goals beyond the three identified specifically at the beginning of this section),

three of the five teacher participants specifically mentioned the importance of starting small and building gradually. One participant described the learning curve experienced in implementing this new program as requiring time and ongoing professional development (Staff F, p. 4).

Another participant described the danger of overwhelming teachers by trying to change too much at once: “I think you have to be very, very careful because so many teachers feel completely inundated with the flavour of the week, and I think you have to do it gradually” (Staff C, p. 3).

This comment also reflects the fact that the global education enrichment program is just one of many new educational initiatives to which staff are exposed throughout their teaching careers, many of which seem to pass away in favour of the latest bandwagon. Teachers’ hesitancy and resistance is thus understandable, and time is needed for new educational programs to establish their credibility among staff members. Returning to the previous comment, the need for time is evident even among those staff members who have already bought in to the program to familiarize themselves with it and develop their professional practice accordingly. By selecting three specific goals for their first year of implementation, therefore, RHS staff were able to focus their efforts, making gradual changes to their teaching and testing the feasibility of this approach without feeling completely overwhelmed.

#### *Student Perceptions of Staff Goals for the RHS Global Education Enrichment Program*

Student participants identified a number of goals they perceived their teachers to have for the global education enrichment program, all of which had been identified by staff participants. Increasing students’ global and cultural awareness and knowledge of local and global interactions; changing students’ thinking or broadening their perspectives; engaging students in their own learning; and preparing students for the future were all identified by student

participants as goals they perceived their teachers having for the global education enrichment program, and were indeed identified by staff participants as goals they held for the program.

The ways in which students conceptualized or understood these goals differed slightly at times, though in general their perceptions were consistent with goals identified by staff participants. For example, students' perceptions of what was meant by a "global perspective" generally excluded studying Canada itself in favour of other countries; as one student participant reflected, "most of the stuff...that we've been doing in terms of stuff that is actually going on seems to be in terms of stuff that has to do exclusively with Canada, which is far from a global perspective per se" (Student B, p. 1). While there are certainly cases in which studies of Canada would lack a global perspective, this comment and others made by student participants suggests a view that if they were studying Canada as opposed to another country, there must not be a global perspective to the lesson. This is more typical of an international education approach as opposed to global education which promotes the study of issues and interactions both among *and within* nations themselves and may suggest a lack of recognition or understanding of their own national culture or context in their focus on learning about the more exotic "other".

Despite this focus on learning about other countries as opposed to Canada itself, however, students were able to see how discussions of local culture allowed them to make connections to other cultures around the world, such that their focus was not entirely outward. As one student participant described of their deconstruction of the local culture, "we linked the culture of [Riverview] to the culture outside of [Riverview]...the culture here is more like the culture everywhere else as well, we just don't realize it" (Student A, p. 17). This statement reflects a pattern I noticed among students' responses in which their increasing global and

cultural awareness seemed to be tied to their ability to make local and global connections and see similarities where they had previously only seen differences. As one student participant put it,

It's also teaching us that we're all human and we're all more alike than different. So sure we're different; like other countries may have different ways of doing things, but in reality, we're all human, we all need the same things and we all want the same things, and it's sort of helping us to look at everyone" (Student C, p. 17).

This perspective represents a slight shift from teachers' goals of exposing them to different ways of thinking and living in the world to students' perceptions of increasing their ability to see how their local culture is the same as others around the world. Students did also perceive the importance of recognizing and valuing differences, however, along with developing open-mindedness and empathy towards others.

While students and staff may have had slightly different understandings of what exactly was involved in developing students' global and cultural awareness and broadening their perspectives, perceptions of these goals were generally consistent between the groups. Interestingly, teachers' intellectual goals of improving research and inquiry skills were not identified by student participants as goals in themselves, however, but merely as pedagogies related to increasing student engagement. Even student engagement itself was described by student participants as more of a means or an effect of achieving teachers' goals for the global education program, though they recognized teachers' efforts to increase student engagement which in turn implied that they perceived it as one of their teachers' goals. Related pedagogies such as class discussions, interactive or experiential learning, research projects, and field trips were identified by student participants as improving student engagement and learning, as reflected in one student's observation that "you learn more about things you do than things you just learn off a paper" (Student E, p. 15). Students also shared some staff participants'

willingness to forego the curriculum momentarily in order to follow students' interests, feeling that this learning was just as important as that which was specifically intended by the curriculum, and was well worth the resulting student engagement as described in this student's comment:

We always looked really forward to going to [specific class] to see what the next discussion would be, 'cause [specific class] was probably the best class I had last semester. But it was interesting to go and see everyone else's different opinions and it was always like 45 minutes of discussing things and then we'd have half an hour to like speed learn the rest of the stuff (Student A, p. 12).

Similar accounts of increased interest and engagement of students were described throughout the focus group, lending consistent recognition among student participants (albeit implicit) of teachers' goals for increasing student engagement in learning.

The final goal student participants perceived their teachers had for the global education enrichment program that staff themselves identified was preparing students for the future. According to student participants' responses, however, their perceptions of their teachers' goals in this area were specifically related to future careers. Students expressed approval and appreciation of their teachers' efforts to prepare them for success in the global market (specifically, financial success), as illustrated in this student participant's comment:

I think that they want us to [have a global perspective], because like in geography we learned about how like the world's becoming a global market place and how everyone's getting so connected with technology and things like that, so I think with a lot of careers now you get to interact with different cultures and societies and things. So I think if in high school you learn a lot more about those cultures through different subjects and things, it can kind of help us with our careers in the future because then you've already got some of that background knowledge that you learned in high school so you can incorporate it into your work and things like that (Student D, p. 6).

Students did not perceive their teachers' goal of preparing them for the future as including the kind of personal or social development expressed in staff participants' goals of preparing students to effect change in their world; interestingly, however, students did perceive this as an additional goal of global education themselves.

### *Additional Goals Perceived for Global Education by Students*

While student participants perceived a number of teachers' goals identified by teachers themselves, additional goals for global education arose which were not attributed to their teachers. In analysing which goals were attributed to teachers and which were perceived by students as additional goals for global education, I found that those goals attributed to teachers tended to be inward-focused (i.e. changes directed towards the individual student), while additional goals perceived by students tended to be outward-focused (i.e. changes directed towards others or the world); while students identified teachers' goals for increasing their knowledge, changing their thinking, improving their engagement in learning, and preparing them for future careers, all of which help the individual student, additional goals not attributed to teachers emerged from student responses such as helping others and making a difference, which benefit others.

In particular, the goal of helping others (or motivating individuals to help others) emerged as a theme frequently mentioned by student participants and perceived as an important end result of greater global and cultural awareness and empathy. Their descriptions and reasons for this goal were of particular interest to me in that they seemed to call for an extension of the global education enrichment program and teachers' related goals to challenge students to act on their new knowledge and interests. This sentiment is demonstrated by the following student participants' comments:

I think [having a global perspective] means learning more about what's happening in other countries, becoming aware of the things that are happening, and even, if you can take it to the next step, actually helping the countries (Student A, p. 2)

I guess [having a global perspective] means that the entire world, how it affects each other. So not just like how it would affect Canada, like how other countries help other countries, not just us, and to be bigger and like as [student A] said, like helping and being involved with each other (Student C, p. 2).

I think a lot of kids need like a wake-up call to see what's going on in the world...Like, sure you see those commercials on tv and stuff like that, but you never actually think like how different it actually is. And so I think if like a lot of kids learn about that like in school and in our classes and stuff that they'd want to do more things to help, or like if they learned about the history of the war and stuff like that, it can help them to see, like it can help us to see how we've changed and how the future might turn out if we keep changing and things like that (Student D, p. 16).

Though not without its own problems (to be taken up in the following chapter discussing these findings), this additional goal perceived by students demonstrates willingness and readiness on their part to move beyond teachers' intellectual and affective goals perceived by students to the greater challenge of addressing the existential or action domain of global education in further-reaching ways than simply showing kindness and caring to fellow classmates. Thus, while staff participants' perceptions of goals for the global education enrichment program were primarily inward-directed, focusing on the individual student, student participants' perceived additional goals not attributed to their teachers that were more outward-directed, focusing on creating change to help others.

#### *Perceived Effects of the RHS Global Education Enrichment Program*

Although staff participants were reluctant to attribute causality to their global education enrichment program in its first year of implementation, particularly with regards to students'

academic achievement, a number of effects were perceived by staff and students alike. The most commonly mentioned area in which staff and student participants perceived changes was student engagement. The following responses of staff participants illustrate their excitement at seeing this effect among their students during class discussions:

The engagement has been there as a whole class. When we do get off topic, I find the kids aren't off topic, they have extended the thinking on whatever point we're talking about. And that's been really exciting (Staff B, p. 7).

...they're buying in and they're very interested, so they're going out and coming up with links to our curriculum: "Oh look at what I found, this is going on over here and this is just like what we're talking about in class" and wow, it's fantastic (Staff E, p. 3).

This theme was similarly found among student participants who reported increased levels of engagement among students when the lessons or activities brought in a global perspective, with class discussions highlighted once again:

I think when we were more focussed on what was happening globally, we were definitely [involved in] more group discussion, like as a whole class kind of thing, and then sometimes it would turn into a debate and it was a lot of fun (Student A, p. 5).

Such class discussions were mentioned by the majority of student participants as a good way to get the whole class involved, as even those students who chose not to share their thoughts aloud were still hearing others' ideas and forming their own opinions. They suggested that perhaps other methods could be used once in a while to reach those students who preferred not to participate orally (but had equally important opinions), but overall, the discussions were regarded as an effective way to engage students in developing their global and cultural awareness.

Students also reported greater engagement in the learning process when teachers used interactive pedagogies that involved the active participation of students whether in research, hands-on experiments, field trips, or even physically moving around to play games designed to help them learn or review material. In each of these cases, connections between the material to be learned and students' interests were made evident, such that implicitly or explicitly student participants recognized their impact on student motivation. This was highlighted in contrast to other pedagogies students found to be far less effective for their motivation and learning, as described in this student comment:

...interactive definitely helps a lot more as everyone else said; like, it's a lot better than just copy a big note down, do a bunch of questions, go home and do it for homework, 'cause you really don't care then. Like, oh we're just doing it so the teacher's happy and we get good marks (Student C, p. 14).

With the interactive pedagogies, therefore, students felt a greater connection to the learning material and were motivated to learn it for its own sake, as opposed to working for the sake of their teachers' approval and academic recognition.

Following from this increased student engagement, it was not surprising that staff and student participants alike had also perceived increases in students' knowledge and understanding. Staff participants reported that students had demonstrated broadened awareness of global issues and increased abilities in defining and critically analysing their own culture. One staff participant described two specific instances in which this learning had been observed:

Three students presented journals that they had developed and there was definitely a different and broader awareness of global issues...these students were English students and talking about *To Kill a Mockingbird*, and all of a sudden they were talking about apartheid and they were talking about the southern United States today and they just automatically made these connections in their journals that they would never have done in other traditional classrooms. So that is exciting. And then a couple more students

presented...and they shared their understanding and in that instance they were talking about culture, and they were able to define their own culture which is pretty exciting because most kids will say ‘Well we don’t have a culture. Culture is hot Italian night or go to the pow wow, we’ll have culture. There’s no culture here.’” but these kids recognize that they had a culture. And I think that is the first step towards a greater understanding is know yourself, and then find your place.

Likewise, students themselves reported increases in knowledge of other people, places, and cultures, as well as their own culture, both in their own personal experiences, and in their observations of other students. Sometimes this new knowledge was evidenced by students’ shock or surprise at information learned in their classes, reflecting not only an intellectual, but an affective impact. Furthermore, student participants perceived changes in the thinking and interests of students (themselves and other students). Participants made frequent reference to the ways in which their new knowledge helped them to understand other people and cultures better and encouraged open-mindedness, as well as encouraging them to appreciate things they may have otherwise taken for granted about life in Canada. The weight of these changes in thinking was particularly evident in this student participants’ retelling of a conversation with a friend during one of their courses:

I have noticed in this one friend that I have in my [specific subject] class...I’ll sit beside him sometimes when we’re reading in [class] and stuff and he’ll be like, “I never thought about”—like we read a book on Africa and how like the white people were against like the black people and like that kind of thing, and he said to me like “I’ve never thought that that—like it was that bad where people actually tried to like control other people and stuff like that” and then once he said that then I started to think about it too. So I think, like, it’s starting to show and it’s starting to get us to think more about like different things that we wouldn’t really think about before (Student D, p. 11).

As indicated in this comment, these changes in thinking and interests among students seem to be contagious; furthermore, these new ways of thinking and interests were shown to spread not only

among students themselves, but to family members as well, as described by another student participant:

I think I've seen changes in myself whereas now I watch the news. Because some of the stuff that's brought up in [classes] cause you want to know what's happening; what's happening about this? You want to see more about it. So, I watch the news. And then sometimes at the dinner table I'll bring stuff up and we'll have this big discussion. So I think it's making my family more in tune with stuff as well (Student A, p. 11).

These effects of new knowledge and interests observed among student participants seem to be preliminary steps to deeper changes in attitudes and behaviours. Some of these changes were perceived to take longer than others: teacher participants noticed increased levels of tolerance and kindness among students during this first year, while changes in open-mindedness, for example, were perceived as coming more slowly by one student participant who noted that

when we actually like do a discussion or focus on a thing...people are like shocked and surprised and whatever and they do get a little better, but when they talk about having like a more open mind, in general when we're with our friends, I haven't seen the change that much yet; but it's the first year, so probably not. But it's getting better but it's not like really changing that fast (Student C, p. 11).

Thus, students recognized that certain changes required time, and were understanding of the fact that teachers were still in their first year of implementing the program.

These demonstrations of new knowledge, new ways of thinking, new interests, and increased student engagement observed by student participants are admirable considering staff participants' hesitation to make claims regarding the effects of their program so early in its development. I found it interesting that greater effects were perceived by students themselves than by their teachers, and trust that these findings will be an encouragement to staff participants as they continue to develop and promote their global education enrichment program.

Furthermore, in addition to positive effects observed among students by staff and student participants, I also found implicit in staff participant responses evidence of beneficial effects for staff members themselves. They too are having their perspectives broadened as to the purposes and practices of education and have demonstrated changes in their professional practice accordingly. A number of staff participants mentioned changes in their own learning and practice, though not specifically when asked about their perceptions of the effects of the global education enrichment program. One staff member for example noted that having students discuss current events related to their course curriculum required them to be reading the daily paper again themselves. Similarly, another staff participant noted having to improve their own research skills to better teach students about critically analysing sources when conducting research for projects. Another staff member noted that the IB training for the global education enrichment program had resulted in new ways of thinking about education, and what to look for or develop in the classroom. Likewise, improvements in teaching practice, such as the ability to ask non-leading questions that would elicit thoughtful student responses, were noted by another staff participant who stated, “I think I’m getting better at asking the kinds of questions that aren’t leading as much so I’m getting more thoughtful responses because I’m not directing them. So yeah, I think that comes with my learning too” (Staff F, p. 4). Thus, positive effects of the RHS global education enrichment program are already being felt by students and staff alike, demonstrating support for this initiative in its early stages and indicating promise for the further realization of staff participants’ goals for global education.

## **Chapter 6: Discussion**

Given the very specific context of any case study such as this, I was struck by how much consistency could nonetheless be observed between the perceptions of staff and student

participants at one small rural public high school in Ontario, and the array of educators from various provinces and countries represented in existing research on global education. Certainly RHS has its own unique social contexts as a small, largely homogeneous rural high school in its first year of implementing a global education program, but themes emerging from participant responses as to their perceptions of global education echo those of educators and researchers from across the country, continent, and oceans, each grappling with their own particular context in their common efforts to put global education into practice.

In this section, I will discuss comparisons among participant responses, as well as between participant responses and the extant literature on global education. Issues of consistency and contradiction will be drawn out in an effort to analyse the existing or expected effects of the global education enrichment program at RHS. This analysis will further serve to inform the conceptualization and implementation of global education in general, as links are made between the particular context of this case study and related trends found in the literature. By developing our understanding of how global educators and their students perceive the goals of global education, as well as their perceived needs in being able to meet these goals, principles of global education (its theory and practice) can be developed, supported, and/or questioned such that we continue to move towards greater clarity of purpose, practice, and eventually, I hope, appraisal.

### *Conceptualization of global education and its goals*

A high degree of consistency was found among staff participants' perceptions of global education and its goals, particularly with regards to the three areas of focus agreed upon for their first year implementing the global education enrichment program (developing global and cultural awareness; developing research skills; and developing inquiry skills). Consistency was also observed in its framing as an enrichment program based on the MYP of the IB, likely as a result

of their common training in the MYP and collaboration as a team in then developing a program to meet the specific context of RHS. While additional goals such as preparing students for the future (and for changing that future), engaging students in the learning process, or the development of other specific skills such as critical thinking and reflection were highlighted by some staff participants more than others, support for these various goals could nonetheless be found at least implicitly among the majority of staff participants.

The extent to which these goals were evident in their teaching was then explored by studying students' perceptions of their teachers' goals for the global education enrichment program, as well as other goals they perceived themselves not necessarily attributed to their teachers. Here too I observed considerable consistency between student participants' perceptions of their teachers' goals and those identified by staff participants. Students were able to recognize their teachers' stated goal of increasing their global and cultural awareness, including new knowledge and understanding of different people, cultures, and places, and broadening their perspectives to encourage new ways of thinking and seeing connections between their lives and the lives of others around the world. As for staff participants' goals of developing students' research and inquiry skills, student participants recognized these more as related pedagogies and content, but not as explicit goals of the global education program. As students were able to make this connection between their teachers' specific pedagogies and the global education enrichment program, however, I consider this to be a rather small distinction.

Student participants also identified teachers' ("unofficial") goals of preparing students for the future and engaging them in the learning process. In the case of the former, most student and staff participants stressed the need to prepare for work in a competitive global market, however both groups also referred to goals of preparing students to make a difference in the world; for

teachers, this was often characterized by increasing students' tolerance, empathy, and kindness towards others, whereas for students it was primarily conceptualized as helping people in other countries. In the latter case of engaging students in the learning process, as with the goals of developing students' specific skills (e.g. research, inquiry, critical thinking, reflection, communication), student participants recognized increased student engagement as a related pedagogy employed by teachers in the global education enrichment program as opposed to perceiving it as a goal in and of itself. Thus, their recognition of increasing student engagement in the learning process as a goal of their teachers was implicit, as opposed to explicit. This was similarly the case for staff participants' goal of bringing students beyond the curriculum to follow their own related interests and direct their own learning; this was perceived in practice by student participants', however they did not specifically mention it as a perceived goal of the program.

Where staff and student participants' perceptions of the goals of global education diverged slightly was in scope; in my analysis of staff and student participants' perceived goals, I divided these goals into two categories: inward-directed goals and outward-directed goals. Inward-directed goals were those aimed to benefit the individual student in terms of their knowledge, skills, attitudes, readiness for the future, etc. Outward-directed goals were those that aimed explicitly to benefit others through students' changed attitudes and behaviours, such as preparing students to make a difference in the world, fostering tolerance, kindness, and empathy, and helping others. For both inward-directed and outward-directed goals, staff and students shared the same basic or general ideas (such as increasing global and cultural awareness or preparing for the future), but their more specific perceptions of what these goals entailed differed in their scope. For example, staff participants' understanding of global and cultural awareness

included a greater emphasis on recognizing and analysing one's own local culture, including norms and ways of thinking often taken for granted. Their goal included helping students see and appreciate diversity and learn about new ways of thinking and living. Student participants, although they also mentioned the importance of understanding their own culture and its relationship to the rest of the world, described this process as enabling them to see how other cultures were similar to their own. Furthermore, student responses reflected a perception that global education meant learning about other countries, not your own, which is more consistent with international education than global education per se, again in terms of scope.

In terms of outward-directed goals, staff and student participants seemed to diverge further, though again, the general ideas behind their perceived goals were similar. This was particularly evident in staff and student participants' perceptions of what exactly is involved in preparing students to make a difference. To begin with, perceptions of this particular goal varied more among staff participants themselves than did other identified goals, with some explicitly identifying it as an important goal of global education, and others referring to it only implicitly in describing other goals or effects. It is not surprising, therefore, that less consistency would also be observed between staff and student participants' perceptions. Surprising, however, was the degree of consistency among student participants' perceptions of this goal as being an important goal of global education, though not identified as one of their teachers' goals for the global education enrichment program. Student participants understood the goal of preparing students to make a difference primarily as helping others; more specifically, to them it meant helping people in other countries. Students thus assumed a much greater sphere of influence than did staff participants who tended to limit the kinds of change students would make to personal interactions among friends and family by being kinder, more caring people, demonstrating a

significant difference in the scope of their respective perceptions of the goal of making a difference.

These differences in scope can further be extended to comparisons of staff and student perceptions of the goals of global education and those found in the extant literature. A considerable degree of consistency can be demonstrated between existing research and staff and student perceived goals as found in this study such as developing global and cultural awareness (Anderson, 2001; Brophy & Alleman, 2002; Jenks et al., 2001; Merryfield, 1998; Mundy et al., 2007; Pike, 2000); developing intellectual skills such as research, inquiry, critical thinking, reflection, and communication (Bailin et al., 1999; Case, 2005; Freeman, 1993; Kelly & Brandes, 2001; Merryfield, 1993; Sutton & Hutton, 2001); engaging students in the learning process (Ballagh & Sheppard, 2004; Hickey, 2003; Merryfield, 1994; Mundy et al., 2007; Pike, 2000; Sutton & Hutton, 2001; Warner, 1998); preparing students for their futures in an interdependent global market (found specifically in the Ontario context by Mundy et al., 2007); and preparing students to make a difference (Hicks & Bord, 2001; Mundy et al., 2007; Oxfam, 1997; Pike, 2000); however, levels of consistency varied as I dug below the surface to understand the specific ways in which these goals are understood by participants in this study.

As with the comparisons of staff and student participants' perceptions, these differences tend to be in scope, rather than intent, and do not usually involve contradictory perceptions. Indeed, variations in scope are to be expected given the range of definitions and approaches employed by global educators, and are described by Mundy et al., 2007 as comprising a global education continuum. As briefly mentioned in the literature review, this continuum begins with traditional practices on one end focusing on intellectual knowledge and gradually broadens its focus to include attitudes, values, and behaviours included in the notion of global citizenship,

culminating in “a commitment to global social justice, universal rights and ecological sustainability” (Mundy et al., 2007, p. 9).

As a fledgling project, the global education enrichment program at RHS seems to be somewhere in the middle towards the former end of the continuum. Staff and student participants perceived goals primarily related to increases in knowledge and skills such as developing global and cultural awareness and developing students’ research and inquiry skills, though goals such as broadening students’ perspectives and preparing them to make a difference also addressed changes in attitudes, values, and behaviours. Issues of ecological sustainability were mentioned in participants’ responses regarding related content or activities used, although they were not mentioned specifically in terms of the goals of the program. Likewise, issues of social justice may have been implicit in some participants’ goals of helping others, but such goals were more closely aligned with a charity orientation than one of social justice. Goals perceived by staff and students of the RHS global education program were thus fairly conservative in terms of the global education continuum, though this may reflect the early stages of participating staff and students’ familiarity with global education.

While in the majority of cases these differences in scope have little bearing on the internal consistency of RHS’ global education enrichment program and the principles and practices espoused in the literature, I feel there are two exceptions which bear further analysis and discussion. I wish to preface this with a reminder that this study is not intended to serve as a critique of the RHS global education enrichment program or staff involved therein; I believe the intentions of this program and these staff members are genuine and admirable in their goals of increasing students’ global and cultural awareness and preparation to become responsible global citizens. I further believe, however, that despite these good intentions, there are two areas in

which the perceptions or practices of this program and its goals may be at odds with themselves or with those found in the literature: perceptions of citizenship implied by staff and student participants, and the inclusivity of the global education enrichment program. Unexpected (and unwanted) effects are often found with any educational reform, so to notice such a phenomenon in the first year of implementation of a challenging new program is not surprising. Through the analysis and discussion of these issues, I hope to contribute to our understanding of how educational goals and practices can have both complimentary and contradictory effects simultaneously, and how we might assess the effects of new educational approaches and programs.

The first issue of staff and student participants' perceptions of citizenship stems from their divergent conceptualizations of "making a difference" as a goal of the global education enrichment program. When staff participants described the kind of differences they expected students to make, they were largely limited to acts of kindness or caring among friends, classmates, and family, or to charitable activities such as fundraising. While it seems that students were engaged in learning about different global issues during class discussions, actions motivated by this learning were not mentioned by staff participants, with the exception of one participants' comment that by equipping students with knowledge and skills, it was hoped that they could be brought to a level of caring about such issues "and then those that have the drive will have the skills as well in order to take it to the next level" (Staff E, p. 3). Thus, although further action is implied in this comment as a possible result of students' increased global and cultural awareness, it remains the responsibility of interested students to take it on independently. The notion of good citizenship that is therefore implied by staff participants' responses is one in

which good citizens are kind, caring people who are involved in charitable activities such as fundraising.

Student participants shared a similar understanding of what it means to make a difference, although their goals extended beyond the local context to helping people in other countries. While students' interest in helping others beyond their local context is certainly admirable and probably a desired effect of most global education programs, their responses suggested an "us vs. them" mentality and bias of privilege in which the well-educated, rich North would come to the aid of the uneducated, impoverished South. Thus, although notions of good citizenship as helping others may seem well and good at surface level, upon closer inspection I found them at best to be insufficient representations of citizenship as espoused in the global education literature, and at their worst to reflect a bias of privilege and "us vs. them" mentality contradictory to the goals of mutual respect, understanding, and critical analysis of root causes of social and economic inequalities espoused by global education.

Interestingly, these understandings of "making a difference" seem to be well aligned with OME curriculum and policy documents in which citizenship is essentialized as individual productivity and responsibility to contribute to society (e.g. through community involvement hours required for the Ontario Secondary School Diploma; OME, 1999, 2000). This is consistent with observations made by Westheimer (2008) that

the kinds of goals and practices commonly represented in curricula that hope to foster democratic citizenship usually have more to do with voluntarism, charity, and obedience than with democracy. In other words, 'good citizenship' to many educators means listening to authority figures, dressing neatly, being nice to neighbours, and helping out at a soup kitchen—not grappling with the kinds of social policy decisions that every citizen in a democratic society needs to understand (p. 8).

Somewhat similar to Mundy et al.'s conceptualization of global education as a continuum, Westheimer (2008) describes three different types of citizens promoted by various curricula that progress in their levels of criticality and orientation toward democratic participation: the personally responsible citizen, the participatory citizen, and the social-justice oriented citizen. The personally responsible citizen is one who contributes to society by working, paying taxes, and helping others through volunteering or giving to charity. The participatory citizen does what the personally responsible citizen does, and furthermore is involved in the civic affairs and social life of the community at local, provincial, and national levels, such that they might organize the charitable events for which personally responsible citizens volunteer or donate money. The social-justice oriented citizen is

an individual who knows how to critically assess multiple perspectives and who examines social, political, and economic structures and explores strategies for change that address root causes of problems. These are critical thinkers, and this vision of citizenship is the least commonly pursued...If participatory citizens are organizing the food drive and personally responsible citizens are donating food, social-justice oriented citizens are asking why people are hungry and acting on what they discover (Westheimer, 2008, p. 9).

This profile of the social-justice oriented citizen is most consistent with the notion of global citizenship espoused in global education theory and research, extending citizens' sphere of influence beyond national borders and promoting a shared guardianship of the planet and its inhabitants, recognizing our many interconnections. As Davies et al. (2005) note with regards to global citizenship education, for example, "we should not be content with educational responses to citizenship in a globalising world that do little more than add international content into citizenship activities or global education activities into citizenship programmes" (p. 73); rather, global education and citizenship education need to be combined to promote the kind of attributes

required for citizenship in an increasingly globalized world at the broadest level, as well as those specific to active participation in democratic society called for by researchers such as Westheimer (2008) and Abdi (2008). The profile most consistent with staff and student participants' implied perceptions of citizenship, however, seems to be somewhere between the personally responsible and participatory citizen. Thus, once again a difference in scope exists, which in this case will lead to very different outcomes. While I am reminded of and can appreciate staff participants' hesitation to take on too many goals or changes at once, I feel very small changes in the ways citizenship is represented and taught could make a great difference in how students are prepared to make a difference in their world. Complimentary goals and pedagogies such as critical thinking, research, and inquiry skills and student engagement in the learning process are already in place, along with existing commitments to preparing students for their futures and to make a difference. By extending staff and student perceptions of citizenship and making a difference to include these elements, a greater degree of consistency could be established among goals for the global education enrichment program at RHS themselves, as well as with existing research on the theory and practice of global education.

The second issue I saw emerge from staff and student participants' responses is that of inclusivity. Here, too, I see an opportunity to improve consistency between staff participants' goals for the global education enrichment program and its actual implementation. The inclusivity of the IB program was mentioned by several staff participants as being an important factor in their support. Likewise, multiple staff participants offered clarification on the use of the term "enrichment" to describe the program as being distinct from its usual association with gifted programs, as they wanted the global education enrichment program to be accessible to all students. Nevertheless, there remain a few features of the IB program on which the RHS global

education enrichment program is being modeled and certain features of the RHS program specifically that I feel warrant further analysis to determine if they are, in fact, inclusive. For example, the IB program can only be offered by IBO authorized “IB World Schools”; to become an IB World School requires a significant financial investment for teacher training which in itself is enough to deny some schools access. Furthermore, IB training is only available to teachers employed at a school that is either already an IB World School, or is in the process of becoming one, such that individual teachers at different schools cannot undergo training independently.

While these are structural as opposed to programming features of the IB, I feel they nonetheless demonstrate inconsistency with the concept of inclusivity, despite the IBO’s and staff participants’ claims that the IB offers an inclusive program. Granted, the IB program itself does lend itself well to differentiated instruction, and many of its stated goals are consistent with the notion of inclusivity. The conditions under which this program is offered, however, are not necessarily inclusive. In fact, one staff participant reported that many teachers spoken to at the IB training said their school had pursued the IB program in order to gain prestige among competing schools in urban centres where parents and students have multiple options as to which school they will choose. Although this is not the case for RHS (competition among schools is not really an issue, even with the separate high school), staff participants did see the IB program as lending a valuable standard to their program, and as a result, determined that any staff member interested in participating in the project must undergo IB training. This is quite understandable given staff participants’ desire to have a common set of goals and practices supported by an existing educational program and network of educators and researchers; unfortunately, however, it limits recognition of global education theory, goals, and practices to their IB-modeled program and training, and excludes others in the school who may incorporate similar goals and

pedagogies into their teaching, but are not included in the global education enrichment program, which itself was only offered to students in grade 9 during its first year. For example, one student participant made reference to another teacher not involved in the global education enrichment program who incorporated a global perspective into the course “she’s not really supposed to do it” (Student A, p. 5). Again, the desire to build slowly and have common goals and training is certainly understandable, but perhaps greater networks of support could be formed with other staff members if the concept of global education were not specifically tied to the IB program.

Furthermore, the global education enrichment program at this point is primarily offered to students in the academic stream. Staff participants did say they had agreed to try using a similar approach in their applied courses to see what success they would have with students of different achievement levels, but as it is being framed as an enrichment program, it is being geared to students who are already succeeding well in school. This too is understandable, particularly given the absence of any gifted programming in RHS’ board; however, such a framework places limits on the inclusivity of a program that ideally should aim to reduce social inequities and engage all students in their development as responsible, critical, global citizens. Indeed, students traditionally excluded from such programs because of low academic achievement (or low socio-economic status in the case of those schools that might not be able to afford participation in programs such as the IB) are in particular need of skills in critical analysis and democratic participation as they are often the ones marginalized by the current system. By contrast, high-achieving students often come from backgrounds of privilege created or maintained by the current system.

This trend was implicit in a number of student participants’ responses throughout the focus group interview. Student participants were all from the academic stream and were high

academic achievers who strongly valued their education as a means of exploring new ideas as well as being a means to financial success. Education was also perceived as a means of personal development and becoming a “better” person (Student C, p. 11). A bias of privilege was also evident in the way some student participants perceived certain other countries as being uneducated, poor, and in need of help (implicitly indicating that this help should come from rich, educated Canadians). This perception was largely behind students’ goals of helping others. Blaney (2002), however, argues that global education must strive to upset and replace students’ “cultural superiority” and “interpretive privilege” (p. 272) by replacing existing perceptions of the world with new information. Thus, while the desire to help others demonstrates an admirable level of empathy and desire to effect change, it was unfortunately tied to a grossly unequal “us vs. them” charity mentality, with no mention of root causes or systemic inequalities giving rise to these crises. Given these evidences of existing bias and inequality, therefore, it is all the more imperative that the theory and implementation of the global education enrichment program be made consistent with staff participants’ goal of inclusivity, such that questions of inclusion and exclusion, of privilege and marginalization permeate the program.

### *Barriers and supports for the goals of the global education enrichment program*

As a small group of educators bringing a new educational approach to a small, largely homogeneous rural high school, staff members involved in RHS’ global education enrichment program have taken on an extremely important, yet highly demanding initiative. While suggestions for improving internal consistency and consistency with the existing research on global education have been offered, I was extremely impressed with the initiative demonstrated by staff participants at RHS and with the enthusiasm of both staff and student participants toward the program and its early effects. Much of the support that exists for the program was developed

internally by staff participants themselves in the face of a number of external and internal barriers. Many similarities were found between barriers and sources of support perceived by participants in this study and those reported in other studies of global educators. In what follows, I will present some of the barriers and sources of support perceived by participants and by myself as an observer regarding the conceptualization of the RHS global education enrichment program, its implementation, and its survival or expansion.

As previously noted, a high degree of consistency was found among staff participants' as to their goals for the first year of the global education enrichment program, as well as the pedagogies that would be used to achieve these goals. This group cohesion is a strong source of support for staff participants; it allows them to work together toward shared goals, supporting each other in their commitment to the program and developing and sharing pedagogies and resources. These practices are consistent with calls by Freeman (1993) and Gilliom (1993) as to the importance of collaboration in the teaching of global education. Student participants were also able to identify a number of goals for the program held by staff participants, though as I have noted, they sometimes varied in their specific understanding or expected effects. Students also demonstrated a high degree of enthusiasm for the goals and interactive pedagogies perceived in the global education enrichment program, and felt it was important that teachers try to bring global and cultural awareness into their classrooms. Students also noted, however, that much could be done to improve the visibility of the global education enrichment program, such that the goals of the program and its related content and pedagogies could be made more explicit. One student noted that it was difficult to tell which courses included the global perspective, for example, and indeed, staff participants themselves acknowledged that at times their classes were just like any other, but that they were making efforts to increasingly incorporate global

education. Students felt that making such efforts more explicit would be helpful for student motivation and learning. In particular, they felt that links to global education should usually be made explicit at the time of instruction, rather than mentioning them later. Thus, although they recognized instances in which themes of global education were implicit in the curriculum or class assignments and activities, and could appreciate these more subtle methods of integration, they felt that student engagement and learning could be improved by making teachers' goals more explicit. The following exchange among student participants illustrates their perspectives on how the goals of the global education enrichment program should be made more explicit:

Student D – I think that they should try and make it more...like not more obvious what they're trying to teach us but more, like tell us more about what they're trying to incorporate and stuff because like I find if a teacher is like teaching me about something, I think about it, but if they don't tell me what they want me to learn and know then I don't really think about it that much. And so like I think if they were to tell us that they wanted us to think about how different cultures do this and that they're trying to get us to think more about the world and stuff I think like more kids would think about different things like that.

Student B – I'm kind of on par with [Student D]. There needs to be a bit more obvious that they're trying to teach us about what's happening out in the world.... it might not click with the common student that they're trying to teach us about world affairs...

Student A – I definitely agree with both [Students D and B], it should be more broad, but I think they're trying their best right now with what they have, especially since it's only been incorporated for one year, but it just depends on the teacher as I said before, how they teach it.

Student C – Yeah it's good that they're teaching it and everything and...but if they say this is for globalization and we did this, went to a workshop, whatever, I don't know if the kids really like it that much like as in... you do tests and you send it away [referring to IB diploma process] all the kids, they don't care cause it doesn't really matter. But if they teach us this global education and teach us how we're going to like interact

with each other and how it's globalization and they teach us in the curriculum and...kind of make it a little more obvious of what they're doing, but it's good...(Student focus group transcript, p. 3).

Throughout this exchange, student participants described how increasing the visibility of the goals of the global education enrichment program could aid or accelerate their achievement, as well as noting that these goals must be made meaningful to students and cannot simply be a matter of successfully achieving IB World School status as an end in itself (as referred to by Student C). This is consistent with research by Vansteenkiste et al. (2009) on the differential effects of intrinsic vs. extrinsic goal framing on students' learning, who suggest (among a number of recommendations), that

teachers refer to the intrinsic, rather than extrinsic, goal benefits of an activity. In doing so, it is important to provide a specific, rather than vague, goal and to realistically and meaningfully connect the referenced intrinsic goal to the learning activity so that learners accept the promoted goal...[and furthermore that] teachers refrain from extrinsic goal framing because it undermines both learning and the beneficial effects of intrinsic goal framing (p. 161).

Thus, students' desire for explicit and meaningful goals is consistent with these recommendations, and indeed existing acceptance of certain goals of the program (e.g. developing global and cultural awareness) is already evident among students.

Also consistent with Vansteenkiste et al.'s findings, students expressed through this exchange a desire to know what teachers wanted of them. Similar findings were described in Nolen & Haladyna's research on students' study strategy beliefs and perceptions of teacher goals:

Of particular interest to most high school and college students is knowing "what the teacher wants." Understanding the instructor's goals helps students to select their approaches to learning and studying...Students do not react to the teacher's

words and actions, but to their *interpretation* of those actions (italics in original, 1990, p. 192).

Thus, the ways in which teachers' goals are conveyed to students, and the degree to which this is done explicitly or implicitly will have a strong impact on students' perceptions of these goals, and, as a result, their learning strategies and outcomes. By making their goals for the global education enrichment program more explicit to students, and conceptualizing these goals as bring intrinsic as opposed to extrinsic, RHS staff can improve their chances of increasing students' motivation and goal achievement.

Related to the conceptual supports and barriers of staff goals for the global education enrichment program are those concerning its implementation. I have already described some reasons for increasing the visibility of the program by making related content, pedagogy, and goals more explicit, but in order to do this, practical concerns such as time and resource constraints, and the existing curriculum need to be addressed. Staff and student participants alike in this study recognized time as being a major barrier to the implementation of the global education enrichment program. When asked what resources would be helpful for integrating global education into the classroom, one staff participant replied,

For me at the stage, the biggest resource that would help would be time. All that stuff takes a tremendous amount of time to try and find current global issues...Figure out ways to effectively inject them into the class, figure out ways to correctly tie them into the curriculum, find materials that relate to those issues. It takes a tremendous amount of time. So that's the biggest resource right now that to me is a stumbling block because you don't have that much time really (Staff E, p. 4).

In this example, time was a constraint in terms of preparing or gathering lessons and resources. It also alluded to the time constraints of the curriculum. Finding time to incorporate the content, pedagogies, and goals of global education into an already demanding curriculum was also

recognized by student participants, leading one to suggest that “the board people need to find more of a way to actually incorporate it into the curriculum ’cause then we could spend more time studying about different things without running out of time to do the rest of the stuff [i.e. the curriculum]” (Student A, p. 11). Although OME curriculum and policy documents analysed previously demonstrated efforts to support the integration of antidiscrimination and environmental sustainability education into the existing curriculum, the challenges of covering the required expectations and developing a way to do so through a global perspective remain formidable obstacles to most educators.

The perception of time as a major barrier to the implementation of global education is well represented by researchers such as Davies (2006), Holden and Hicks (2007), and McLean et al. (2008). Furthermore, it is consistently linked with the perception of the curriculum itself as a barrier to the implementation of global education (Holden & Hicks, 2007; McLean et al., 2008). This was of particular concern in the case of second language courses, in which it was felt students lacked the required vocabulary to engage in critical discussions and analysis, as well as in other subjects such as math that were not perceived as being particularly conducive to global education by students and staff. In these cases, staff participants sometimes felt the need to choose between global education and the curriculum. One staff participant shared that “if there’s a really important cultural element that I feel we need to discuss then I might forego [the curriculum] and discuss the cultural aspect” (Staff F, p. 5), but this was not seen as a satisfactory solution to the persisting problem of integrating global education into the curriculum. This staff member was certainly not alone, as the majority of staff participants reported they were still in the process of figuring out how to fit global education into their respective course curricula in the limited time they had.

One notable way in which these barriers are being addressed simultaneously at RHS is through the creation of an enrichment coordinator position by the school board. This position will reduce the teaching responsibilities of one of the staff participants and allow them to focus specifically on the development of the global education enrichment program. News of this position happened to come while I was conducting my research and resulted in a noticeable change in staff participants' perceptions of board support and their hopes for the continued development of the program. Staff participants felt that their colleague taking on this position would be able to spend time finding and developing resources for classroom use and professional development, but just as important, I believe, was the support the creation of this position demonstrated on behalf of the school board for the global education enrichment program.

The creation of the enrichment coordinator position not only addresses issues of implementation of global education into the classroom, but of the development and expansion of the global education enrichment program itself. While staff and student participants alike expressed expectations for the program to continue and gradually expand, much of this hung on whether or not board support could be secured, particularly in terms of its financial support. As one staff participant described, "the funding that the board approved for our IB training was certainly vital. The funding they've extended to continue the program, that's essential, 'cause if that funding disappears, a lot of the program disappears" (Staff C, p. 10). Another staff member told me in conversation that board funding would depend on what kind of feedback they received from staff, students, and parents, implying the need to develop some way of assessing the program. This was later confirmed as one of the tasks to be undertaken by the enrichment coordinator. Assessing global education comes with its own set of barriers, however given that staff participants have identified three specific goals that could easily be operationalized and

measured, this may be a much more manageable endeavour. Furthermore, the opportunity to engage in assessment and evaluation of their program will allow participating staff to gain valuable feedback on their teaching and its effects on students. The importance of such feedback is noted by researchers such as Cook and Duquette (1999) and El-Sheikh Hassan (2000) in supporting teachers' professional development and implementation of new educational strategies. Furthermore, engaging in evaluation of teaching practices could provide participating teachers with an opportunity for mentorship and reflection, in that they would be able to practice implementing global education in their classes and then reflect on their own experiences and feedback with their colleagues to further develop their familiarity with global education and its related pedagogies (Bickmore, 1998; Bottery, 2006; Cook & Duquette, 1999; Davies, 2006; Edmonds, 2007; El-Sheikh Hassan, 2000; Merryfield, 1994, 2000; Warner, 1999).

Another way in which the creation of the enrichment coordinator position serves as a source of support for the global education enrichment program is in its acknowledgement and recognition of staff leadership. Despite the challenging nature of the goals and pedagogies of global education, staff participants' commitment to the program is strong, with much of their motivation coming from their awareness of their local context (perceive as a small, rural, homogeneous town in need of exposure to greater racial and cultural diversity) and the dedicated leadership of one of their colleagues in particular. Frequent references were made by staff and student participants alike recognizing the contributions and success of this teacher in implementing the global education enrichment program. The board likewise recognized these contributions by hiring this participant as the enrichment coordinator. The importance of recognizing staff members' efforts and leadership is acknowledged by Warner (1998) who notes that "teachers need encouragement, incentive, and appreciation for risking new ways of doing

things” (p.60). This is particularly evident given the insecurity many global educators report in their ability to effectively implement the demanding content, pedagogies, and goals of global education in their classrooms (Holden & Hicks, 2007; Merryfield, 1994; McCully, 2006; Schukar, 1993; Yamashita, 2006). Recognition by colleagues, administrators, and board members is thus an important source of support available to RHS staff participating in the global education enrichment program, not to mention students’ demonstrated enthusiasm and support for the program in their increased engagement and positive responses in the focus group interview.

Despite the many common barriers facing all global education practitioners, and those specific to the RHS context, therefore, a number of sources of support have also been identified indicating promise for the future of this program, and those with similar goals being implemented near and far. Issues warranting further analysis and attention have also been identified in order to improve internal consistency and increase the likelihood that the many challenging, but worthy goals of global education might be achieved and change our world for the better.

## **Chapter 7: Conclusion**

The demands of global education remain a daunting challenge for any educator, yet are not insurmountable. In this study I explored the goals perceived by staff members that compel them to take on this demanding educational approach, the barriers they face in achieving them, and the supports they have developed to sustain them. In addition, I explored how these goals are conveyed to students, and likewise how students perceive them, in order to explore the effects that might be observed or expected of teachers’ goals and practices of global education. This study thus offers a piece of the puzzle that is global education; it serves to present the

perspectives of staff and students in one particular context in order to contribute to a broader picture of the nature, implementation, and effects of the goals of global education. It is my hope that this study will help to inform our understanding of this approach and lay the groundwork for further research on its short- and long-term assessment and effects. A number of limitations are noted below, as well as contributions I feel this study offers to existing research on global education.

### *Limitations*

As a single-case qualitative case study, I recognize that neither generalizations nor attributions of causality can be drawn from my analysis of RHS' global education enrichment program. A longitudinal quantitative or mixed-methods study would be required to determine changes in student learning outcomes, attitudes, and behaviours resulting from the implementation of a global education enrichment program, perhaps with an alternative enrichment program to act as a control group as well if results were to be attributed specifically to the global education component. Instead, this study serves as an in-depth exploration of participants' *perceptions*, which are expected to be subjective and specific to the particular context of staff and students. Observation of classroom teaching was limited to one class because of course scheduling (not all staff participants were teaching courses in which global education was being integrated at the time of the study) and teachers' existing lesson plans (some of which were not considered to include global education during the data collection period).

Similarly, student participation was limited by a number of extra-curricular commitments going on at the school during the data collection period. While five students is well within an acceptable range for the number of participants in a focus group, the participating students are not claimed to be representative of the general student population; all five student participants

were from the academic stream (though this was arguably the main stream in which the global education enrichment program operated), but furthermore, they all seemed to be particularly high achievers within that subset of students. Students themselves recognized during the course of the focus group that some of their peers might have different attitudes toward schooling in general. Nevertheless, their perceptions of teachers' goals for the global education enrichment program and of global education in general provided interesting insights into the processes by which goals are transmitted from teachers to students, and how students' perceptions of goals translate into learning outcomes.

### *Contributions*

As an in-depth descriptive study of staff and students involved in the RHS global education enrichment program, this study contributes the perspectives of a group not often represented in the literature on global education, that of staff and students of a small rural Ontario high school with a largely homogeneous population. Much of the extant research on global education in Canada, the U.S. and the U.K. focuses on teacher training in global education, and while a growing number of studies on the implementation of global education can be found, they are largely conducted in urban settings with diverse student populations, and often continue to focus on the teachers' practices and perceptions with less emphasis on student voice. This greater focus on teachers as opposed to students has resulted in gains in our understanding of teacher change and learning, but leaves us much in the dark as to the effects global education may have on students' learning, attitudes, and behaviour. In contrast to these trends, this study demonstrates that while RHS may seem an unlikely location for a global education program, its lack of diversity and separation from cosmopolitan urban society were precisely why many staff and student participants felt it needed such a program. It also demonstrated that staff and students

in Riverview grappled with many of the same concerns and barriers as their counterparts across Canada and other countries in which global education has been studied, and could contribute helpful examples of how they were dealing with these barriers to support their global education program, such as clearly identifying shared goals and pedagogies, forming a collaborative network of teachers across disciplines, engaging students in the learning process through student-directed, interactive pedagogies, and securing school board support through the creation of an enrichment coordinator position.

More generally, this study contributes to our understanding of how goals are transmitted from teachers to students, explicitly and implicitly, and of the process through which these goals are perceived by teachers, translated into practice, perceived by students, and finally translated again into learning outcomes of the intellectual, affective, and existential varieties. Implications of each of these stages in the transformation of goals into outcomes were analysed, particularly for cases in which the observed or expected outcomes were seen to contradict the original goals of global education, such as with the conceptualizations and practices of citizenship and inclusivity. These discussions also contribute to critical analysis of the theories and practices of global education, problematizing perspectives and practices that might seem admirable on the surface, but actually undermine the broader goals of global education. This further lays the foundation for future research on how the effects of global education might be evaluated, such that global education programs might be assessed for their effectiveness in achieving the goals of global education and best practices of implementation and assessment might be developed.

In addition to these contributions to the literature, it is also my hope that this study will contribute to RHS staff participants' efforts in developing their global education enrichment program by recognizing their commendable achievements and commitment to the goals of global

education even at such an early stage in the program's implementation. I further hope that participating in this study has provided staff and student participants with an opportunity to reflect on their perceptions and experiences of global education and education in general, such that they might join researchers in questioning, analysing, and refining the goals and effects of global education.

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<sup>13</sup> Pseudonym used to protect the anonymity of town and participants.

## Appendices

### *Appendix A - Issue and Procedural Subquestions*

#### Issue-oriented subquestions:

1. How do participants define global education?
2. Why have the teachers and administrators in the study chosen to incorporate a global education program?
3. What is being taught as global education?
4. How is global education being taught?
5. What materials and resources are being used to teach global education?
6. How do participants perceive the effects of global education?
7. Who is receiving/implementing global education?
8. What barriers and sources of support do participants perceive for global education?

#### Procedural subquestions:

1. How might participant perceptions of global education be described?
2. What themes emerge from participant responses?
3. How do the responses of each group of participants (administrator, teacher, or student) compare to with responses of other participant groups regarding the goals and effects of global education?
4. How can the perceived goals of global education be compared to those promoted or espoused in the literature about global education?
5. How can the perceived goals of global education be compared to the perceived effects of global education?
6. How can the perceived effects of global education be compared to the goals promoted or espoused in global education literature?

## *Appendix B - The IB Learner Profile*

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## *Appendix C - The Five Areas of Interaction*

The five areas of interaction are:

1. **Approaches to learning (ATL):** Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.
2. **Community and service:** This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.
3. **Human ingenuity:** Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.
4. **Environments:** This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.
5. **Health and social education:** This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.

## *Appendix D – Student Information Letter*

You are being invited to participate in a research study about global education. This study is being carried out by Natalie Appleyard, a graduate student at the University of Ottawa. The study is being carried out as part of a Master's thesis and is being supervised by Professor Lorna McLean.

This purpose of this study is to better understand what teachers and students themselves think about global education. In particular, I want to explore how teachers and students perceive the goals of global education. There are a few reasons I feel this is an important issue. First of all, global education is becoming a popular trend in education worldwide, but there remains little research that looks at what is actually happening in classrooms teaching global education. Secondly, I believe it is important to understand what goals teachers have for global education, and what their students think the goals are, so that we can begin to evaluate whether or not these goals are being met. Most importantly, I feel it is very important to give teachers and students a voice on matters of educational reform since they are the ones most affected by it.

To help me better understand how teachers and students perceive and experience global education, I will be observing one of your lessons involving global education, interviewing some of your teachers and other school staff, and I would also like to hear what students think about global education. Instead of just interviewing you myself, though, I would like to give you an opportunity to take part in this project as co-researchers. Students who are interested in participating will meet for one session that will involve individual interviews, small group discussions, and a large group discussion. I will help lead this session, but students will take on roles as interviewers and note-takers throughout the session, and will then be invited to help me analyse the data collected afterwards. You are welcome to participate as much or as little as you like, or not at all. For example, if you have some thoughts to share but do not want to be an interviewer, you may choose to participate only in one part of the session. If you are more interested in the analysis but are not comfortable being interviewed, you could choose to help with that part of the project and not others. All interviews and analysis sessions will take place outside class time so they will not disrupt your regular classroom activities.

If you are interested in participating in this study, there are a few important things for you to know. First of all, whether you choose to participate or choose not to participate in this study, it will have absolutely no effect on your marks or report card. All your comments will be confidential and when the final report is written for the study your names and the name of your school will not be mentioned. Also, this final report will not be made available until the end of the school year after your grades have been submitted. Secondly, it is important for you to know that even if you agree to participate in the study, you can change your mind at any time. There will be no negative effects for dropping out of the study or choosing not to answer any questions. I don't foresee this being a problem as none of the questions will be very personal, but if for any reason you are uncomfortable with a question, you simply don't have to answer it. Thirdly, if you want to participate in the study, you must bring back the consent form with a parent or legal guardian's signature, plus your own signature.

I believe that participating in this study will be a good opportunity for you to gain some experience with educational research and to make your voice heard about your education. No risks are foreseen in participating in this study.

If you have any questions or concerns about the study, please do not hesitate to contact me or my supervisor at the coordinates listed on the consent forms.

### **Administrative Participants**

#### **Title of the study: Teacher and student perceptions of the goals of global education**

Student Researcher:

Natalie Appleyard B.A., B.Ed., Faculty of Education, University of Ottawa  
Email: njappleyard@gmail.com

Research Supervisor:

Prof. Lorna McLean, PhD, Faculty of Education, University of Ottawa  
Office tel. 613-562-5800 ext. 4066  
Email: lrmclean@uottawa.ca

**Invitation to Participate:** I am invited to participate in the research study entitled “Teacher and Student Perceptions of the Goals of Global Education” conducted by Natalie Appleyard for her Master’s thesis.

**Purpose of the Study:** The purpose of this research is to understand and describe how teachers and students of one Ontario public school perceive the goals of global education. The findings of the study will be used to contribute to research on how and why global education is being taught, in hopes of better understanding its potential effects on students, educators and educational practice..

**Participation:** My participation will consist of participating in one 30-60 minute interview and allowing the researcher to observe my school’s incorporation of global education. These sessions will be scheduled at a time that is mutually acceptable to me and the researcher. I will also be asked to share examples of teaching materials and resources I use for global education. After my interview has been transcribed, the researcher will provide me with a digital or hardcopy of the transcript that I can review and comment on before analysis has been completed.

**Risks:** I understand that since my participation in this study will entail observation of my school’s integration of global education and sharing my personal views on global education with the researcher, it may cause me to feel that my school’s practices are subject to critical analysis. I have received assurance from the researcher that every effort will be made to minimize these risks in that my comments and the researcher’s observations will remain confidential. In addition, this research will not involve any evaluation of my professional practices or character.

**Benefits:** My participation in this study will help me to reflect on my own beliefs and pedagogy regarding global education and will allow me to participate in a study which seeks to provide further insight into a contemporary trend in education. My participation will help the researchers gain insights into global education practices and future research in education, as well as giving voice to my opinions and experiences as an educator. In addition, the researcher has agreed to make a donation to my school to be agreed upon by teachers, administrators, and students participating in the study and the researcher.

**Confidentiality:** I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for understanding and describing teacher and student perceptions of the goals of global education and that my confidentiality will be protected by the omission of my name and school from any data collected and from the research report. My comments and actions will not be discussed outside the purposes of data analysis by the researchers nor will they be discussed with other participants.

**Anonymity:** Anonymity will be protected in that my name and the name of my school will not be recorded on any data collected, nor will it be included in the research report. Given that the research will take place in my school, however, I recognize that there may be colleagues and parents who are aware of my participation in the study, though my words and actions will not be identified in the study.

**Conservation of data:** The data collected (i.e. interview recordings, field notes) will be kept in a secure manner with physical data kept in a locked file and electronic data in password-protected files. Only the researchers and supervising professor will have access to the data, and it will be conserved for at least 5 years.

**Compensation:** My school will be offered compensation in the form of a donation to be agreed upon by all teachers, administrators, and students involved in the study and the researcher.

**Voluntary Participation:** I am under no obligation to participate and if I choose to participate, I may withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed if I so choose, or I may choose to allow the data to be incorporated into the research.

**Acceptance:** I, \_\_\_\_\_, agree to participate in the  
(name of participant)

above research study conducted by Natalie Appleyard of the University of Ottawa's Faculty of Education, which research is under the supervision of Professor Lorna McLean. I understand that by accepting to participate I am in no way waiving my right to withdraw from the study.

If I have any questions about the study, I may contact the researcher or his/her supervisor at the numbers mentioned above.

If I have any ethical concerns regarding my participation in this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, 550 Cumberland Street, Room 159, (613) 562-5841 or ethics@uottawa.ca.

There are two copies of the consent form, one of which is mine to keep.

**Participant's signature:** \_\_\_\_\_  
(Signature) (Date)

**Witness (needed in the case where a participant is illiterate, blind, etc.):**

\_\_\_\_\_  
(Signature) (Date)

**Researcher's signature:** \_\_\_\_\_  
(Signature) (Date)

## Teacher Participants

**Title of the study:** Teacher and student perceptions of the goals of global education

Student Researcher:

Natalie Appleyard B.A., B.Ed., Faculty of Education, University of Ottawa

Research Supervisor:

Prof. Lorna McLean, PhD, Faculty of Education, University of Ottawa

**Invitation to Participate:** I am invited to participate in the research study entitled “Teacher and Student Perceptions of the Goals of Global Education” conducted by Natalie Appleyard for her Master’s thesis.

**Purpose of the Study:** The purpose of this research is to understand and describe how teachers and students of one Ontario public school perceive the goals of global education. The findings of the study will be used to contribute to research on how and why global education is being taught, in hopes of better understanding its potential effects on students, educators and educational practice..

**Participation:** My participation will consist of participating in one 30-60 minute interview outside of class time and allowing the researcher to observe me teach one regular classroom lesson incorporating global education. These sessions will be conducted in my school and scheduled at a time that is mutually acceptable to me and the researcher. I will also be asked to share examples of teaching materials and resources I use for global education. After my interview has been transcribed, the researcher will provide me with a digital or hardcopy of the transcript that I can review and comment on before analysis has been completed.

**Risks:** I understand that since my participation in this study will entail observation of me teaching a lesson, sharing my personal views on global education, and sharing my teaching resources with the researcher, it may cause me to feel that my teaching practices are subject to critical analysis. I have received assurance from the researcher that every effort will be made to minimize these risks in that my comments and the researcher’s observations will remain confidential. In addition, this research will not involve any evaluation of my professional practices or character.

**Benefits:** My participation in this study will help me to reflect on my own beliefs and pedagogy regarding global education and will allow me to participate in a study which seeks to provide further insight into a contemporary trend in education. My participation will help the researchers gain insights into global education practices and future research in education, as well as giving voice to my opinions and experiences as an educator. In addition, the researcher has agreed to make a donation to my school to be agreed upon by teachers, administrators, and students participating in the study and the researcher.

**Confidentiality:** I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for understanding and describing teacher and student perceptions of the goals of global education and that my confidentiality will be protected by the omission of my name and school from any data collected and from the research report. My comments and actions will not be discussed outside the purposes of data analysis by the researchers nor will they be discussed with other participants.

**Anonymity:** Anonymity will be protected in that my name and the name of my school will not be recorded on any data collected, nor will it be included in the research report. Given that the research will

take place in my school, however, I recognize that there may be colleagues and parents who are aware of my participation in the study, though my words and actions will not be identified in the study.

**Conservation of data:** The data collected (i.e. interview recordings, photocopies of teaching materials, and notes on interviews, materials, and classroom observations) will be kept in a secure manner with physical data kept in a locked file and electronic data in password-protected files. Only the researchers and supervising professor will have access to the data, and it will be conserved for at least 5 years.

**Compensation:** My school will be offered compensation in the form of a donation to be agreed upon by all teachers, administrators, and students involved in the study and the researcher.

**Voluntary Participation:** I am under no obligation to participate and if I choose to participate, I may withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed if I so choose, or I may choose to allow the data to be incorporated into the research.

**Acceptance:** I, \_\_\_\_\_, agree to participate in the  
*(name of participant)*

above research study conducted by Natalie Appleyard of the University of Ottawa's Faculty of Education, which research is under the supervision of Professor Lorna McLean. I understand that by accepting to participate I am in no way waiving my right to withdraw from the study.

If I have any questions about the study, I may contact the researcher or his/her supervisor at the numbers mentioned above.

If I have any ethical concerns regarding my participation in this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, 550 Cumberland Street, Room 159, (613) 562-5841 or ethics@uottawa.ca.

There are two copies of the consent form, one of which is mine to keep.

**Participant's signature:** \_\_\_\_\_  
*(Signature)* \_\_\_\_\_  
*(Date)*

**Witness (needed in the case where a participant is illiterate, blind, etc.):**

\_\_\_\_\_  
*(Signature)* \_\_\_\_\_  
*(Date)*

**Researcher's signature:** \_\_\_\_\_  
*(Signature)* \_\_\_\_\_  
*(Date)*

## Student Participants

**Title of the study:** Teacher and student perceptions of the goals of global education

Student Researchers:

Natalie Appleyard B.A., B.Ed., Faculty of Education, University of Ottawa

Research Supervisor:

Prof. Lorna R. McLean, PhD, Faculty of Education, University of Ottawa

**Invitation to Participate:** I am invited to participate in the research study entitled “Teacher and Student Perceptions of the Goals of Global Education” conducted by Natalie Appleyard for her Master’s thesis.

**Purpose of the Study:** The purpose of this research is to understand and describe how teachers and students of one Ontario public school perceive the goals of global education. “Global education” is an approach to teaching and learning currently in place in my school. The findings of the study will be used to contribute to research on how and why global education is being taught, in hopes of better understanding its potential effects on students, educators and educational practice.

**Participation:** My participation will consist of participating in one session of up to 80 minutes involving individual interviews, small group discussions, and a large group discussion in which I will be invited to answer and ask questions about global education. I can choose to participate in some portions of this session and not others if I wish. I am also invited to participate in the analysis of the information collected at this session as a co-researcher. All interview and analysis sessions will take place outside of class time.

**Risks:** I understand that since my participation in this study will entail that I share information and personal views about global education and about what I am taught by my teacher, it may cause me to feel that my comments could jeopardize my academic success. I have received assurance from the researchers that every effort will be made to minimize these risks in that my confidentiality and anonymity will be ensured in the research report. Student comments will not be discussed with the teachers participating in the study, or any other teachers or staff. The final research report will only be made available after my final marks have been submitted so that any comments I make will have no impact on my academic success.

**Benefits:** My participation in this study will help me to reflect on my own beliefs and learning experiences and will give me an opportunity to participate in a real research project. By participating in this study, I will have an opportunity to make my opinions and experiences related to education heard by educational researchers, policy makers, and educators. My participation will also help provide insight for future research in education.

**Confidentiality:** I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for understanding and describing teacher and student perceptions of the goals of global education and that my comments and actions will not be discussed with any teachers or staff, and will only be discussed among the researchers and their supervising professor.

**Anonymity:** Anonymity will be protected in that my name and the name of my school will not be recorded on any data collected, nor will it be included in the research report. Given that the research will take place in my school, however, I recognize that teachers and students at my school may be aware of

my participation in the study. Nonetheless, my name will not be used in the data analysis or in the final research report.

**Conservation of data:** The data collected (i.e. interview recordings, and notes on interviews) will be kept in a secure manner with physical data kept in a locked file and electronic data in password-protected files. Only the researchers and supervising professor will have access to the data, and it will be conserved for at least 5 years.

**Compensation:** I will be offered compensation in the form of refreshments during the group session. In addition, my school will receive compensation for participation in this study in the form of a donation to be agreed upon by the researcher, students, and staff. This offer of compensation in no way affects my right to withdraw from the study at any time.

**Voluntary Participation:** I am under no obligation to participate and if I choose to participate, I may withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences (including the offer of refreshments). If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed if I so choose, or I may choose to allow the data to be incorporated into the research.

**Acceptance:** I, \_\_\_\_\_, agree to participate in the  
(name of participant)

above research study conducted by Natalie Appleyard of the University of Ottawa's Faculty of Education, under the supervision of Professor Lorna McLean. I understand that by accepting to participate I am in no way waiving my right to withdraw from the study.

If I have any questions about the study, I may contact the researcher or her supervisor at the numbers mentioned above.

If I have any ethical concerns regarding my participation in this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, 550 Cumberland Street, Room 159, (613) 562-5841 or ethics@uottawa.ca.

There are two copies of the consent form, one of which is mine to keep.

**Participant's signature:** \_\_\_\_\_  
(Signature) (Date)

**Witness (needed in the case where a participant is illiterate, blind, etc.):**

\_\_\_\_\_  
(Signature) (Date)

**Person responsible for the Participant (example: parent or guardian):**

\_\_\_\_\_  
(Signature) (Date)

**Researcher's signature:** \_\_\_\_\_  
(Signature) (Date)

*Appendix F: Summary Table of Participant Demographics*

Table 4: Summary Table of Demographic Data for Participants

<b>Demographic descriptor</b>	<b>No. of teacher participants (n = 6)</b>	<b>No. of student participants (n = 4)</b>
<i>Race</i>		
White	6	3
Non-White	0	1
<i>Sex</i>		
Female	4	1
Male	2	3
<i>Place of birth or upbringing</i>		
Riverview/surrounding township	5	3
Other	1	1

*Appendix G – Interview Protocols*

Administrator Interview Protocol

Date: \_\_\_\_\_

Interviewee: \_\_\_\_\_

\*\*\*\*\*

**Interview Process:**

- Briefly describe project
- Go through consent form and clarify any questions; remind participant that they are free to withdraw from the study at any time, with no adverse effects, or may choose not to answer any question. Have consenting participant sign form if not already done.

Questions:

1. How would you define global education? Probe for descriptions of related content, pedagogies, and philosophies.
2. How do you think global education differs from other types or models of education?
3. How have you become involved in global education in your school?
4. Why did you decide to get involved in global education?
5. What would you say is the point of global education?
6. Are there specific types of knowledge or skills you hope your students will learn through global education?
7. Do you think you've seen any effects of global education on your students? (Prompt to describe if yes, or to speculate why not if no.)
8. What kinds of topics have you covered using global education? What other subjects could you see yourself addressing through global education?
9. If someone were to observe an activity at your school related to global education, what might they see? What might they hear?
10. What resources or materials have you used to help you incorporate global education into your school?

Thank participant for taking the time to participate in the study. Ask if they have any questions about the research. Remind them that they are welcome to contact the researcher with any further questions, comments, or concerns, or should they wish to withdraw and/or have any information omitted from the study.

## Teacher Interview Protocol

Date: \_\_\_\_\_

Interviewee: \_\_\_\_\_

\*\*\*\*\*

### Interview Process:

- Briefly describe project
- Go through consent form and clarify any questions; remind participant that they are free to withdraw from the study at any time, with no adverse effects, or may choose not to answer any question. Have consenting participant sign form if not already done.

### Questions:

1. How would you define global education? Probe for descriptions of related content, pedagogies, and philosophies.
2. How do you think global education differs from other types or models of education?
3. Why did you decide to teach global education?
4. What would you say is the point of global education?
5. Are there specific types of knowledge or skills you hope your students will learn through global education?
6. Do you think you've seen any effects of global education on your students? (Prompt to describe if yes, or to speculate why not if no.)
7. What kinds of topics have you covered using global education? What other subjects could you see yourself teaching through global education?
8. If someone were to enter your classroom during a lesson involving global education, what would they see? What would they hear?
9. What resources or materials have you used to help you teach global education?

Thank participant for opening their classroom and taking the time to participate in the study. Ask if they have any questions about the research. Remind them that they are welcome to contact the researcher with any further questions, comments, or concerns, or should they wish to withdraw and/or have any information omitted from the study.

## Student Focus Group Interview Protocol

Date: \_\_\_\_\_

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### Interview Process:

- Briefly describe project and focus group interview methodology.
- Go through consent form and clarify any questions; remind participant that they are free to withdraw from the study at any time, with no adverse effects, or may choose not to answer any question.

### Questions:

1. What do you think it means to bring a global perspective into education? Are there topics or teaching methods your teachers have used to bring a global perspective into your courses?
2. Have you noticed any differences in your courses that are trying to bring in a global perspective compared to other courses you're taking? If so, please describe them; if not, please comment on whether you think there should be any differences and what they might be.
3. Why do you think your teachers are trying to bring a global perspective into your courses? What do you think the purpose of a global perspective should be? What about the purpose of education in general?
4. Have you noticed any changes in yourself or your classmates because of the global perspective being brought into your courses? If so, please describe; if not, please explain why you think there hasn't been any change.

Thank participants for taking the time to participate in the study. Ask if they have any questions about the research. Remind them that they are welcome to contact the researcher with any further questions, comments, or concerns, or should they wish to withdraw and/or have any information omitted from the study.