

**AN INVESTIGATION OF PRE-SERVICE SOCIAL STUDIES TEACHERS' BELIEFS
ABOUT GLOBAL EDUCATION: EVIDENCE FROM PERSONAL NARRATIVES OF
LEARNING AND TEACHING**

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This dissertation study explored the beliefs of three pre-service teachers about teaching global issues as well as the factors that influenced those beliefs and ultimately what and how they decided to teach. The literature reviewed implies that the goal of global education should be that students learn to view themselves as global citizens, meaning that they should understand their role and take responsibility and action with regards to the global issues they learn about. Data sources used to explore the teachers' beliefs included a series of three semi-structured interviews, instructional planning artifacts, and participant reflection journals. The conceptual framework proposed that beliefs guide instruction, which proved to be evident in the instructional planning artifacts in each of the cases studied. The findings demonstrated that the participants' beliefs were heavily influenced by prior experiences, their mentor, and the teacher education program. These influences resulted in the participants taking on different stances about the role of global education. The pre-service teachers in this study do not exhibit beliefs aligned with an active citizenship stance towards global education and, instead, the participants are oriented towards global awareness and global perspective-taking. The findings suggest a need for the development and use of a framework for teaching global issues that is aligned to an active citizenship approach towards global education.

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PREFACE

I would like to thank my doctoral committee members for their support, flexibility and patience. I would like to especially thank Richard Donato, my advisor. I cannot say enough about how much I have valued your guidance. Thank you also to my friends and family for their support, especially my husband Lee who never stopped believing that I could finish this project. This dissertation is dedicated to my daughter Lillian. Whether it was kicking inside my belly or crawling under my desk, thank you for being a constant source of motivation during this process.

1.0 INTRODUCTION

As a result of globalization, today's students will live and work in a world that is fundamentally different from that of any previous generation. The world's economies, politics, culture, and the environment are increasingly interconnected, and many current social problems transcend national boundaries and therefore must be understood at a global scale (J. Banks et al., 2005; C. Diaz, Massialas, & Xanthopoulos, 1999; Giddens, 2002; Held & McGrew, 2003). Consequently, scholars and political leaders have called upon educators to prepare students to be both competitive in the global economy and to cooperate in the global community as global citizens (NCSS, 2001; Spring, 2004).

For educators, this means that global issues like human rights, poverty, the global environment, terrorism, war and conflict need to take a more prominent position in K-12 social studies classrooms (Kirkwood, 2001; Merryfield & Wilson, 2005; Myers, 2008; Yamashita, 2006). Scholars have long agreed that discussion of social issues is a key component of an effective democratic education that prepares students to live in a multicultural and democratic society and is essential for a national civic culture (Hess & Posselt, 2002; Marri, 2005; Parker, 2003). As such, studying global issues is a critical element of a social studies curriculum that will prepare students for participation in a global civic culture (J. Banks et al., 2005). Teaching contemporary global issues helps students gain the understanding that most issues and challenges are constantly changing and interrelated and complex. Further, most global issues have a

dimension in which the United States, and they, personally, may well have a stake (Kirkwood, 2001). Traditionally, the study of current social issues has been limited to a local or national scope, often times in the fashion of a low-stakes “Friday Current Events” lesson plan that disconnects the study of the issues from the regular course content. Because of this, there is currently a significant need for social studies teachers to address contemporary social issues in a global context instead of using the traditional approach to teaching the social issues in a localized sphere (J. Banks et al., 2005; Myers, 2008).

The objective of this dissertation is to extend the work of previous research and investigate what pre-service teachers believe about teaching global issues. The study explores the factors (e.g. past experiences) that may influence their beliefs, and the results allow teacher educators to design experiences that help teacher candidates to develop conceptual models of effective global education that will guide their decision-making once they assume full responsibility as practitioners.

This dissertation is a study of teacher beliefs about instructional content and it will add to existing research that is largely concerned with generalized teacher beliefs. This study investigates pre-service teachers’ beliefs about teaching global issues through three descriptive case studies of pre-service social studies teachers who are including the study of global issues as part of their classroom instruction. The case studies describe 1) why the teachers choose to teach about global issues, and 2) the nature of the global issues being taught and how the selection was made. This qualitative study is centered upon a “wondering idea” rather than a defined hypothesis (Glaser, 1992) about why pre-service teachers teach global issues. This study draws upon grounded theory and relies upon purposefully general research questions in order to allow for themes to emerge from the data. Further, this study relies on a qualitative and interpretivist

research approach to form case studies of pre-service teachers' beliefs about teaching global issues in order to explore the underlying beliefs that motivate the teachers to select and teach about global issues. Data sources include surveys, interviews, and content analysis of lesson plans and materials.

1.1 STATEMENT OF THE PROBLEM

Although many studies have focused on the interaction between teachers' beliefs and instructional practice, comprehensive reviews of teacher-belief research show that such studies focus largely on general beliefs about teaching and the role of education (Fang, 1996; Richardson, 2003; Stuart & Thurlow, 2000). This focus leaves a gap, especially in social studies research, in literature about beliefs related to instructional content.

Research has recently delved into the question of how and why teachers approach controversial domestic social issues in their classrooms in relation to their beliefs about academic freedom (Hess, 2002; Misco & Patterson, 2007), but it has not yet sufficiently expanded to consider the question within the context of global issues. Some recent survey-based studies have suggested that beginning teachers understand the importance of teaching global issues but noted that they are also feeling reluctant to teach about global issues, citing fears of being inadequately prepared to teach upsetting or emotional issues and feeling uncertain about government regulations surrounding the teaching of potentially controversial topics (Duckworth, Levy, & Levy, 2005; Yamashita, 2006). There is a clear need for focused case studies to examine pre-service teachers' beliefs about teaching global issues that go beyond simply identifying their deficiencies. Additionally, there is a need for more in-depth analysis of how and why individual

teachers, especially pre-service teachers who represent the next generation of social studies educators, choose to teach about global issues.

1.2 DEFINITION OF GLOBAL ISSUES

Because there is no universally agreed upon definition of what constitutes a global issue, this study uses the following criteria to identify global issues: 1) issues or problems that are transnational in nature 2) issues having far-reaching impacts on large numbers of people 3) issues are not specific events but the driving forces behind events. Using the United Nations Agenda ("Global Issues on the UN Agenda," 2009), the following list of global issues guided data collection and analysis:

- 1) Human Rights
- 2) Poverty/Hunger
- 3) War and Conflict
- 4) Environment
- 5) Economics
- 6) Immigration

For the purpose of organizing and identifying the global issues selected by the participants, this study relies on a previously published framework (table 1) for global education categories. A meta-analysis resulted in ten categories that are meant to include nearly every topic commonly taught in the realm of global education (Smith & Czarra, 2003).

1.3 RESEARCH QUESTIONS

The study will address the following major research questions:

1. What do pre-service social studies teachers believe about teaching global issues in the social studies classroom?
2. What motivates them to teach about global issues?
3. What issues are they selecting to teach? Why?

1.4 SIGNIFICANCE OF THE STUDY

This study attempts to bridge a gap between global education research and teacher beliefs research by exploring pre-service teachers' beliefs regarding global issues. The results will inform teacher-education programs that seek to adjust programming for pre-service teachers so that they can develop an actionable model of effective global education that will guide their decision-making once they assume full instructional responsibility as teachers

1.3 OUTLINE OF THE DISSERTATION

This first chapter provides a brief overview of the problem this study addresses as well as the rationale and significance of the research.

Chapter 2 provides a synthesis of the pertinent research that connects and supports the various elements of this study as well as situating it within the larger body of existing literature regarding Global Education and Teacher Education. First, the theoretical and practical rationale for global education as a key component in K-12 education is explored as it relates to the supporting the teaching of global issues. Additionally, I analyze the research that addresses teacher beliefs and global education. Lastly, I present an overview of the broad scope of literature regarding teacher beliefs. Specifically, I draw from the key studies that relate to pre-service teachers in particular while addressing the nature of teacher beliefs and connection to classroom practice.

Chapter 3 reviews the research methods employed for this study. This study uses narrative analysis of three cases using thematic coding to explore and understand teacher beliefs. I first review the research setting and the process for selecting participants as well as noting the limitations of the methodology and trustworthiness of the data. Next, data collection is comprised of interviews, instructional artifacts, and participant reflection journals, and I review the alignment of these sources with the research design and purpose.

Chapters 4 and 5 report and discuss the findings by organizing the data into individual cases and the identified themes within each research question.

2.0 REVIEW OF THE LITERATURE

This chapter provides an overview of the foundational literature and key studies that bring together the fields of global education and teacher beliefs. First, I address the definition and purpose of global education as it relates to citizenship education, multicultural education, as well as its placement in teacher education. Secondly, I address the body of literature and research surrounding teacher beliefs by defining beliefs and discussing influencing factors and the role of teacher education. Lastly I review and discuss the key studies from the fields of social studies teacher beliefs, pre-service teacher beliefs, and global education in order to better define the intersection where this study is placed.

2.1 GLOBAL EDUCATION

2.1.1 History of Global Education

Globalization has transformed all aspects of life in the United States. As a result, schools are faced with the task of educating students to live in an increasingly interconnected world. Global education, which is sometimes referred to as international education, began to take root after World War II during a time of rapid globalization and changing world politics. Political leaders and academics declared a need for a better understanding of the rest of the world, and just as it is

in modern America, this task was assigned to K-12 educational institutions. For example, in 1948, the General Assembly of the United Nations mandated that the member nations teach the Declaration of Human Rights to all children in their schools (J. Banks et al., 2005). During this time, the general goal for global education was to insure continued hegemony and to advocate a bifurcated notion of the world using terms like, “civilized and uncivilized” (Gaudelli, 2003; Hicks, 2003). Additionally, new fields of study were developed such as area studies, foreign policy education and international education programs.

Most global education researchers agree that the 1960’s marked the birth of the current era of global education (Gaudelli, 2003; Hicks, 2003; Kirkwood, 2001; Myers, 2006). Gaudelli observes that the late 1960’s marked an interesting intersection of events crucial to the re-formulation of global education. For the first time, Americans saw the image of the earth from space. Together with this image, the publication of *Silent Spring*, the introduction of the “spaceship earth” metaphor, Erlich’s population growth theory contributed to a changed American psyche (2003). Also, by the 1960’s, countries around the world experienced increases in ethnic, language, religious, racial, and cultural diversity at the same time that new technological developments made global communication easier. As a result, a new form of global scholarship “emanating from a variety of academic disciplines, provided the initial thrust behind efforts to move education beyond parochial boundaries of the nation and toward understanding global systems and dynamics” (Gaudelli, 2003, p. 5)

2.1.2 Defining Global Education

There is still disagreement among social studies educators about the specific elements that should make up a global education curriculum (Kirkwood, 2001). In Gaudelli’s review of the

existing definitions and conceptualizations of global education, he argues that most of the scholars' ideas are actually more similar than they are different and that the researchers "employed the 'borrow and steal' approach in developing a definition of the field" (2003, p. 6). Among the key contributions to global education, *An Attainable Global Perspective*, written in 1976 by Robert Hanvey, initiated the field of study around the global education movement more than any other one document and has the most widespread acceptance among social studies researchers and educators (Gaudelli, 2003). Hanvey (1976) identifies five dimensions of a global perspective that can be generally characterized as constituting a world system approach to global education:

1. Perspective Consciousness – Students need an understanding of the multiple perspectives held by people and nations around the world and should know that these perspectives are not universally shared.
2. State of the planet awareness – Students should comprehend prevailing world developments, conditions, trends, and problems. They need to see the connection between cause and event regarding global issues like population growth, economic disparities, depletion of resources, and world conflicts.
3. Cross-cultural awareness – Students should be informed about the diversity of ideas and practices around the world, as well as how the ideas and ways of one's own culture are perceived around the world.
4. Knowledge of global dynamics – Students need an understanding of the world as an interconnected system of complex traits and mechanisms and unanticipated consequences
5. Awareness of human choices – Students should recognize the place of human choices and the ability of individuals and groups to influence social change.

Over the years, there have been various alternative global education frameworks suggested, each offering a slightly different interpretation on Hanvey's original proposal. Scholars continue to argue the importance of the various elements of a global education. Pike criticized this lack of a common understanding of global education and observes that interpretations range from a "simple geographic broadening of the curriculum to a fundamental reevaluation of the content, organization, and purpose of schooling in line with a transformative vision of education in a planetary context" (Pike, 2000, p. 64).

In particular, the concept of awareness versus action is interpreted differently among global education scholars. Pike argues: "Hanvey emphasizes awareness raising, rather than decision making or action. His acknowledgement of the controversy that inevitably surrounds major global issues is limited, and he avoids moral or ethical judgment with regard to global trends and conditions" (2000, p. 66). Others frame this criticism within the context of global citizenship education citing that "while a global perspective is often incorporated...the concept of global citizenship, suggesting a commitment and responsibility to the global community based in human rights, is less coherent" (Myers, 2006, p. 389).

Merryfield points to two areas of global education that are commonly overlooked within global education curriculum. She argues that bringing these issues into focus requires a shift in thinking from the commonly held Hanvey conception (Merryfield, 2001). First, she calls for educators to teach students to analyze how imperialist frameworks influence knowledge and frame information in their lives, as well as make connections between knowledge construction and empire-building (Merryfield, 2001). Secondly, she calls for students to learn from the experiences of people who are underrepresented in mainstream academic knowledge.

Despite the critiques, Hanvey's view continues to be consistently held by most American educators where "knowledge of the world and its people is a primary goal for students. Controversial issues tend to be avoided in the classroom" (Pike, 2000, p. 66). There is a tendency for global education to take on an apolitical perspective, which avoids debates surrounding globalization and human rights (Myers, 2006). This lack of attention to opposing social or political stances and the missing element of teaching towards social action is what global educators currently hope to address (Merryfield, 2001). Merryfield's observation is notable because these commonly neglected versions of global education would easily be integrated into classroom study of current global issues.

Although harmony in the field is far from apparent, global educators agree that global perspectives are still lacking in today's social studies classrooms, and many teachers are not trained to teach with global perspectives. Some states have mandated that elements of global education be incorporated into Social Studies standards, but this still remains the exception rather than the norm (Gaudelli, 2003). Global education researchers agree that while significant progress has been made over the past 30 years, there is still a significant need for more widespread teacher education regarding teaching with global perspectives.

Today's globalized economy demands that global education take a more prominent position within social studies curriculum. The nation-state is being weakened by the emergence of the "Global Village" in the form of global mass media, global organizations, and migration patterns (Spring, 2004). As a result, schools must respond and prepare their students to live in a global civil society.

In a review of global education literature, Merryfield cites a number of studies which show that American teachers and students lack concern and are unaware of many past and present

global events (Merryfield, 1992). According to a 2003 global attitudes survey, 60% of surveyed Americans agree with the statement: “Our people are not perfect, but our culture is superior to others” (Noddings, 2005). Further studies show that despite their concern for environmental and human-rights issues, students are much more knowledgeable about and interested in national concerns as opposed to international issues and are generally unfamiliar with other countries’ governments as well as intergovernmental organizations (Avery, 2004). Avery observes that “this parochialism is likely to inhibit their ability to adopt a global perspective” (Avery, 2004, p. 50). Without significant intervention in the form of global education, this will certainly continue to be true.

2.1.3 Global Education and Teacher Education

Some attribute the slow growth of global education to teacher-education programs that do not emphasize this type of learning. As a result, few social studies teachers leave their pre-service preparation with the necessary academic training to teach global studies courses. (Gaudelli, 2003; Merryfield, 1998). Some add to this argument by noting how teachers who were not educated in the tradition of global education will have an especially difficult time adjusting their teaching to incorporate this new approach into the curriculum (Merryfield, 1992). This assertion should certainly be investigated further, especially in light of the fact that today’s new teachers were high school students in a post-9/11 world that forced schools to respond to issues of a global nature. Regardless, Pike argues that the teacher is central to global education because “they, not textbooks, appear to be the primary carriers of the global education culture” (Pike, 2000, p. 64).

In summary, the field of global education involves a wide spectrum of approaches. Goals for global education can range from rote knowledge of facts and events of a global nature to critical perspective-taking and the initiation of social activism. Where new teachers place themselves along this spectrum and how their concept of global education is formed is a key feature for researchers to determine.

2.2 TEACHER BELIEFS

It is well established in the literature that students entering teacher-education programs bring with them pre-defined sets of attitudes, values, knowledge, and beliefs that are resistant to change (Fang, 1996; Lortie, 1975; Olafson & Schraw, 2006; Phipps, 2010). Other research has shown that teacher education generally presents a generic approach and, despite the best efforts of teacher educators, results in a singular cultural view that results in the “reproduction of existing instructional patterns and superficial learning” (Hollingsworth, 1989, p. 187) A teacher’s beliefs about global education will determine how he or she approaches global issues in the classroom, and it is important to determine what the beliefs are and how they are constructed in order to better address preparing pre-service teachers for teaching about the world.

2.2.1 Defining Beliefs

“Beliefs influence how individuals see the world, how they characterize these events, and how they make sense of what they see and what they have experienced” (Pajares, 1992). Beliefs, however, are just one form of cognition that has been investigated in relation to teaching and

teacher education. We also find the terms “attitude,” “values,” “perceptions,” “theories,” “conception,” and “images,” all of which Pajares (1992) suggested are beliefs in disguise. There is certainly a need for researchers in the field of teacher beliefs to use common terminology. For the purpose of this paper, as well as for the subsequent dissertation study, I use Farrell and Lim’s definition of a belief: “An attitude consistently applied to an activity” (2005, p. 2). For example, teachers’ beliefs about the ability of students, the role of education, or their feelings about subject matter can influence not only their teaching, but also the ways in which they interact with students on a daily level. As Farrell and Lim suggest, “teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (2005, p.1). For the purpose of identifying beliefs during data analysis, Nespor’s definitions of the characteristics of beliefs are especially helpful. These include existential presumption, alternativity, affective/evaluative loading, and episodic structure (Nespor, 1987). Existential presumption is best described as deeply rooted truths everyone holds that often manifest in the form of labels. Alternativity refers to an alternate reality that, for teachers, often takes the form of an ideal classroom experience that they may or may not have an actual experience in. Affective and evaluative loading is when a belief “draws heavily upon affective and evaluative components rather than knowledge” (319). Finally, when beliefs derive from episodic structures, this means that the beliefs were formed in reference to “a particular episode or event” (319).

Important to note is that some beliefs are more central than others and these sorts of entrenched beliefs may be more difficult to change (Richardson, 2003). This has important implications for research centered on teachers’ beliefs making it important to distinguish between beliefs that are value-based, personal, and deeply entrenched and beliefs that can be

characterized as more malleable, less personal, and more apt to being influenced. In social studies classrooms, for example, teachers frequently face value-based issues within the curriculum. Topics of instruction that concern politics, race, human relations, and diversity are likely to involve deeply entrenched teacher beliefs.

2.2.2 Influencing Factors

Beliefs about teaching take years to develop and by the time a student gets to college, they are firmly established. (Pajares, 1992). Pajares provides a helpful review of research related to the differentiation between knowledge and beliefs and notes four key findings that are an appropriate foundation for understanding teacher beliefs and how a teacher's personal experience creates beliefs that affect instructional practices:

- 1) "Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience.
- 2) The belief system has an adaptive function in helping individuals define and understand the world and themselves.
- 3) Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs make them filters through which new phenomena are interpreted.
- 4) Beliefs strongly influence perception, but they can also be an unreliable guide to the nature of reality" (Pajares, 1992, p. 325-326).

In order to gain a more complete picture of where teacher beliefs come from, one needs to look at the social nature of teaching as explained by Lortie (1975). Teachers join the profession with well over at least thirteen years of schooling, and throughout this time, they

develop an understanding of what it means to teach and to be a teacher (Lortie, 1975). These previous experiences as a student are the primary vehicle by which new teachers understand the role of a teacher as “authoritarian and facilitator of knowledge, decision maker, nurturer, or a combination of all of these and more from not just watching, but participating in schooling” (Lortie, 1975). As former students, new teachers have little insight into the thinking of their teachers because they were only able to see teachers’ actions as a means to an end and were never aware of the motivations that drive a teacher’s lessons. Nespor (1987) explains that these experiences as former students function as a sort of “apprenticeship to teaching” and that, “such critical episodes are probably at the root of the fact that teachers learn a lot about teaching through their experiences as students” (p. 320).

Teacher-education programs tend to be designed in such a way that pre-service teachers are often asked to rely on or remember what is most familiar and most recent in their memories of school when engaging in discussions about education. It is natural that their own experiences are the first to come to mind when asked to write a reflection about an observation or to think critically about an assigned reading (Danielewicz, 2001). When juxtaposed with exposure to new theories or alternative perspectives, these beliefs of pre-service teachers can be so strong that they can actually “wash-out the influence of teacher education programs and the professional literature” (Pryor, 2006).

2.3 RESEARCH ON TEACHER BELIEFS

2.3.1 Pre-service Teacher Beliefs

Although there is a body of research on pre-service teachers' preexisting beliefs, many of these studies (e.g. Stuart & Thurlow, 2000) focus on elementary- or upper-level pre-service teachers. Little is known about the situation among secondary-level social studies education teacher-candidates but there is a growing body of research on content-specific teacher beliefs in foreign language education and literacy. Studies have investigated the complex intersection of beliefs, practice and contextual influences and have established that teachers' practices are largely influenced by their beliefs but that the beliefs alone are not the only factor that determines their practices in the classroom. (Nishino, 2012) Although it is reasonable to extend the findings about teacher beliefs in other content areas, more research on social studies-specific beliefs is needed because of the unique and often politically charged nature of topics taught in social studies classes. Additionally, in order to improve teacher education and professional development experiences, further work linking models for staff development to belief theory is needed (Guskey, 1986)

The experience of student teaching is possibly the most important component of pre-service teacher education (Linek et al., 1999) mostly due to the influence that the mentors have on the pre-service teachers. In contrast, several studies have found that most traditional-method courses do little or nothing that result in a change in pre-service teachers' beliefs based on their prior experience (Linek et al., 1999).

There have been several previous studies on pre-service social studies teacher beliefs that set out to examine the relationship between teachers' beliefs and practice during the student

teaching experience (Wilson, Konopak, & Readence, 1994). This study focused on elementary school teachers and, unfortunately, very few studies have been conducted on pre-service teachers in secondary social studies; most rely on brief interviews for data.

Existing studies on pre-service teachers do not focus on content-specific beliefs. Studies on pre-service teacher beliefs concentrate largely on general conceptions of teaching and the studies often center around the question, “what makes a good teacher?” as a guiding focus for the research (Richardson, 2003). Many pre-service teacher-beliefs studies examine what happens when teacher candidates enter their constructivist-oriented teacher education program with traditional views about the transmission of knowledge (Richardson, 2003). These studies are common in math and science education research, so further work is needed in other content areas, such as social science education.

The relationship between prior beliefs and teaching practice is complex and not unilateral, but the entering beliefs of teacher candidates significantly affect how and what they learn and how they eventually approach teaching in their own classrooms. According to Richardson, the question is still open, however, as to whether beliefs guide action, actions – and particularly the results of action- guide beliefs, or that they interact such that beliefs or action may be dominant and affect the other depending on many factors (2003).

One area that is well covered in the research is the nature of belief changes that occur during the course of student teaching and how initial beliefs affect these changes. It appears that changes in beliefs during a teacher education program are largely due to a field experience (Richardson, 2003). Other researchers have found that teacher candidates changed teaching behaviors but they did not change beliefs. This suggests that without a change in beliefs, changes in practice may be superficial. The idea that teacher candidates’ beliefs about teaching,

learning, content, and instruction are difficult to change is well supported in the research (Richardson, 2003). Studies have focused on changes within three elements of teacher education programs: one class, the academic element of a teacher education program, and student teaching. At the class level, Feiman-Nesmer, McDiarmid, Melnick, and Parker examined teacher candidates in an introductory course and found that the number of conceptions changed, such as believing that teaching was more complex than they had originally thought, and beliefs about teacher knowledge expanded considerably (Richardson, 2003).

One particularly interesting study suggests that a superficial belief change may come about in the coursework portion of the program, but experience in student teaching may send teacher candidates back to pre-existing beliefs about teaching and learning. The authors contend that this phenomenon is likely a result of the typical teacher education model that separates theory, methods, and skills in a way that prevents teacher candidates from making connections across these domains (Cochran-Smith, 1991).

2.3.2 Research on Social Studies Teacher Beliefs

Historically, many studies on teacher beliefs have focused on elementary education and/or reading and literacy education. Little is known about the beliefs that guide secondary social studies teachers, and even less is known about pre-service teachers in this regard. Regardless of the reason, the lack of social studies oriented teacher-beliefs studies remains. Despite the small body of social studies related research, there are a number of studies that have been conducted in other content areas that are relevant to social studies.

Educational research has only recently begun a shift from studies on classroom behaviors and outcomes to broader investigation on the way teachers think in relation to what they practice

(Wilson et al., 1994). The vast majority of studies on social studies teacher beliefs has concentrated on practicing teachers with the results revealing that in-service teachers have varying beliefs of social studies related to pedagogy, and the purpose and goals for social studies education and that their instructional practices are closely aligned with those beliefs (Wilson et al., 1994).

A recent study on pre-service social studies teachers' beliefs about academic freedom and teaching current events revealed the need for further, more in depth investigation using case study methods (Misco & Patterson, 2007). The study represents a somewhat typical methodological approach used in teacher-belief research and is described by the researchers as a statistical and qualitative analysis of numerically coded survey and narrative responses from a large sample of pre-service teachers (Misco & Patterson, 2007). When discussing the limitations of the study, the researchers admit that "future studies will also need to examine the ways in which these conceptions change in response to different settings, years of service, and the unique layering of students, teachers, subject matter, and community contexts" (Misco & Patterson, 2007 p. 532). A case study, methodological approach is best suited for research goals such as these because of the complex and numerous factors involved in understanding a belief about a particular topic. There have been other studies about beliefs held by social studies teachers. Due to the methodological approach taken by many of these researchers, further case studies need to be conducted in order to gain a deeper understanding of factors affecting teacher beliefs.

One of the foundational studies on social studies teacher beliefs was conducted by Ronald Evans who initiated his research agenda with a 1989 study of 71 secondary level history teachers. In this study, he investigated the factors that help determine a teacher's conception of history and the relationship between these conceptions and instructional practices (Evans, 1989).

Evans used data gained from teacher surveys and interviews to formulate five distinct typologies of history instruction: storyteller, scientific historian, relativist/reformer, cosmic philosopher, and eclectic. He noted distinct differences in teachers' conceptions of history that were directly linked to the teachers' background, knowledge, and beliefs. These conceptions of history were found to have a direct influence on classroom teaching styles. The Evans study represents an excellent model for studies on domain-specific teacher beliefs. As with the Misco & Patterson study, the additional use of a case study approach would further improve his model by adding richer data. In addition, his work focused on veteran teachers and a study of pre-service teachers would be a valuable extension.

There is an acknowledged lack of research within social studies education on domain-specific teacher beliefs (Angell, 1998). Domain-specific beliefs differ from general educational beliefs about teaching and learning because they are specific to a particular curriculum. An example of a domain-specific belief in social studies would be teachers' views towards teaching about and promoting American patriotism in a civics class. Domain specific beliefs warrant particular attention because of the nature of social studies teaching, where teachers encounter a curriculum filled with many competing value claims for fostering values and beliefs among students. Specifically, there are no known studies that investigate teacher beliefs about global education. There have been a number of studies that examine teacher beliefs about diversity, but these are not specific to social studies education and the kind of curriculum challenges inherent in global education (Richardson, 2003). Additionally, these studies concentrate on race, racism, and tolerance in ways that are closely related but are isolated to a national context and not specifically focused on global education. What is missing is special attention to global current events and the study of issues related to living in an interdependent, globalized world so that

students may see themselves as global citizens. There is a need for further research on teacher beliefs where global education is the focal point of the study.

One of the most relevant studies conducted relevant to social studies education is Ann Angell's research on belief restructuring regarding social studies teaching (1998). Her case study of two pre-service elementary teachers revealed that pre-program beliefs about social studies play a critical role in the process of learning to teach, either by facilitating growth when used as a reflective tool or prohibiting growth when seen as an obstacle to conceptual change (Angell, 1998). Angell set out to investigate the teachers' "general philosophy of teaching social studies and what makes social studies meaningful," so there is still much room for further research in specific domains within social studies education (p. 528). Additionally, it is important to extend this type of case study to secondary level pre-service teachers because, like many other existing studies on teachers' beliefs, Angell's work focuses on elementary teachers.

2.3.3 Research on Teacher Beliefs and Global Education

An unfortunately small number of studies that examine pre-service teachers' beliefs about global education have been conducted. Given the emphasis on global education in the current social studies curriculum, what is needed is further research on how teachers conceptualize global education and learn to teach from a global perspective. Since the introduction of the field of global education into the social studies classroom, most studies have examined the intersection of global education and classroom-based instructional practices (Benitez, 2001; Gaudelli, 2003; Kirkwood, 2001; Merryfield, 1992; Tye, 1999), the factors that influence teachers' decisions in teaching from a global perspective (Merryfield, 1998, 2001; Tye, 1999), and the impact of cross-cultural or past international experience on a teacher's development of a global perspective

pedagogy (Merryfield, 2001). Efforts thus far have concentrated on creating models of successful global education with the goal of later translating the research into teacher education curriculum. What is missing from current research is an examination of how teacher beliefs are related to the process of becoming a global educator. In the absence of this information, any attempt to construct models of global education are certain to fail if new teachers do not possess well-formed concepts of global education and relate these concepts to what it means to be a global educator.

A 1998 article by Merryfield represents an excellent foundation for research on pre-service teachers and their beliefs about global education. In her paper, she reviews three of her past studies on teachers and their conceptions of global education. Her team examined the perspectives of three groups of teachers: (1) 16 master teachers considered to be exemplary global educators (2) 67 practicing teachers who were being introduced to global education in a professional development program (3) 60 pre-service teachers enrolled in a social studies certification program (Merryfield, 1998). She and her colleagues found that among the teachers who lacked a strong global education background, they still recognized the importance of global perspectives and knew they should teach about culture and connect it to students' lives in their classrooms. The teachers who were considered exemplary global educators were able to fully integrate global education into their normal social studies curriculum. They also frequently taught lessons that employed the use of higher order thinking skills, debates, and discussion of controversial global issues (Merryfield, 1998).

Because of the encouraging findings of Merryfield' study, further research in this area is needed. First, the study was conducted on such a large scale that Merryfield was only able to gain a surface-level understanding of the teachers' thinking. Although their methods allowed the

research team to make plausible generalizations about teachers and global education, little was learned about how and why teachers were making their instructional choices. Many of the participants' conceptions of global education were determined from surveys, short answer written work, and short, informal observations. A case study approach with a view toward constructing an instructional theory of global education that is grounded in pre-service teachers' beliefs about global issues and their importance in the social studies curriculum is a reasonable next step to the research of Merryfield.

Merryfield's data does not reflect the beliefs and practices of the current generation of new pre-service teachers. It is especially important to investigate the beliefs of a group of pre-service teachers who were in high school during the post-9/11 era. The terrorist attacks that occurred in 2001 represented a critical turning point that caused a national introspection on the American role in international affairs. The terrorist attacks and subsequent military actions triggered national discussions about global issues and a forced realization that Americans could no longer think of themselves as safely isolated from the rest of the world.

2.3.4 Studies of Post 9/11 teacher beliefs

A 2006 study on pre-service teacher beliefs about global education focused on belief changes that occurred as a result of the events of September 11, 2001 (Ukpokodu, 2006). Although the focus of the study was to examine what teachers thought about teaching global issues prior to September 11 and after, her data revealed some interesting insights about pre-service teacher beliefs about global education in the context of post-9/11 events.

First, the pre-service teachers in this study expressed anxiety and low confidence in their abilities related to global perspectives pedagogy (Ukpokodu, 2006). Additionally, several

participants were confused about the difference between multicultural education and global education. As a result, Ukpokodu urges fellow teacher educators to make specific efforts to help pre-service teachers to develop the skills and knowledge necessary to recognize the difference between the traditional approach to global education (i.e. studying continents, countries, cultures, communities) and an approach that enables students to explore the relationship of these traditional topics to particular global and cultural perspectives.

In terms of belief changes as a result of September 11, the study showed that there was a noticeable shift in the participants' beliefs and attitudes towards global concerns evident in increased levels of interest and engagement in issues directly related to 9/11 (terrorism and religious conflict). At the same time, however, there was a significant finding that the participants felt unaffected by or were unaware of other global concerns such as, overpopulation, environmental problems, drug trafficking, sexual slavery, AIDS, and child labor (Ukpokodu, 2006). The events of 9/11 resulted in certain global issues becoming more salient while others became less salient.

There are several limitations to Ukpodu's study that warrant further research. First, her data collection methods involved only surveys and content analysis of the pre-service teachers' written work. The descriptive nature of her study limits the explanatory depth of her analysis. Also, the participants were 78 pre-service elementary teachers, 75 of which were female, who were enrolled in a social studies methods course. This is a problem because the results cannot be generalized for typical social studies teachers (i.e. secondary level, male or female). A case study of a small sampling of participants would complement her study because this approach would allow for a contextualized understanding of teacher beliefs about global education leading

to an explanation of why participants held certain beliefs rather than a mere description of these beliefs.

The findings in Ukpodu's study demonstrate that while teachers have positive attitudes about the idea of teaching global perspectives, they are hesitant to take on certain global issues and will likely not teach in a way that encourages active global citizenship, in the way described by Myers, and insight into global perspectives. Further research using case study methods needs to explore the specific beliefs of pre-service teachers and examine the factors that determine teachers' thinking and practice in regards to global education. Specifically, further research should supplement existing large-scale studies by offering richer, narrative based explanations for teachers' conceptions of global education. Such an approach would help teacher educators and researchers to better understand how and why new teachers approach teaching global issues and could additionally inform the construction of a framework or model for global education that would support teacher education.

3.0 METHODOLOGY

This chapter provides an overview and rationale for the research methods used in this study. First, I outline the qualitative approach used and then review and discuss the participants, setting, and data sources. Finally, I discuss the data analysis as well as concerns related to reliability and validity.

3.1 QUALITATIVE METHODS

Qualitative methods were used for this study for the purpose of gaining a deeper understanding of the participants' beliefs. Specifically, a narrative analysis of three cases was conducted using thematic coding. A qualitative approach is well suited for the study of beliefs because it seeks to (a) describe complex topics broadly and not narrowly, (b) generate rich descriptions of the phenomenon of the study while recognizing the contextual influences, and (c) gather a wide range of data instead of single sources of evidence (Bogdan & Biklen, 2003; Lapan, Quartaroli, & Moore, 2011; Miles & Huberman, 1994). Beliefs are sometimes explicitly expressed, but are more often implicit and must be inferred from a combination of data, and in this study, they come from instructional planning artifacts, face-to face interviews, and reflective narrative evidence. Additionally, qualitative methods allow for a holistic interpretation of the way

autobiography and beliefs influence practice within the multiple social contexts that compose a teacher education program.

Within the larger realm of qualitative methodology, this study relied on narrative inquiry and analysis to uncover the participants' beliefs and gain a deep understanding of their conceptualization of global education. Further, these methods make it possible to understand the "story" of how the teachers formed these conceptualizations and how it subsequently impacted their instructional planning. Narrative inquiry is different from other forms of discourse because it focuses on how and why events occurred, i.e. an explanation, going beyond the simple content of the story (Hoogland & Wiebe, 2009; Lapan et al., 2011). This study required a rich understanding of the connections within the story being shared by the participant, how the story came to be, and how the participant constructed the story in response to prompting and interview questions. Critical events, such as a turning point when a belief became solidified, were underscored in the narrative inquiry approach (Lapan et al., 2011). Further, narrative inquiry is a helpful approach when a goal in the study is to categorize and build themes as they emerge from the data (Lapan et al., 2011).

This study also drew upon Life History, which is a specific approach within narrative inquiry (Lapan et al., 2011) and is also a common approach to case study oriented research, which has valuable elements that inform this study and, most specifically, the interview approach I used. Life history research provided insight into the experiences of others' lived experiences and was appropriate for this study which asks participants to reflect on a wide range of past experiences that influence their current thinking about teaching global issues (Clandinin & Connelly, 2000).

Lastly, I conducted a content analysis of the artifacts of practice collected from the participants. This allowed me to examine how the beliefs identified in the narratives were revealed in their instructional planning.

3.2 SETTING AND PARTICIPANTS

The participants were three pre-service teachers enrolled in a social studies MAT program at a large university located in the Mid-Atlantic region and who were placed in world history, world cultures, geography or related elective classes for their student teaching and internship experience. The participants were part of a cohort and were all enrolled in the same courses together at the university. The participants range in age from 24-26 years old and are diverse in their upbringing and past experiences.

Each participant was assigned to an internship placement and completed a social studies teaching assignment while attending classes at the university in the evenings and was assigned to a different partner school and cooperating teacher. Each participant was responsible for designing and delivering up to two periods of instruction each day. They were not give prescribed curriculum programs to use. All of the partner schools are public middle schools or high schools located within 20 miles of the university. The schools range from inner-city with a racially and culturally diverse, under-resourced student population to suburban and generally well-resourced and homogenously Caucasian and middle class. More specific information about the student populations at each school is provided in the individual case profiles.

In order to select the participants, I surveyed a cohort of 20 students enrolled in the university social studies education program. The students were asked to complete an attitude

survey regarding their level of motivation, comfort level and experience teaching global issues. I used the survey results to select a sample of five teachers who are actively teaching global issues on a regular basis in their classrooms. Participants were selected based on a match of their interest in the study and whether they had an opportunity to teach global issues as part of their student teaching assignment. Additionally, participants were chosen in order to select a group that provided variety in beliefs and approaches to teaching global issues. Letters were sent out to possible teacher participants clearly describing the study's purposes, the procedures, and the steps used to maximize confidentiality and to minimize risk.

The sampling was approached without preconceived theories. Before selecting case study participants, there was an analysis of survey data from all members of the social studies cohort, written reflections from the university coursework, and informal interviews. Once it appeared that diverse categories of participants were emerging, five participants were selected for intensive interviewing and full participation in the study. According to qualitative research literature, theoretical sampling should never become permanent, and participants may be added or removed as theories begin to emerge from the data (Charmaz, 2006; Glaser & Strauss, 1967). In the end, the data from three of the participants resulted in the most compelling construction of individual cases based on the theories that emerged during analysis.

3.2.1 Lisa

Lisa is a 24-year old Caucasian female enrolled full-time in the MAT program at Mid-Atlantic University. She majored in U.S. History during her time as an undergraduate student at Mid-Atlantic University. Lisa's placement school, East High School, is located in an urban school district in a metropolitan area in western Pennsylvania. The high school is made up of

approximately 1,100 students and has experienced declining state achievement test scores and declining student enrollment. During Lisa's time at the school, the school district was evaluating the school for potential closure and consolidation with another school. The student demographics for East High school at 71% African American, 23% Caucasian, 3% Asian, and 2% Hispanic, and 48% of the students qualify for the free or reduced lunch program.

3.2.2 Mark

Mark is a 24-year old Caucasian male enrolled full-time in the social studies MAT program at Mid-Atlantic University. He was a business major as an undergraduate student at another local college in the region. Mark's placement school, North Hill School, is a comprehensive high school of 1,600 students located in a suburban area outside of a metropolitan area in western Pennsylvania. At North High School, 98% of students identify as white, and fewer than 15% qualify for the free and reduced lunch program. The school was recognized as a State Distinguished School during the previous year and had been recognized by the state as achieving high percentages of students scoring either advanced or proficient on the state math and reading tests while maintaining relatively low per-pupil expenditures.

3.2.3 Megan

Megan is a 26-year old Caucasian female student in the MAT program at Mid-Atlantic University. Megan's placement school, IB Middle School is a magnet middle school located in an urban school district in a metropolitan area in western Pennsylvania. The school houses an IB Middle Years program and as a magnet school, it draws 350 students from around the city. The

student body identifies as 68% African American, 21% Caucasian, 3% Asian, 2% Hispanic, and 5% multiracial, and 40% of the students qualify for free or reduced-price lunch, which is lower than the 60% average for the district. Despite its status as a magnet IB school, the school's academic results led to a "D" rating by the state the previous year.

3.3 DATA COLLECTION

Following common practice in qualitative research, the data sources for this study included multiple elements: (a) individual semi-structured interviews (b) participant reflection journals produced by the participants (c) lesson artifacts such as lesson plans and supplementary instructional materials (Angell, 1998). Additionally, the data was triangulated because multiple methods were used to gather data.

Data was collected during a 12-week period during the second semester of the academic year. The collection process was designed so that participants were given the opportunity to reflect on their first semester of teaching and current lessons as well as past and present beliefs about global education. Interviews were spaced approximately one month apart with a short follow-up phone interview at the end of the data collection period in order to clarify and probe more deeply after reviewing preliminary data and emerging codes. Journal entries were submitted on a bi-weekly basis via email and lesson artifacts were collected prior to each interview so that as the study progressed, the artifacts could be discussed during interviews when necessary. The data sources used to answer each research question are depicted in Table 1.

Table 1. Research Questions and Data Sources

Guiding Research Question	Data Sources
1. What do pre-service social studies teachers believe about teaching global issues in the social studies classroom?	Interview #1, 3 Reflective teaching journal
2. What motivates them to teach about global issues?	Interview #1, 3 Reflective teaching journal
3. What issues are they selecting to teach?	Interview #2, 3 Instructional artifacts Reflective teaching journal

3.3.1 Interviews

In terms of addressing the initial research questions, the interview data served as a primary data source for identifying participants' beliefs about global education and how those beliefs relate to their teaching and learning. The interview protocols were designed to allow for a free-flowing exchange of narrative information from the participants. Because I interviewed each participant multiple times, there was ample opportunity for follow-up questions and discussion. I was able to compare identified beliefs from interview data with my analysis of lesson plans and teaching artifacts in order to clarify or validate emerging theories.

I conducted a series of three one-hour semi-structured interviews with each participant and divided the research questions into blocks as depicted in Table 2.

Table 2. Interview Themes and Research Questions

	Theme	Research Questions addressed
Interview #1	Motivation, Personal Background	<ol style="list-style-type: none"> 1. What do pre-service social studies teachers believe about teaching global issues in the social studies classroom? 2. What motivates them to teach about global issues?
Interview #2	Nature of global issues being taught, discussion of lesson plans and materials and reflections	<ol style="list-style-type: none"> 1. What issues are they selecting to teach? Why?
Interview #3	Probing emerging themes	<ol style="list-style-type: none"> 1. What do pre-service social studies teachers believe about teaching global issues in the social studies classroom? 2. What motivates them to

		teach about global issues? 3. What issues are they selecting to teach? Why?
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The audio-recorded interviews occurred during three separate in-person sessions spaced evenly apart over the course of 12 weeks during the Spring semester. All interviews were transcribed and prior to the first round of analysis, I read through the printed copies of the transcripts while listening to the audio recording to verify the transcription’s accuracy. While I was doing this, I also made preliminary notes and outlined several large categories of analysis that emerged so that I could then conduct a more systematic thematic analysis using codes. Lastly, the participants verified the final transcripts, and they were invited to provide extra details or explanations and comments. A final phone conversation was conducted to review the participants’ notes on the transcripts and to ask follow-up questions that resulted from preliminary data analysis.

The interview questions (Appendix A) asked the teachers to reflect on their own teaching and how and why they approach global issues in their classroom. In addition to questions about the teachers’ backgrounds and attitudes towards teaching global issues, the participants were asked to discuss and reflect before and after teaching a lesson about global issues.

3.3.2 Instructional Artifacts

I collected instructional planning artifacts for two primary reasons. First, the artifacts help to answer the research question which concerns the nature of global issues being taught and triangulated the data provided by participants in narrative format. Secondly, the artifacts allowed

me to examine how the beliefs identified in the narratives were revealed in the participants' instructional planning. These artifacts provided a valuable supplement to interviews and journals and provided me with a richer understanding of the teachers' intended curriculum by describing the learning objectives, content, and skills to be covered and assessed. These documents include lesson plans, assessments, and assignments. Lesson plans indicated the content the teachers intended to cover and the assessments and assignments provided more detail about how the teachers specifically approached the content (i.e. framing of questions, relative weighting of global topics within a lesson, level of rigor). During interviews, the artifacts served as a point of reference and provided context for conversation about specific lessons. Additionally, examining the artifacts prior to interviews allowed for more in-depth questioning about the emerging themes. For example, by looking at a student assignment handout, I was able to ascertain the depth of content knowledge the teacher was requiring of students. This allowed me to probe during the interview about how the content knowledge requirement related to his beliefs about global education.

3.3.3 Participant Reflection Journals

In this study, participants were asked to write reflections during the data collection phase. For each lesson addressing global issues, teachers were asked to retrospectively write a short reflection in response to guiding questions that describes their goal for the lesson and how they chose the lesson (Appendix A). According to the well-established practice of triangulating data (Miles & Huberman, 1994), this data verified emerging theories, and it brought up valuable information to discuss in the second interview.

3.4 DATA ANALYSIS

Data was analyzed using thematic coding. Following the work of Glaser and Strauss (1967), each piece of data was compared to the others in order to search for the most prominent themes. Using the interview transcripts, instructional planning artifacts and participant journal entries, beliefs were identified, and initial codes were created in order to identify emerging themes. Continuous revision of the themes occurred throughout the data collection process and after a final review of all data, final themes were named so that individual narratives could be constructed. Reliability was established by enlisting an additional reviewer to check coding for each data source and reviewed a sample that constituted roughly 15% of the data. Finally, the data were analyzed in order to determine how the themes and codes related and intersected across the various data sources and cases.

3.4.1 The Coding Process

Coding and the identification of themes was a multi-stage process. I had already familiarized myself with the data as they were collected by reviewing the transcripts and written artifacts and writing research notes connecting initial themes to the research questions. Next, I examined the data sets using the method described below to identify beliefs while I coded the interesting features in the data. Using the initial codes, I was then able to organize the codes into themes, while at the same time continuing to gather additional data relevant to the emerging themes.

3.4.1.1 Identifying Beliefs

I identified teachers' beliefs using a model from another study on teacher beliefs (Guise, 2009)

which draws upon both Gee’s cultural models theory (1999) and Nesper’s (1987) definition of the characteristics of teacher beliefs.

The main premise of James Gee’s cultural models theory is that beliefs are either tacit or explicit in nature (1999). In order to identify the teachers’ beliefs about teaching global issues, both conscious and unconscious, I analyzed the narratives using James Gee’s framework: (Gee, 1999; Guise, 2009).

1. What should the researcher assume that the teacher-participants (consciously or unconsciously) believe in order to make deep sense of what they are saying?
2. What “theories” must these teachers (consciously or unconsciously) hold?

Using Gee’s guiding questions when analyzing the data forces me to be conscious of the underlying assumptions guiding the teachers’ beliefs rather than simply interpreting them literally. Additionally, as Guise (2009) pointed out in her study, using Gee’s guiding questions requires the investigator to balance both the tacit and explicit beliefs held by the teacher participants when analyzing the data.

During the first stage of data analysis, identification of beliefs was guided by Nesper’s definition and characteristics of beliefs: existential presumption, alternativity, affective/evaluative loading, and episodic structure (Nesper, 1987) . Using these characteristics as indicators of belief types, I was able to identify beliefs in the interview transcripts and reflective journal writing. The following list of potential discourse markers that indicate evidence of these categories was used as a guide and remained flexible throughout the data analysis process.

Table 3. Markers of Beliefs

Belief Characteristics	Examples of Discourse Markers
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Existential Presumption	“I feel, “I believe” “The way I see it” “ In my mind...”
Alternativity	“I wish I could teach about,” “If I had my choice” “ If I could do it differently”
Affective/Evaluative Loading	“I hate how this topic is usually ignored” “My favorite part of the unit was”
Episodic Structure	“When I was growing up,” Once when I was a student,” “While I was studying abroad,” “I’ll never forget when”

3.4.1.2 Thematic Coding

My approach to thematic coding was flexible and inductive which meant that codes were “derived bottom-up from the researcher’s reading of the data” rather than being driven from a strict, inflexible pre-existing theory or from prior research (Hoogland & Wiebe, 2009). I approached the coding process with the three research questions as a guide because I wanted the analysis to remain flexible so that future interviews could be adapted as necessary (Charmaz, 2006; Glaser, 1992). The final interview for each participant was designed based upon the emerging themes discovered in the first interviews.

First, I used an open coding process to read through each of the sets of data using colored highlighters to identify initial codes for the cases and make preliminary notes in order to sketch out potential themes for the cases. This was done in order to break down the data and form the basis units of analysis. From this long list, I merged, split, and grouped codes to compile a shorter list of themes (Table 4) which 1) corresponded most to my research questions 2)

appeared across multiple cases, and 3) appeared most frequently. The resulting coding structure is depicted in chapter four.

Next, I reviewed the themes in order to create an overall story that the analysis told and generated clear names for each theme. Finally, I conducted a cross-case analysis to identify how themes from each case related in order to answer the research questions (Yin, 2003). As a result, I was able to create a theme map for each research question to demonstrate cross-case themes visually. An example of one of the theme maps is depicted in chapter four.

Lastly, I examined the artifacts of practice alongside the narrative data for each participant. I did this in order to examine how the beliefs about global education were revealed in their instructional planning. To do this, I used my data chart to compare the coded data for each identified belief theme across data sources.

Throughout the process of data analysis, I used theoretical memos to make notes about patterns I saw across data sources and make connections between themes and coding categories. Memos and written notes are vital to the analytical process because they provide a bank of ideas that feed into emerging theories by allowing the researcher to move from description to conceptualization (Charmaz, 2006; Emerson, Fretz, & Shaw, 1995; Glaser, 1998)

3.4.1.3 Coding Structure for Global Issues

In order to identify and organize the global issues selected for teaching, lesson artifacts and journal entries were coded using a previously published framework for identifying categories of global and international studies (Smith & Czarra, 2003). The authors conducted a meta-analysis and organized commonly taught global topics into 10 categories outlined in figure 1.

Table 4. Coding Categories for Global Education

Category	Description	Code
1. Conflict and its Control	Issues relative to subnational and national conflicts, which may lead to violence. Concerns include weapons proliferation, the arms race, terrorism, and cross-border conflicts.	CON
2. Economic Systems	Includes understanding comparative economic systems as well as our own free-market or free-enterprise model; understanding transitional and mixed economies, trade issues, foreign aid, and the needs of the developing world.	ECON
3. Global Belief Systems	Includes the study of comparative ideologies: Soviet-style communism and its various offshoots; major world religions; and other governmental philosophies (socialism, communism, and fascism) or religious beliefs.	BEL
4. Human Rights and Social Justice	Include topics related to the quality of life; gender and equity issues; the rights of children; equal access to justice; rights' violations and abuses; food and hunger; infectious diseases; drug use; inadequate sanitation, shelter, or housing; illiteracy	HRSJ
5. Planet Management	Includes resource depletion and environmental degradation or pollution; energy sources, production and consumption; resource dependence or stockpiling; recycling; erosion, deforestation, drought, or desertification; and reductions in genetic, biotic, and species	PLMG

	variety.	
6. Political Systems	Includes the study of political systems and ideologies, the United Nations; the role of non-governmental organizations; the role of alliances and treaties, regional integration and democratization and autonomy; and the role of international law.	POL
7. Population	Includes information on population growth, changes, patterns, and trends; immigration and emigration; aging; urbanization; political asylum, dependency ratios (percentage of a population under 15 or over 65 years old), refugee issues, more controversial issues include family planning, contraception, and state-sanctioned abortion or sterilization	POP
8. Race and Ethnicity	Includes the study of race and immigration, exclusion laws, indigenous ethnic groups, ethnic and cultural roots, color consciousness, genocide, and Eurocentrism versus multiculturalism.	RACE
9. Technocratic Revolution	Examines the roles that science, technology, and communications play in our lives	TECH
10. Sustainable Development	Includes dependency theory issues relative to increasing foreign debt and economic imperialism, drift to the cities and urban growth; social and economic problems and growing disparities between the city and countryside; regional disparities in developing nations; the	SD

	mistreatment of indigenous peoples and movements to gain autonomy.	
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Note. Adapted from Smith, A. & Czarra, F.R. (2003)

Table 5. Coding Structure

Research Question	Themes	Initial Codes
<p>Research Question #1</p> <p>What do pre-service social studies teachers believe about teaching global issues in the social studies classroom?</p>	<p>Conceptualization of Global Education – CGE</p>	<p>Global Awareness Belief – GAB</p> <p>Citizenship Belief – CB</p> <p>Social Responsibility Belief– SRB</p> <p>Interdependence - ID</p> <p>Uncertainty – U</p>
<p>Research Question #2</p> <p>What motivates them to teach about global issues?</p>	<p>Role of the Mentor – RM</p> <p>Personal Experience – EX</p>	<p>Positive mentoring – MP</p> <p>Negative mentoring - MN</p> <p>Mentor’s background - MB</p> <p>Mentor’s attitude - MA</p> <p>Study Abroad - SA</p> <p>High School – HS</p> <p>College – COL</p> <p>Teacher Education (personal not pedagogical) – TEP</p> <p>Current Classroom Experience - CCE</p>

		<p>Global Awareness Belief – GAB</p> <p>Citizenship Belief – CB</p> <p>Social Responsibility Belief– SRB</p> <p>Interdependence - ID</p> <p>Uncertainty – U</p>
<p>Research Question # 3:</p> <p>What issues are they selecting to teach? Why?</p>	<p>Personal Experience – EX</p> <p>Instructional Planning Choices – PL</p> <p>Knowledge and Skills – KS</p> <p>Teacher Education – TE</p>	<p>Study Abroad - SA</p> <p>High School – HS</p> <p>College – COL</p> <p>Teacher Education (personal not pedagogical) – TEP</p> <p>Current Classroom Experience – CCE</p> <p>Global Awareness Lesson – GAL</p> <p>Interdependence Lesson– IL</p> <p>Global Action Lesson – AL</p> <p>Weak Knowledge – WK</p> <p>Weak Skill - WS</p> <p>Strong Knowledge– SK</p> <p>Strong Skill – SS</p> <p>Placement – PL</p>

		Coursework - CW
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3.5 VALIDITY AND RELIABILITY

Narrative inquiry is often criticized for its reliability because it does not allow for “one truth” to exist and instead emphasizes the ability for the researcher to understand the participants by serving as a “conduit across static boundaries and objective notions” about the participants (Lapan et al., 2011, p. 230). When using narrative inquiry methods, the researcher is focused on individual stories and experiences as told by the participants and expects that there will be value differences between the various participant and that the data is dependable as far as it is aligned to what the participant intended to tell (Lapan et al., 2011) In order to address trustworthiness, data was triangulated using participants checks and instructional artifacts to assure the alignment between the storyteller’s experience and the way it is recorded in analysis.

Additionally, this study enlisted the assistance from an additional reader who agreed to read and code samples of the data in order to check the coding structure being used. This was done in order to verify the alignment between themes I identified and the supporting data. The reader was familiar with the study and was provided with excerpts from each data source (interview transcripts, lesson planning artifacts, and journal entries) in order to verify the themes in the coding structure. When compared, several small sections of data were coded differently by the second rater but were still linked to the same theme. This is likely due to the natural intersections of codes and themes in narrative data and should be expected in subjective

qualitative data analysis methodology. In each case, the data aligned to the same themes identified by each rater, therefore establishing solid inter-rater reliability.

According to Riesman's book on narrative methods, validity in studies using a narrative approach lies in the study's "ability to inform future studies and contribute to social change by empowering participants" (Lapan et al., 2011, p. 232). Remembering that the primary goal of qualitative studies using a small number of cases and employing thematic analysis is to gain a deep understanding of how and why a phenomenon occurs rather than to provide a generalizable set of objective data.

3.6 SUMMARY

In this chapter, I define the qualitative research approach used in the study by describing the narrative analysis I conducted using thematic coding. I provided background information on the setting and participants and reviewed the data sources and process for data collection. Finally, I reviewed concerns related to reliability and validity.

4.0 FINDINGS

In this chapter, I organize the findings using the research questions that guide this dissertation. Each section individually presents the findings that were collected from the data from each pre-service teacher participant. The final chapter will discuss cross-case comparisons and trends across the case studies.

For the purposes of identifying emerging themes and selecting trends to analyze for cross-case comparison, I coded the data throughout the entire research process and modified the schemes as more data were collected. I read through the data with only a brief set of initial codes based upon literature defining teacher beliefs (Nespor, 1987; Pajares, 1992). This approach allowed me to follow the qualitative research tradition of allowing the themes to emerge while still having certainty that beliefs were identified using a structured set of codes.

Section one addresses the first research question and explores the data surrounding the participants' beliefs about teaching about global issues. That data show that in each of the three cases, the participants believed that teaching about global issues was a critical part of their role as social studies educators.

Section two addresses the factors that influence and motivate the participants to teach about global issues. Here, the data point to various influences such as mentorship, past experiences, and the teacher-education program.

Section three addresses the selection of global issues. In this section, the data revealed that two of the pre-service teachers preferred to teach issues that were engaging and had a social impact or issues that were complex and crucial to gaining a full understanding of world affairs.

4.1 CODES AND THEMES

The coding protocol defined in chapter three resulted in a coding structure outlining six themes that emerged from the data that were evident across the three cases. As previously seen in Tables 4 and 5, the codes and themes intersected with regards to each research question indicating that the themes were not in a one-to-one correspondence with each research question. Considerable overlap of themes associated with research questions was found, as Figure 1 indicates.

The following theme map (figure 1) is an example of how the themes were related to one another in answering the research question about motivations for teaching global issues. The creation of the theme maps provided a structure to ensure that the themes were not simply direct answers to each questions and also to organize cross-case comparisons.

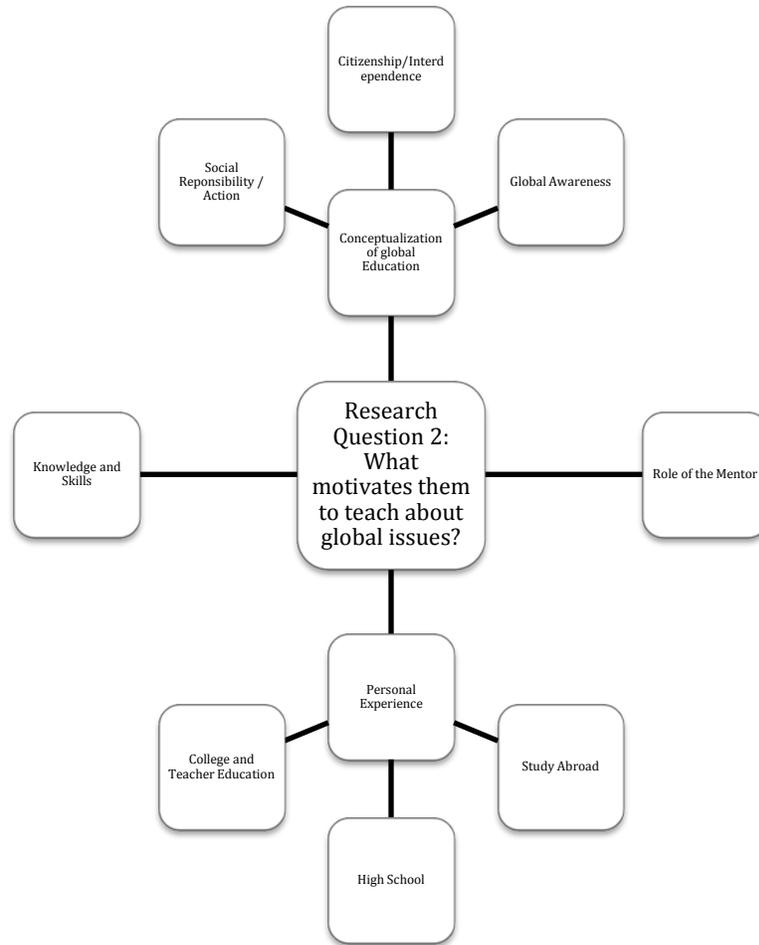


Figure 1. Research Question 2: What motivates them to teach about global issues?

4.2 CONEPTUALIZING GLOBAL EDUCATION: WHAT DO PRE-SERVICE TEACHERS BELIEVE ABOUT TEACHING GLOBAL ISSUES?

The following section reports the findings for the first research question about the participants' beliefs about teaching global issues. For each participant case, a brief description of the participant is provided and the data analysis is organized by themes that emerged from the three data sources – interview transcripts, instructional planning artifacts, and participant journals. The

themes that emerged across the three participant cases were the definition of global education and how their conceptualization relates to global education framed as awareness vs. action.

4.2.1 Analysis of Lisa's beliefs about global education

The analysis of interview transcripts, reveal a great deal about Lisa's beliefs about teaching global issues. Over the course of her yearlong student-teaching experience, her conceptualization of global education developed into a strong belief that teaching global issues was a way to empower her students and expand their worldview through teaching content that she viewed as above and beyond the normal high school world history curriculum. Her first interview demonstrated her commitment to becoming a social studies educator and her view that civic education should address social justice themes like the racial achievement gap as central to her role as a history teacher. The second and third interviews and her journal entries indicate that she was eventually able to connect her feelings about social justice and the achievement gap with her conceptualization of global education. Her thinking evolved from an initial view of teaching for social justice and teaching global issues as two separate entities into a new conceptualization where she was able to articulate how she empowers her students by using global issues as the vehicle.

4.2.1.1 Description of Lisa

Lisa is a 24-year-old student enrolled in the MAT program at Mid Atlantic University. In her first interview, she reflected that she wanted to become a teacher in order "to close the achievement gap and be an excellent teacher for students who need it the most." Lisa majored in American history in college and had no significant international experience or specific passion

for global issues prior to beginning the teacher education program. In the same interview, she went on to explain that she chose her placement school so that she would be able to gain experience in an urban environment.

I want to make sure I challenge myself and learn to work through all of the really tough classroom management situations I always hear about first year teachers encountering. I don't want to feel helpless when I'm on my own next year so if I can work under someone who is really great with the students, I think I'll learn a lot.

Her placement school, East High School¹, is made up of approximately 1600 students and has experienced declining state achievement test scores and declining student enrollment. During Lisa's time at the school, the school district was evaluating the school for potential closure and consolidation with another school. Lisa further described her school in the interview by saying, "This is a really important year for the school and is not the year to be taking risks or messing up in any way and everyone knows it." Lisa further explained that it is known as a particularly challenging environment for behavior management but was enthusiastic to accept the challenge and gain the experience from working with her mentor to learn strategies for managing difficult classroom behaviors.

Lisa started her student teaching year feeling preoccupied with classroom management and pressured to ensure that her students succeeded academically in order to produce test results at the end of the year that would allow the school to remain open. Her lesson plans, reflective journal entries and interviews demonstrated that this context posed a significant dilemma for Lisa as she explored teaching global issues and resolving what she perceived to be a conflict between "closing the achievement gap" and teaching global issues.

¹ The names of participants and schools have been changed.

4.2.1.2 Theme: Defining Global Education

Lisa's views about global education and teaching global issues evolved over the course of her student teaching year. Initially, she saw global education as a separate entity playing a supplementary role in social studies education. Lisa's preoccupation with classroom management and her goal of making a significant impact on her students' test scores resulted in her compartmentalizing curriculum into topics that she deemed important as well as things that were extraneous. For example, she felt a sense of urgency to "do as much as humanly possible during my year with them to prepare them for their tests" so she prioritized academic skill-based lessons that would be tested over topics like global issues that she didn't see as directly connected to test scores and "taking a lot more time because the students have trouble with reading." However, it is important to note that the division between these two agendas became less apparent as she progressed through her student teaching experience.

When asked during her first interview to describe what she thought "teaching global issues" meant, she uses a belief marker while explaining:

I truly feel that it is so important to bring events around the world to your students and make them seem real and relatable for them...a unit about the cold war could be really more interesting to the students if it included some work on what the lasting impacts of the cold war have been for people living in Russia now...sort of like taking a historical topic and linking it to current events.

In this statement, Lisa describes global education as teaching current global events and placing the student at the center. Lisa believes that global education constitutes bringing the world to her students in a relevant and interesting way so that they feel connected to the world. Although it is disconnected from the rest of the social studies curriculum, Lisa's concept of global education

aligns with Hanvey's (1976) framework describing the goal of global education as primarily for the purpose of increasing students' awareness of the rest of the world.

4.2.1.3 Theme: Awareness vs. Action

When synthesized, the global education literature establishes a spectrum of approaches towards teaching about the world. On one end, the goal is global awareness and building a general knowledge base of facts about the world beyond one's nation. Teaching complex content with the goal of demonstrating global interdependence pushes this approach towards the opposite end of the spectrum because it involves teaching multiple perspectives and ultimately allowing students to translate what they have learned into social action. Lisa's beliefs align with an approach aimed at instilling global awareness. Her existing beliefs about social justice and activism provided a framework that she could connect to global issues.

Global Education as an act of social justice

Lisa initially chose her placement school because she wanted to complete her student teaching experience feeling confident that she could successfully manage classrooms with challenging behaviors. During her final interview which occurred six weeks prior to end of the school year, she reflected on her year with her students and admitted surprise when discovering that the "challenging" students could be successful in the Model United Nations (MUN) course and tackle complex global issues despite previously poor academic performance.

I was really just so surprised how well some of the kids did in the class. Some of them had been kicked out of other classes and she [mentor] talked to the principal to get them into our class instead. One thing that was frustrating though, was how far behind they were in their reading skills. The good thing is that we found ways to go in depth with the

issues by showing films and talking with them. I think next time, I'd like for them to be able to do more research on their own.

In her final written reflection, Lisa discusses her growing interest in teaching global issues, connecting it to her feelings about educational equity by noting how she feels it is important for all students to be exposed to the kinds of lessons she taught during her student teaching, not just students who are performing at high levels academically and attending successful schools.

I think it's important that students going to tough schools aren't living in a bubble. I was living in one, in college even, because I just wanted to study American History. I wish I could've gone back and taken some more courses. I think it's sad that teaching a high school class made me realize that. I definitely will make it a point to bring these kinds of lessons into my teaching no matter where I end up teaching next year or what academic level my student are.

Lisa evolves from thinking that students with reading and behavioral difficulties could not handle lessons about global issues. She initially preferred to focus only on academic content that, to her, seemed more directly aligned with academic skill-building. For example, lesson samples collected early in her student teaching experience revealed that she used mostly worksheets based upon short articles produced by the textbook publisher that were leveled to her students' reading levels. Over time, however, she begins to realize that she can still accomplish the same academic skill learning goals by using global issues as the vehicle for instruction. In the end, she adapted her initial goal of raising student achievement levels to incorporate goals for broadening their understanding and interest in current issues around the world.

Lisa credits her student teaching experience with broadening her goals for teaching.

Before this whole experience, I wouldn't have been an advocate for it [teaching global issues], but now, I think it's very important, especially for students from disadvantaged backgrounds. Once again, I think all these topics are relevant and all my students were engaged with them. Most of the topics will bring up great discussion, and I think when students can sit and discuss, that's the most important thing. So, I'm definitely now an advocate...it really just isn't right that only the students in the fancy suburban schools get to have clubs like MUN and the luxury of not having testing pressure so they can do current events more often and really dig into the nitty gritty of these issues.

For Lisa, teaching her disadvantaged student population about the rest of the world and helping them become more globally aware aligned with her personal theory of social justice.

Perspective-Taking

Lisa doesn't confine her beliefs about global education to simply a goal of global awareness. When asked in her second interview how she felt about teaching controversial issues, she demonstrates that she is in favor of constructing lessons that require students to take multiple perspectives. Lisa also felt that it was her responsibility as an educator to expose the students to other perspectives, even if they were controversial.

I think that it's important for them to learn how to think, and I think we're obviously not right all the time. I think as educators, it's our job to show that. They'll form their own opinions, and you have to understand that the people in our country are human. So, no, I think that's an important lesson that they need to learn.

Here, Lisa describes how she feels about teaching controversial topics that require students to form their own opinions. She doesn't shy away from controversial issues and doesn't feel the need to protect students from instances where Americans haven't "been right all the time."

An analysis of her lesson-planning artifacts indicated that she planned six lessons that could be deemed controversial, namely a two lesson series on 9/11 that she entitled, “Who is at Fault?” As we will also see in Mark’s comments (see section 4.2.2), Lisa doesn’t engage her students in the same type of perspective-taking seen in Mark’s lessons because her controversial lessons only gloss the surface. For example, a lesson she designed on 9/11 uses an article that summarizes the competing opinions on events and people triggering the terrorist attack. Mark, on the other hand, would likely have required his students to engage with primary sources in order to fully understand the complexity and interconnectedness of the competing perspectives.

Global Action

Lisa was never able to articulate in an interview or in a written reflection that she expected students to ultimately understand how to translate their learning into action. This is surprising because she values social justice and would seem more likely to be interested in instilling an activist mentality in her students than the other two teacher participants. Interestingly, the analysis of her lesson artifacts revealed that several of the lessons she pulled from external sources (Human Rights Watch and the MUN curriculum) contain sections specifically geared towards application of new knowledge to real world events. For example, an externally created lesson from Human Rights Watch that Lisa used during her unit on global terrorism and 9/11 asks students to compare and contrast legislation draft a letter to a congressional representative about their stance towards civil liberties and terrorism. Evidently, Lisa selected lessons that aligned with a more expanded view of global education (taking global action) but it is not likely an intentional choice driven by her specific beliefs about global education.

4.2.1.4 Summary

Lisa believes that she should teach her students about global issues because it will help her students become more globally aware and expose them to topics they would not normally learn about inside a traditional curriculum. Further, she believes in exposing them to content rich lessons that will also help their academic skills. Her approach to global education results in what she calls in her journal “leveling the playing field.”

Lisa’s conceptualization evolves over the course of her student teaching experience as she realizes how she can connect her teaching of global issues with her longstanding goal of closing the achievement gap and empowering her students with a new sense of global awareness.

4.2.2 Mark

4.2.2.1 Analysis of Mark’s beliefs about global education

Mark’s beliefs about teaching evidence were revealed throughout the three sources of data. His interview responses explained how he conceived his idea of global citizenship as possessing deep knowledge and understanding of the complex perspectives involved in the study of global issues. An analysis of his instructional planning artifacts showed that his lessons aligned with this belief because in almost every case, he required students to read about an issue from several different sources and to take into account concepts of interdependence and cause and effect. Mark’s reflective journal entries demonstrate that he is satisfied with his global issues lessons and he did not present any evidence in his written reflections or during interviews that he was interested in expanding his approach to teaching such issues.

4.2.2.2 Description of Mark

Mark is a 24-year-old student in the MAT program at Mid-Atlantic University. Mark's placement school, North Hill School, is a comprehensive high school of 1900 students located in a suburban area and 98% of students identify as white and fewer than 15% qualify for free and reduced lunch status. The school was recognized as a State Distinguished School during the previous year. Mark attended this school as a high school student. He described his mentor teacher as experienced and supportive and he felt fortunate to be placed with him because he was the chair of the Social Studies department and he hoped this would position him well for getting hired on a full-time basis the following fall.

Mark explained in his first interview that he'd "always been interested in history despite spending his first year in college as an engineering major." He decided during college that he'd rather pursue a teaching career and switched majors.

So I have the whole science and math background so at first, I thought I would get certified to teach math because I'm good at math and had a whole year of engineering classes already under my belt. But honestly, I'm drawn to history more. I ended up switching to a US history major with a minor in German Studies.

4.2.2.3 Theme: Defining Global Education

Mark's pre-existing beliefs about his role as an American and the nature of citizenship had a strong influence on his desire to take on global issues in his teaching. He is opposed to a nationalist concept of citizenship and instead believes in global citizenship that values multiple viewpoints and perspectives.

We're so American-centered. We see everything from the American point of view. Even the history, I find, it's all taught from the American view that the students don't really

understand what's going on or how other regions around the world look at history differently. We might call a war a certain name, but other areas call it by how they view the war. So they [my students] just get that American point of view. To be an American citizen these days, you need to be well-rounded and you need to be able to look at other perspectives, put yourself in other people's shoes and understand the issues that affect – every small issue will affect the world now because we're so interconnected.

It is clear from the above account that Mark's motivation is not only to help his students see that world issues are all interconnected but to understand that the consequences of actions around the globe have local impacts. When asked to explain a lesson he taught about the global economic collapse, his rationale was to help students understand that even though the event had a significant impact on Americans, it was important to see how globalization meant that it had huge impact around the world as well.

The important decisions that are made in America that we make even on day-to-day and the government legislation, it doesn't just affect America. If people make a wrong decision or a mistake occurs, it's gonna snowball to a trickle down and affect other people as well that may not be as well off as us, so therefore it's gonna hit them harder.

Where we still might be doing okay, other people are gonna be struggling a little bit.

Further, Mark's concept of global education included ideas about empathy and placing students; nationalist feelings on an equal level as perspectives from around the globe. From his written reflection, it is evident that he wants his students to become well-versed in global issues because it would build tolerance and understanding towards others around the world.

I want them [my students] to be respectful towards other cultures, and not compare everything to American standards because every other culture has something they bring to the table that's amazing.

Mark's intent was to go beyond simple awareness of global issues and help his students understand the political and economic mechanisms impacting each situation. When asked about what issues he thought were most and least important, he was quick to point out that it was important to him that his class "go beyond terrorism and genocides" and delve into "economics, especially understanding the whole global market system and how it's all connected to America and what happens when other countries have an economic event."

Mark clearly sees significant value in incorporating multiple perspectives and emphasizing ideas of interdependence and global citizenship in his global issues lessons. He does this because his view of global education is that it should encourage students to adopt a new sense of citizenship that is not nationalist in nature.

4.2.2.4 Theme: Awareness vs. Action

Mark's views towards global education fall somewhere between global awareness and global action. He goes a step further than Lisa does by emphasizing the importance of understanding other points of view as well as understanding the complexity of global interdependence. For Mark, it is not enough to simply be aware. He wants his students to leave his classes with a deep understanding of all of the perspectives and issues at play within each global issue they examine.

Mark aimed to prepare his students to function as global citizens in what he viewed as an increasingly competitive marketplace influenced by globalization. He explained his thinking about this during an interview while he was talking about the influence of his study abroad experience in college:

I feel like America, you know, we're a great nation, but there are other nations out there that are coming along very, very quickly. Hopefully, that doesn't hurt us in the long run. And that we need people to be aware of it so we can kind of think outside the box and think of ways to improve upon our economy, our political system, anything. We need them to be forward thinking. I showed a clip on globalization and it just talks about how Asian students, how they're going hardcore at school. They're going on Saturdays. They're studying extra hard and how they're passing us in testing here and there, certain things like that. Are our kids willing to give up a Saturday from ten to one to do a little bit of extra work so they can get into a better school? They don't realize that they could be pushed out of jobs because of all these other people coming over, or jobs going over there. If they leave my class understanding how things are going to be when they're ready to enter the workforce, then I've done my job.

As a follow up, Mark was asked if he felt he was currently successful with accomplishing this goal of preparing his students for the global marketplace, he thought he was and actually offered specific rationale for not expanding his approach to include more time on human rights or global action-oriented topics:

I make a point of weaving in some pretty in-depth stuff into my lessons. We don't read one article about the global recession, we read four, and they're from The Economist. I know it's fun and interesting to only spend time on human rights issues that get students really fired up, but I think I'm doing them a bigger service by making them much more knowledgeable about things that will matter when they're in the workplace in a few years...I hope they end up doing study abroad in college like I did...and not making ignorant fools of themselves [laughing].

Mark places priority on lessons that emphasize multiple perspective and global interdependence. While he sees issues such as human rights as compelling and engaging for students, he feels that his concept of global education will better prepare the students for college and careers.

4.2.2.5 Summary

Mark's conceptualization of global education is closely connected to his goal of preparing his students for living and working as global citizens in what he refers to as an increasingly globalizing, interconnected, and interdependent world. To reach this aim, he takes a stance that falls between global awareness and global action. He does not believe global awareness goes into enough depth and supplements the approach by offering multiple perspectives and emphasizing the idea of global interdependency when thinking about how and why to teach global issues.

4.2.3 Megan

4.2.3.1 An analysis of Megan's beliefs about global education

Megan began her student teaching experience feeling very enthusiastic about the potential for teaching about global issues and expanding her students' worldview as part of an International Baccalaureate program. She reflected in her journal and in interviews that during the course of her student teaching year, she became disillusioned about global education and began to see it as inauthentic and extraneous, perhaps only appropriate for students who have already mastered the basic elements of the traditional prescribed curriculum. She had negative feelings about the global issues lessons she taught and started to question whether she should be spending time on those types of lessons at all. Her approach to global education is less ambitious than Mark's and most aligns with Lisa because her goal is to instill a sense of global awareness in her students.

4.2.3.2 Description of Megan

Megan is a 26-year old student in the MAT program at Mid-Atlantic University. She was raised in a family of teachers and explained that she always wanted to be a teacher from a very young age. Megan never had the opportunity to travel internationally or study abroad but regrets it deeply and wants to motivate her students to seek these opportunities for themselves. Megan chose her placement school specifically because it had an International Baccalaureate (IB) program as she is passionate about global issues and world history. Her mentor teacher is a veteran teacher but is new to the school and to the IB program. The IB Middle School is a magnet school and draws students from around the city, which results in a demographically diverse student body in terms of race and socio-economic status. Despite its status as a magnet IB school, Megan explained that the school was feeling intense pressure to raise test scores because of poor previous results.

4.2.3.3 Theme: Defining Global Education

Megan defines global education as being globally aware. When pushed during her final interview to think about the possibility of expanding this idea, she replied “I think it’s enough for them right now to just know that there are other cultures and things are different around the world.” This quote reveals how Megan felt about global education after working with real students in a real classroom with an unsupportive mentor teacher. Although she began the year feeling enthusiastic and highly motivated to explore global education with her students, she reflects in her journal midway through her second semester that she “ was really naïve about this whole thing.”

Just as Megan reflected on her own passion for learning about issues happening around the world, she aimed to instill the same excitement in her students but felt doubtful about

whether it would really ever happen. Reflecting in an interview explaining one of her lessons on a global issues topic,

Especially at this young of an age, I would love for them to be, you know, really impassioned about something, but I'm not seeing that so much. So just anything to like open their eyes more.

Similar to Lisa, Megan sees global education as a pathway to expanding one's worldview. However, she does not necessarily make a link to social justice like Lisa does and does not make a connection between instilling a passion for global issues and empowering students. This is interesting because the student populations in both women's classes are very similar in terms of race and socio-economic status.

4.2.3.4 Theme: Awareness vs. Action

Megan's views of global education and its purpose align closely with Lisa's. Because she is so preoccupied with pressure from her mentor to put more emphasis on classroom management and mastery of basic literacy skills, she never has the opportunity that Lisa did to expand her views and experiment with varied approaches. Her final view of global education is that it would be enough for her student to simply be aware that other cultures different from their own exist around the world.

Megan's theory of instilling global awareness is evident in her instructional planning. An examination of her lesson-planning artifacts and subsequent explanatory follow-up during her final interview revealed that she focused on cultural features of the countries the class was studying as they followed the textbook-driven curriculum in her class. For example, when studying the geography of Asia, Megan attached several lessons about Chinese culture with regards to food and religion and also touched lightly upon human rights issues such as the one

child policy and government censorship. She accomplished this by showing a short documentary-style film clip and giving the students Time for Kids news articles to read. She did not require students to critique or synthesize what they'd learned along with what they were learning about other countries or the US. In this way, we see that Megan is interested primarily in exposing her class to global issues because she realized that learning only about geography was insufficient. However, she does not push herself to teach beyond awareness and encourage perspective taking or action.

4.2.3.5 Summary

Like Lisa, Megan's conceptualization of global education and its purpose shifted during the student teaching experience. Unlike Lisa, however, Megan's theory contracted to while Lisa's ideas expanded and connected to other beliefs she brought with her to the experience. When faced with conflicting demands, Megan felt that it was not appropriate to prioritize global education over things like classroom management and basic skill development. Partly due to her mentor's influence, she came to think of the IB program at her school as inauthentic and ineffective in reaching the goals of global education that originally caused her to be interested in teaching at the school.

4.2.4 Summary

In summary, the data demonstrate that each of the three participants was able to articulate a concept of global education by describing why they felt it was important to teach about global issues and through examples of lessons that they felt embodied their philosophy of global education. In Lisa's case, her concept of global education evolved throughout her student

teaching experience as she experimented with content and teaching methods she hadn't previously considered. She began her student teaching experience feeling that global education was important because it provided an opportunity for students to reflect on their identities as individuals living in a large, complex global network. Her initial description of global education and why felt global issues were important in education was directly influenced by her coursework at the university teacher preparation program. Over time and after gaining classroom experience and working with her mentor teacher, she connected her "textbook" version of global education to her existing concept of civic education and social justice. In the end, she came to believe that the primary goal for global education with her students was to broaden their worldview and expose them to compelling social issues around the world. In Mark's case, he entered the teacher preparation program with a strong existing concept of global education and its purpose and sought a student teaching experience that would support it. He felt that providing his students with deep content knowledge regarding global issues was part of a well-rounded, rigorous social studies curriculum and that it would give them a competitive edge in college and as global citizens during adulthood. His concept of global education is similar to Lisa's because his beliefs are rooted in the idea that global citizenship means being knowledgeable and "globally aware" of the details and complexities of global issues and events. Mark goes a step further and emphasizes perspective taking and global interdependence Megan's beliefs about global education were initially very similar to what Lisa came to believe at the end of her student teaching experience. She chose a student-teaching placement that had an international focus and served an urban, economically diverse student population. In the end, she was not able to flesh out her beliefs about global education and could not make the connection between theory and practice because of an unsupportive mentor teacher. She finished her student teaching experience

feeling disillusioned about the need for global education and came to see it as an extraneous portion of the social studies curriculum that could be used for enrichment purposes with students who had already mastered the basics.

4.3 WHAT MOTIVATES THE TEACHERS TO TEACH ABOUT GLOBAL ISSUES?

4.3.1 An analysis of the influences on Lisa's teaching about global issues

The most significant influence on Lisa's teaching about global issues was that of her assigned mentor teacher. Unlike Megan and Mark, Lisa did not enter her student teaching experience with a specific goal related to global education in her mind. Because of her placement in a MUN class and the influence of her mentor's enthusiasm and expertise, Lisa became much more motivated and confident about taking on global issues in her lessons.

4.3.1.1 Theme: Past Experiences

Lisa's past experiences did not afford her with an opportunity to gain content expertise with global issues. This is a significant reason why she was not initially motivated to take on global issues in her teaching.

Lisa graduated college with a degree in American history and expressed feelings of discomfort with content knowledge related to global issues because of this. To address this knowledge gap, she resorted to researching the issues before bringing the lesson into the classroom for her students.

To be honest, I thought I knew what I was talking about when I was talking about the Middle East. But now, there's so much history and so much culture, and so many things that I learned while I was researching, and that's true of genocide. I mean we learn about the holocaust, but the Armenian genocide took place during World War I, and I've never even heard of it until I started researching. So yeah, unfortunately with my education here in American History, you don't really learn about any of that. So, I learned a lot this year just teaching.

For Lisa, her lack of content knowledge about global issues influenced her motivation to teach about them. She didn't feel confident teaching something she had only just learned about herself. She is reflective and realizes this is a weakness of hers and credits her student teaching experience with providing her with extra content support. Had she not been paired with a mentor who was willing to provide content "tutoring" it is reasonable to assume that she would not have been likely to pursue teaching about global topics due to her insecurity with them.

4.3.1.2 Theme: Current Experiences

Lisa started her student teaching experience co-teaching a Model United Nations elective class with her mentor beginning on the first day. She explained that the mentor had initiated the program at the school and started the class as a club, building it from the ground up.

Initially, Lisa was very intimidated by the MUN class because of her lack of background in this area. When asked during her first interview about how she felt when she found out she'd be teaching an MUN class, she explained:

It was really intimidating. I wasn't very happy about it [teaching MUN] at all. I wanted to teach American History. But now, after teaching this course, I would love to do a course like this, but it was scary because I didn't have much background in it. My mentor

just kept telling me, "We'll get you all caught up." It was a little scary, though she was wonderful.

Over the course of the semester, her work with the mentor became a significant source of motivation for her to continue learning more about global issues and then bringing in lessons to her students:

My mentor teacher is also a member of the World Affairs Council in Pittsburgh, and she took me to so many different seminars, and made me sign up for them too. I think it's important to understand how we got to be the way we are, and I think that's brushed over.

When asked if the mentor had motivated her enough to take on the same sort of program when she was working in her own school, she was still doubtful of her capacity to do this and felt that this sort of teaching was something that veteran and master teachers should do. Additionally, her mentor introduced her to outside curricular resources for instructional planning that she ended up using to help her plan lessons during her student teaching experience. One example of an external resource that boosted her confidence in being able to tackle lesson planning for global issues was the World Affairs Council that she talked about in an interview when asked to explain where she found lesson ideas and materials.

I don't know if I would want to take on a workload like that right away, but she's been teaching for 20 some years, and she was ready to do something different. She [mentor] works with the World Affairs Council in Pittsburgh. A lot of the information that she got was from seminars that she had gone to. They have summer programs for teachers, too, and they would get curriculum materials for teaching the international topics. I'm actually going to one. I signed up for one this summer. So, all that material I'm using for the lessons was from those things.

Lisa's experience demonstrates the powerful influence of a mentor during student teaching. We see that her lack of confidence in the topics meant that she felt she required professional development in order to teach effectively. Additionally, Lisa believes that teaching global issues requires a significant amount of work that is not reasonable for a new teacher to take on.

4.3.2 An analysis of the influences on Mark's teaching about global issues

Mark's experience studying abroad in college provided the most significant influence on his views about global citizenship and subsequently shaped his approach to teaching global issues during student teaching. Mark's mentor provided a positive influence because Mark felt encouraged to teach global issues as a result of his mentorship and his mentor helped him to find appropriate instructional resources as well. Additionally, the students enrolled in Mark's classes possessed the necessary skills and background knowledge required to successfully engage in nearly any lesson Mark was able to plan so in this way, his students' academic ability became a significant influence on his teaching approach as well. Unlike Lisa and Megan, who struggled with planning lessons for students who posed academic and behavioral challenges in the classroom, Mark was not discouraged from planning complex, text-driven lessons and could also engage his class with lessons that weren't focused on socially provocative topics.

4.3.2.1 Theme: Past Experiences

Mark reflects in his first interview that he was interested in teaching about global issues long before he began the MAT program.

I've just been always fascinated with the rest of the world. You can always study American history, yeah, but the rest of the world is just so fascinating with all their

culture and their history. I've just been always trying to do research even if it's on Wikipedia looking up something I don't know about. Even if it's just looking online, I've just always been interested in figuring out about the rest of the world other than here.

Mark has a natural curiosity that motivates him to try and learn more about global issues and he hopes to instill the same attitudes in his students.

Later in the same interview, Mark enthusiastically talked at length about his experiences during a study abroad program during high school, using several episodic belief markers to reveal his beliefs and how the experience expanded his view of the rest of the world.

I've been overseas and I've seen how people react towards Americans. They all think that we were all like George Bush; we're all thinking this certain mindset. They all stereotype Americans. They could pick you out. I want them to be respectful towards other cultures, not compare everything to American standards because every other culture has something they bring to the table that's amazing.

Mark further explained that worked in elementary schools while studying abroad in London and was surprised at the language diversity and cross-cultural experiences the students were receiving there.

When I was in London, it really opened my eyes because I bounced around to ten different primary schools, all different socioeconomic levels. I've been in some schools where they speak five, six, different languages that I didn't even knew existed, like Bengali and some other weird ones. The cool thing was that the schools were excited about the diversity and didn't complain about it or see it as a reason for the school to fail like you hear about in the US. They talked a lot about the cultural differences in the

classes with the kids, even the youngest ones. I don't remember getting a lot of that when I was in school and I think it needs to be done more.

Mark was able to reflect on the differences in citizenship education that he observed in the UK and think about them as he constructed his own philosophy of teaching. He notes the considerable impact that the experience had on decision to become a social studies teacher and why he places importance in discussing global issues with his students. Lastly, Mark was struck by how the schools in London embraced diversity in a way he had not experienced in the US. This had significant implications for his rationale for taking on a lens of global citizenship as he thought about teaching his future students about global issues and taking multiple perspectives.

4.3.2.2 Theme: Current Experiences

Mark's students were all enrolled in a college preparatory track at the high school and did not have any special academic challenges. As a follow up interview question after reviewing several of Mark's academically rigorous lesson plans, he was asked if he had any English Language Learners or Special Education students, he thought "maybe only one or two."

I haven't had any trouble with their reading levels or anything like that. In fact, several are the deemed gifted students. I also have a Japanese club student who's real into Asian art. I have a couple students in German club. But other than that, they're not very worldly. They can do whatever work I throw at them but they have very little background knowledge or experience. Because of this, it's even more important for me to you know; expose them to all of the history that led up to the current event we're talking about.

As a result, his students' academic abilities did not hinder him from selecting rigorous lesson topics and readings.

4.3.3 An analysis of the influences on Megan's teaching about global issues

Unlike Mark, Megan's past experiences did not involve international experience. In her case, she cites the lack of international experience as a motivator for her to motivate her students to seek out such an opportunity for themselves. She recognizes that her students lack international awareness and cultural exchange opportunities and identifies with them in this regard. As an adult, she is able to reflect on this gap in her education and uses it to motivate her to teach about global issues in her classroom. Ultimately, she decides this is a naïve goal because her mentor's influence proves to be stronger than that of her personal experience. She decides that her classroom management problems and her students' academic challenges make it too difficult to integrate global education topics into her teaching.

4.3.3.1 Theme: Past Experiences

Megan never had the opportunity to travel internationally or study abroad but regrets it deeply and wants to motivate her students to seek these opportunities for themselves. Her goal is to bring about a general sense of awareness and interest in learning more about the rest of the world.

I don't think I as a young person, or like a child, as a teenager, realized that traveling around the world was an option. And so I'm always trying to like kind of impress that upon them – you know, how many of you would like to travel someday? You know, how many of you could see yourself like working in another country? I don't think that a lot of them have ever been outside of Pittsburgh, so for them, I'm trying to make them kind of inspired, and see that things are larger than just what we have here, and that other places in the world really affect us.

Megan's reflective journals reveal alternativity belief markers as she continues to describe her beliefs about global education by citing what she would have done differently as a young student.

After the warm up I started the lesson by talking a little bit about how I wished I could have traveled more or done a study abroad program in college. I told them how it is embarrassing to be a college-educated adult and not feel like you truly understand what it's like to live in another country. My experiences have only been as broad as the state of Pennsylvania and it makes me sad. I hope this won't be the case for my students...I want them to be excited about being enrolled in and IB program and proud to tell their friends at other schools all about it.

Megan's personal experience with feeling regret over lacking international experience as a student leads her to seek out opportunities to motivate and inspire her students to not make the same mistake.

4.3.3.2 Theme: Current Experiences

Megan's personal experience prior to starting her internship conflicted with the influence of her mentor as she mediated her beliefs about teaching global issues. The mentor did not have previous experience with the IB program that Megan was so passionate about learning about. As a result, Megan started to adopt the mentor's opinion that the teaching of global issues should take a backseat to classroom management issues and concerns over test results. The mentor was disillusioned about the IB program and questioned if it was realistic for the school.

Megan's coaching conversations with her mentor were frequently focused on classroom management, not curriculum writing:

When I taught a lesson I thought was really cool about the environmental impact in other places in the world, like the Three Gorges Dam in China, and it was a group project, the kids got a little out control and my mentor was not too happy about that. She spends a lot of time helping me think about classroom management because that's my big problem right now. I think my lesson plans are fine but until I can get everyone paying attention, curriculum planning has to take a backseat. She's been suggesting I hold off on doing discussions and debates right now because I need to have things teacher-directed until I can get control of the class. In the class she teachers, she has them doing lots of reading and structured note-taking, you know, where you fill in the notes under the headings, and that seems to work really well.

Evidence of Megan's belief negotiation shows up in her reflective journals where we can see her progressively become disillusioned at the prospect of reaching her initial goals for giving her students a wide exposure to issues around the world.

Megan looks forward to reflecting with her mentor on a lesson where she asked students to read and write about global current events and describes it in a journal entry three weeks into the internship:

...I haven't yet had the chance to talk with her [mentor] about how she thought my lesson went. I think she'll be able to give me some good advice about how to improve on it because I'd like to use this structure [jigsaw discussion] again with another topic.

By week seven, she has stopped thinking of her mentor as a thought partner to problem solve the best way to integrate the global topics and instead seems fearful about getting in trouble for including such lessons in her units.

...I'm so glad the lesson went fairly well because I was really worried the class would get out of control when we did the debate portion. Even though I only planned for that to take about 10 minutes, I was nervous the whole time because of what [mentor] told me last week about letting discussions get off topic and wander. I'm glad I took the risk but I think it ultimately give me much bang for my buck because the exit slips at the end showed they didn't meet the objective and couldn't recall three facts they were supposed to learn.

In one of her final reflections, she questions the students' background knowledge, skills, and ability to engage in the IB curriculum.

It's not the kind of teaching I was hoping to do, but I never realized that middle school would be so hard to control. I think I was living in fantasy-land thinking I'd have them debating world affairs when they obviously struggle so much with basic reading and writing.

Unlike Lisa, Megan's mentor did not push her to take risks beyond what is traditional for a new teacher to take on. Instead of encouraging her to explore supplementary curriculum and venture outside of the textbook, Megan is asked to focus on classroom management and basic skill development.

4.4 WHAT ISSUES ARE THE TEACHERS SELECTING TO TEACH AND HOW AND WHY ARE THEY SELECTING THEM?

4.4.1 An analysis of Lisa’s selection of issues and instructional planning

An analysis of Lisa’s lesson plans and journal reflections show that she responds to her students’ increasing levels of excitement and engagement with global issues by increasing the level of rigor in her instructional planning in an attempt to challenge her students to that she may reach her goal of empowering her students through global education.

4.4.1.1 Theme: The global issues selected by Lisa

Table 6. Categories of Global Education in Lisa's Planning

Category	Percentage of total global issues lessons submitted
1. Conflict and its Control	21%
2. Economic Systems	3%
3. Global Belief Systems	15%
4. Human Rights and Social Justice	42%
5. Planet Management	0%
6. Political Systems	15%
7. Population	2%
8. Race and Ethnicity	2%

9. Technocratic Revolution	0%
10. Sustainable Development	0%

The analysis of Lisa’s lesson planning artifacts indicated that she planned the vast majority of her global issues lessons around provocative topics such as human rights, war, and religious conflict. She does this in order to engage her students and keep their interest.

Lisa was most interested in teaching about human rights and focused on revealing injustices that students were not previously aware of.

The genocide unit that we talked about, human rights; that's always been something that I felt passionate about. We did a lesson where they learned about different genocides. They did some case studies, and then they compared to what's going on in Sudan today. I asked, "Well, why is this still happening? Why can't we stop it?" I think that's a topic that they need to learn about and nobody knew about any of it beforehand.

When asked if she would avoid controversial issues that might make the US look bad, she was eager to explain how she would prefer to have her students confront difficult topics because their level of engagement would be higher:

I think that especially with my students, they're always challenging you. "Why do I care about this?" I had to approach every lesson with "Why is this important?" So, making every lesson relevant to them is something that I learned how to do because they were gonna challenge me everyday about it. So I don't think that would be an issue for me, but I do think that communication with an administration is really important because you don't want to upset anyone with the lessons of our teaching. So, I would definitely want guidance with a topic like that.

Lisa has a clear understanding of where her personal boundaries for difficult or controversial topics lie. She's thought ahead to how she would communicate with administrators and seek coaching, perhaps from a mentor, around how best to approach such topics. Most importantly, her status as a novice teacher doesn't deter her from planning uncomfortable or controversial global issues lessons. Further, her reasoning about why she should do this goes back to her students' level of engagement. Lisa tried to select lessons where the global issues had direct relevance to her students' lives in hopes of investing and engaging them in the learning.

I think the tying things into their everyday life is important. We looked at foreign aid, and how they would want to spend American Dollars. But to do that, we had to look at things like disaster and poverty, war. But to them, to see how the American people can contribute, or the American government, that made it more interesting to them because I think ways that you can incorporate it into their everyday life.

Lisa also made efforts to select issues based on what she thought her students would enjoy learning about the most and reflected that she would avoid the lessons that had to do with foreign relations, the UN and the European Union or environmental issues. Lisa explains this during her second interview when asked about the topics she'd been teaching during the year and why she chose them.

They definitely enjoy the terrorism topic, the history that's going on because they can watch the news and they understand what's going on there. I also think that relations with Europe, Britain; why do we interact with these countries? Like I said, any way that we can pull in foreign aid, foreign policy, and different types of governments, how those governments were set up. Those are really important. I know that coming from my school and what my students were most interested in, and seemed the most popular unit

with the students was our terrorism unit. Within that, you're talking about human rights and war and conflict. So, it was very real and they remember what happened on September 11th. So, I would try and do something like that. If not, they were very, very interested in the genocide unit. Why does that happen? How do we prevent it? I guess that the least popular units that I might not teach again were the ones that had to do foreign relations, how the UN works, how the European Union works. Unfortunately at our high school, our students don't know much about anything coming into our class. We did do some environmental issues lessons but they were bored out of their minds with it. We tried to make it relevant to them, but I know that was one of the topics that we just kind of pushed aside. We did maybe a week on it.

When asked during her final interview about how she might plan future lessons in her career as a social studies teacher, Lisa also noted that the curriculum for a regular history class could be integrated with global issues.

You can always incorporate things. Like, if you're teaching World War I or World War II, you know, why is the Soviet Union the way it is? What happened there? I think that you can pull issues in at different times if you're teaching world history. But always bring it around to today, and what's going on with us. At least that's what we try to do.

Here, Lisa starts to think similar to Mark about integrating themes of interconnectedness and complexity. She doesn't see that global issues need to be relegated to special classes for advanced students and instead reveals that she's already thought about how she's incorporate topics into a regular history course.

4.4.1.2 Theme: Approach to instructional planning

Despite having a group of students who struggled academically, Lisa maintained her commitment to having high expectations for their work. She reflects on a lesson she taught about terrorism where the students analyzed political cartoons using high levels of critical thinking and analysis:

She [mentor teacher] really wanted them doing a lot of reading and answering questions, and a lot of lecture. I wish they they could've really researched the topics and created their own cartoons. They did really well with the analytical questions and I know we could have had an excellent lesson if I pushed it even further.

When asked about how she would approach instructional planning, Lisa separated the school's traditional textbook-based curriculum and existing resources from what she thought she would need for teaching students about global issues:

She [mentor teacher] purchased it on her own. Yeah, so it's her personal classroom materials. She bought the whole series because the school didn't already have anything that would work. I think the school helped pay for them because of the UN class that she taught. I would be worried about taking a new job next year and having to ask them to buy stuff for me in order to keep teaching this stuff.

Lisa does not seem to think that a personal investment by the teacher is desirable or fair but places responsibility on external sources for the resources she deems as necessary to be able to “keep teaching this stuff.” She doesn't yet have enough confidence in her own abilities and content knowledge to plan global issues lessons independently from an external resource. She relies on the externally produced curriculum as a crutch and we can't be sure if she will continue to teach global topics if the curriculum isn't made available to her.

In a follow-up interview explaining the sources for her lessons, Lisa further explained her strong preference for pre-packaged curriculum.

My school had the Choices Program, I really tried to stick with what worksheets were in there, the readings that were in there, because those were approved for classrooms, and they were approved by the school district for her to have. We didn't have a textbook for the class, so it was all the supplemental material. So, we would make copies of all the sheets that I have for you. That's why many of them carry a three-ring binder.

Lisa felt that the Choices Program made the content more accessible to her as a beginning teacher.

4.4.2 An analysis of Mark's selection of issues and instructional planning

Mark's selection of global issues to teach about aligns with his states beliefs about the purpose of global education. An examination of his instructional planning artifacts indicated that he spent the majority of time teaching global issues related to economic and political systems. This supports his idea that quality global education involve lesson that demonstrate the interconnectedness and complexity of world affairs.

4.4.2.1 Theme: The global issues selected by Mark

The most frequently taught type of lesson submitted by Mark was a current events topic that Mark used to introduce various competing viewpoints by requiring students to read articles from multiple, often international, sources. In the chart below, we see that most of the lessons related to economic and political systems because he spent a significant amount of time covering the economic recession as well as news related to the UN, EU and IMF.

Table 7. Categories for Global Education in Mark's Planning

Category	Percentage of total global issues lessons submitted
1. Conflict and its Control	9%
2. Economic Systems	36%
3. Global Belief Systems	10%
4. Human Rights and Social Justice	6%
5. Planet Management	2%
6. Political Systems	22%
7. Population	3%
8. Race and Ethnicity	4%
9. Technocratic Revolution	0%
10. Sustainable Development	7%

When asked about his approach of giving multiple competing articles to students, Mark explained in his second interview that he was eager to teach about controversial issues and saw it as his responsibility to expose students to multiple perspectives.

I don't know shy away. I'm not gonna be afraid to teach anything, like offend anybody.

As long as you preface whatever you talk about, you get like a little public service announcement to them, "Hey, this is what we're looking at this with a mature eye appropriately." I've done that several times and the kids have – all my kids have responded wonderfully. I had tenth graders who were questioning some of Barack

Obama's policies, and I think that's great because they're gonna learn to question and that's what we wanted. In my lesson on the UN, we looked at the structure of the United Nations. So many of them said, "What does the United Nations really do?" That's what we said. What can they do?

He was proud when the students were able to think critically and challenge existing assumptions. For Mark, a successful lesson is one where students boldly question assumptions. His lessons frequently required students to read several articles written from multiple viewpoints. He often brought in news articles from international newspapers that offered perspectives in opposition to the typical American thinking.

4.4.2.2 Theme: Approach to instructional planning

Mark relied largely on magazine articles for teaching lessons and preferred giving students multiple sources and requiring them to read, analyze, and synthesize the information. When asked in an interview to explain the instructional artifacts he submitted, he credited several external sources as resources for his instructional planning.

I think it helps that I had the mentor I was assigned to because he was real gung ho about it and always brought great stuff for me to use in my lessons. But I feel like no matter what I would have brought a lot of the news articles. He provided me with a lot of these magazines which are the best thing for kids to use as a starting point. I'm always looking on news sites like BBC and CNN to get varying perspectives and trying to bring those articles into my teaching. I guess he helped me to choose the best ones and make sense of it all.

An analysis of his instructional artifacts revealed that his instructional planning for lesson on global issues was meticulous and followed the same structure throughout the year. He used the

same 5-step lesson plan format and each lesson was accompanied by a worksheet he created. The content of the worksheets was primarily focused on content knowledge that students would need to look up as they researched the topic. For example, one lesson involved a multi-station rotation and students were given 15 minutes to fill in 4 different worksheets representing a different country in the Arab world. The worksheet asked for information about GDP, literacy rates, and a place to list “top 5 facts” about the country. There was no opportunity in the lesson or in lessons following it for students to gather and discuss or synthesize the commonalities or the resulting impact on international politics. In Mark’s written reflection after teaching this lesson, he notes that he was

... pleased with how quickly the students were able to locate really specific information on the countries. I purposefully gave them difficult articles to look at for this. Time Magazine would have been too easy so I made them skim articles I found in the Economist instead...They started the lesson not even knowing these countries existed or how to spell them. They’ve now got a great head start because they can speak intelligently about the Arab world and have facts to back it up.

This example illustrates Mark’s theory of action that if he teaches his students lots of new information and facts about global issues and engages them with what he perceived as rigorous assignments, they will become globally competent.

4.4.3 An analysis of Megan’s selection of issues and instructional planning

Megan credits her teacher education program as a primary source for her instructional planning for teaching global issues. She doesn’t demonstrate a preference for certain types of issues as was the case for Lisa and Mark. Instead, notable in Megan’s case is the fact that the amount of

time she dedicates to global issues decreases significantly over the course of the year and is almost non-existent by the end of the data collection period.

4.4.3.1 Theme: The global issues selected by Megan

Table 8. Categories for Global Education in Megan's Planning

Category	Percentage of total global issues lessons submitted
1. Conflict and its Control	8%
2. Economic Systems	17%
3. Global Belief Systems	19%
4. Human Rights and Social Justice	22%
5. Planet Management	2%
6. Political Systems	14%
7. Population	12%
8. Race and Ethnicity	6%
9. Technocratic Revolution	0%
10. Sustainable Development	0%

The data in Table 8 supports the fact that Megan does not have a method or rationale for selecting issues to teach about. When asked about how she made the choices, she goes back to her original goal of increasing student awareness, and other than picking geographical areas she feels her students don't know much about, she does not seem to have a clear method or philosophy in place for deciding what and how to teach global awareness.

Megan explained her selection of issues to teach about as she reviewed her lesson plan calendar for the rest of the semester:

I plan on spending like a day on North Korea. Like I think that's important, but I don't think it's as important as say religion or genocide, things like that. I think it's important for them to know what's going on there. I think I concentrate more on the Middle East and China and, you know, those areas. And I don't really touch on like South America. I don't think they know a lot, if anything, on that.

In this case, Megan could have clearly benefitted from a coaching conversation with her mentor teacher about selecting what to teach about. She lacked focus when planning and needed support to refine her lessons in order to make them successful in the classroom.

4.4.3.2 Theme: Approach to instructional planning

Megan's primary source for curricular materials was the textbook provided by the school. This was not her preference, but her mentor strongly encouraged her to use this because of the students' literacy needs. Her criticism of these materials was that they seemed very basic but she reflected that the "worksheet approach" ended up working well for her students' needs.

It's [The lesson on the Three Gorges Dam in China] part of our textbook. It is in our curriculum. So I kind of took from that and they have an article that they'd gotten from *Time For Kids*, and I used that article, and then I kind of like went out on my own and found like a few extra resources to kind of introduce it to them. My mentor teacher's like big on these and it turns out that they actually really work for me. It's like from *Enchanted Learning*, and you follow the directions, and you like shade it in with colored pencils. And at first I hated them. It felt really elementary, and I know she [mentor] has kind of like that background.

Megan felt constrained by the prescribed curriculum and regretted not being able to teach other lessons. She hoped to expand her scope of lessons in the future but saw it as out of the realm of possibility for the time being. This is in direct contrast to Lisa who initially felt she should stay aligned to a traditional curriculum because it would help her students academically, and it wasn't until she started working with her mentor that she realized these "other lessons" were equally beneficial for them.

I think right now I look at the existing curriculum, just because I kind of like feel like I have to have like all my Is dotted and like my Ts crossed and stuff. I think as I grow more, I'll start to, you know, feel like I really want to teach this, so I'm going to do it. And I see myself doing that more. Like just recently, I really wanted to talk about the issues related to the pirates in Somalia. And it's not like in our curriculum really at all, or you know, I didn't really think my mentor teacher would have emphasized that, had she been teaching.

Megan's lack of vision and focus in her instructional planning proved crucial during what she described as a failed lesson on African culture. She explained in a follow up interview that she invited a guest speaker to her class to talk with the students about women's rights in Nigeria. Her goal for this experience was for the students to gain awareness of social injustices and understand other cultures better.

I invited a woman that came and spoke to us about Nigeria, and she talked about how they have a ritual, where the men all go out, and they like are dressed in a masquerade thing, and they are dressed in the costume, and they like chase each other around, but no women are allowed to be seen during the ceremony, or else the women are like beaten. And all the kids are like, "That doesn't make any sense. What if the woman would go

out?" And the girl from Nigeria was like, "You just – like you just wouldn't do that." It was so hard for her to like get to through to them that, you know, it was a different – it was a cultural tradition. It was a norm for them. This was the day that you stay in the house if you're a woman. And my kids just like couldn't get that.

In the end, students didn't reach her objective of understanding and respecting the cultural differences the guest speaker spoke about. When probed to talk more about why the lesson was unsuccessful, she thought it was about poor planning and execution. Again, working closely with a supportive mentor could have prevented some of Megan's difficulty with an ambitious lesson goal.

Megan also cited her students' lack of academic skills and background knowledge as a source of frustration and felt that it impeded her implementation of lessons related to global issues. For example, sufficient geographical knowledge was something she perceived as a requirement for engaging in the lessons she'd envisioned.

I have some kids that very much are, and then I have other kids that, as far as like geography type skills, just knowing where things – like I still will have a kid say to me, like – I'll say, "Like what country are you going to research?" "I'm going to research Asia." And it's just like every time I hear something like that, it makes me feel like such a failure, and so I still have kids that are, you know, very basic in that level, and I always have to go back and like point out, you know, this is where this is. This ocean is on the border.

Again, Megan would likely have benefitted from a strong partnership with a mentor who could assist her with planning necessary instructional scaffold so that her students could still

successfully engage with the global issues she'd selected despite their gaps in geographical knowledge.

Connections to Teacher Education Program

In journal entries and during a follow up interview, Megan reflected on a project she completed for her curriculum course in MAT teacher education program. In the end, she designed a project on a current global issue that she didn't end up teaching. She explains this chain of events in an interview while reviewing lesson planning artifacts:

Megan: The final project was that they were going to design some type of – after studying Latin America, the students were going to design a type of resort that would be eco-friendly, and all of the ways they could do this, and they would make a brochure talking about it, give their resort a name, talk about what are the features that they would have. How would they be traveling without trampling? I didn't end up doing it, but –

Interviewer: Why didn't you end up doing it?

Megan: It just didn't really fit in. But I feel like I didn't have the time. It was kind of like, okay, I need to move on. We don't have time to do something kind extensive.

Interviewer: How did you feel about the lesson you designed?

Megan: I think I could have done it. I think I could now. Maybe not then, because that was like maybe January, December. But now I feel like I could do it.

Interviewer: What was it about the lesson that made you hesitate to implement it?

Megan: It was a lesson created for my course at school, for my teaching program, so it was designed for a perfect world sort of...it wasn't realistic. I know now what kind of adjustments I could have made, but I made it for the assignment and it had to follow certain components so I wasn't really thinking of my kids when I wrote it.

Here we see how Megan's instructional choices were influenced by her coursework in the university teacher preparation program. Ultimately, there proved to be a large disconnect between the class assignment and what she perceived as the reality of her teaching. She ended up designing a lesson that, to her, was impossible to teach at the time. Given more experience, she felt she could make the necessary adjustments, but she missed the real-time opportunity to reflect on her teaching as she was implementing elements from her coursework with her students.

Even though she had a seemingly obvious entry point for teaching about a global issue because she'd already created a lesson for her university class, she didn't see it as relevant and skipped over it. This is significant because her teacher preparation program was not successful in influencing her instructional choices in a positive way.

4.4.3.3 Summary

The purpose of this study was to investigate the beliefs of pre-service social studies teachers to learn how they conceptualize global education in order to teach global issues in their classrooms. Answers to the research questions posed add to the body of research on teachers' beliefs and instructional practice.

The data generated in this study yielded interesting findings that are valuable to educators working in teacher education. For example, this study suggests that pre-service teachers have

difficulty reconciling their beliefs about global education with the realities of the classroom. Also, this study suggests that the pre-service teachers held beliefs that were still fluid and all three participants experienced transition and further molding of their beliefs as they progressed through their student teaching experience. While the basis of their beliefs remained unchanged, their attitudes and approaches shifted multiple times and in various ways. For teacher educators, this means that the pre-service education program is a critical window of opportunity to support the development of cultural models of teaching and learning. Lastly, the data indicated that there is very little discrepancy between the pre-service teachers' instructional planning practices and their reported beliefs.

5.0 SIGNIFICANCE AND CONCLUSION

In this final chapter, I discuss cross-case similarities and differences regarding the research questions: (1) the participants' beliefs about teaching global issues, (2) the influences on their beliefs, and (3) the global issues they selected as well as their instructional planning approaches. I also discuss implications for teacher education and schools as well as suggest future research on teacher beliefs and its relationship to teacher education. Finally, in order to address the research problem that guided this study, I advocate further research in order to develop a comprehensive framework for teaching global issues that take into account the beliefs, attitudes and assumptions that novice teachers hold on globalizing the social studies curriculum. Such a framework would supplement existing work on global education and help teachers to better define and implement their approaches to teaching global issues. This framework would also allow teacher educators to design experiences that help teacher candidates to develop conceptual models of effective global education that will guide their decision making once they assume full responsibility as practitioners. If educators and policy-makers intend to strengthen global education and expand the international perspectives of future generations of Americans, it is critical that attention be paid to how teachers approach teaching global issues in their classrooms.

5.1 CROSS-CASE COMPARISONS

In this study, cross-case analysis helped examine deeply the data because it required the use of multiple lenses instead of viewing each participant's case in isolation. I examined the similarities and differences between each case in regards to the themes that emerged from the data. The within-case analyses presented in chapter four produced important emerging themes and allowed for preliminary construction of theory. Cross-case analysis will sharpen the connection between the teachers' beliefs about teaching global issues and the global education literature presented in chapter two.

5.1.1 Theme: Defining Global Education

The three participants all felt a strong sense of responsibility for teaching global issues in their classrooms. They all recognized the importance of exposing their students to global issues so that they would be better prepared to live in a globalized world. Additionally, they all agreed that this meant that their students should have knowledge and respect for other cultures around the world and the issues that affected them.

There are key differences, however, when the data is viewed alongside the global education literature discussed in chapter two (Gaudelli, 2003; Hanvey, 1976; Kirkwood, 2001; Pike, 2000). The data revealed how the three participants can be placed along a continuum of approaches to global education (figure 2).

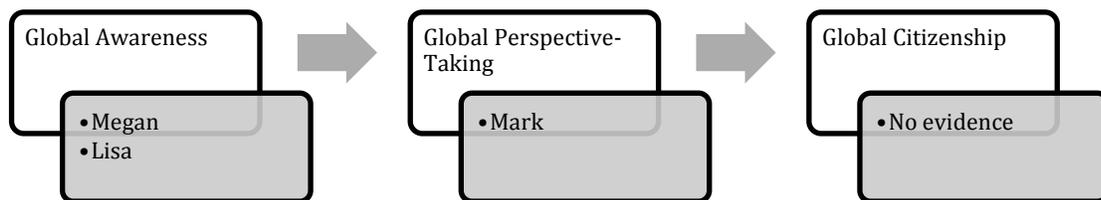


Figure 2. Beliefs about teaching global issues and global education stances

Lisa and Megan align themselves to a global awareness approach (Hanvey, 1976) because their stated goals for teaching global issues are to increase their students awareness of issues, especially with a social focus, and to help their students understand that the world is larger than their local and national environment. Mark, on the other hand, falls in the middle because his well-developed beliefs reached beyond the idea of global awareness and branched into concepts of interdependence and world systems theory (C. F. Diaz, Massialas, & Xanthopoulos, 1999; Gaudelli, 2003). In fact, Mark prioritizes teaching about political and economic systems over compelling social issues. Mark’s beliefs were also more firmly formed and proved inflexible when asked to reflect and consider alternatives or possibilities for expanding his approach. Megan and Lisa on the other hand, are examples of teachers new to the profession who experienced job-embedded learning that caused their beliefs to be restructured and refined throughout the student teaching experience.

5.1.2 Belief Changes

The findings in this study align with previous work about teacher beliefs and support the idea that students entering teacher-education programs bring a pre-defined set of attitudes, values, and

knowledge that influence their teaching. Past studies have suggested that beliefs about teaching are generally resistant to change but that some beliefs (e.g. beliefs about student capabilities, philosophical beliefs about the goal of education) are more central than others, perhaps even more difficult to change (Richardson, 2003). Lisa and Megan had loosely formed beliefs that developed a considerable amount during the student teaching year. Mark's beliefs were less flexible, suggesting that his beliefs about teaching global issues and further, his conceptualization of global education was more entrenched and not likely to change in the future.

The differences in change-resistant beliefs means that the relative strength of the influences described below led to the permeability of the resulting beliefs. In Mark's case, his past international experience marked a critical turning point in his life when he realized the importance of possessing deep knowledge and understanding of complex political and economic systems, understanding each country's role and interests alongside national interests. Megan and Lisa had less acute past experiences and entered their programs with positive intentions about teaching global issues but uncertainty about applying their ideas to practice. The gap between intention and actual application means that their pre-existing beliefs about teaching global issues may not have been as central as Mark's and were more flexible and open to change when exposed to other strong influences during student teaching.

5.1.3 Mediating Influences

In each case, the teachers' personal experience influenced the development of their beliefs about teaching global issues, and these beliefs were mediated by a wide variety of influences that

formed each participant's personal experience. Because this study used a narrative case study approach, it allowed for a deeper analysis of the influences that formed each teacher's beliefs. To understand the beliefs that determine a teachers' instructional approach, one needs a deep understanding of where the beliefs came from and the mediating influences on these beliefs. The findings in this study support previous teacher beliefs research (Nespor, 1987; Pajares, 1992; Richardson, 2003) and the idea that beliefs take time to develop and are influenced by a multitude of elements.

5.1.3.1 Past Experiences

Previous international experience, or the lack of international experience, was a strong and shared influence for each participant. Mark was the only one of the three participants who had international experience prior to the teacher education program. He cites his study abroad experience as a college student caused him to question the way that history is taught and to decide that his students "need to be well-around...and able to look at other perspectives...and understand that issues that affect every small issue will affect the world now because we're so interconnected." He comes to this view as a result of being in an international environment and experiencing stereotyping from his international counterparts. While studying abroad, he was also exposed to how another country approached teaching about diversity and this influenced his feelings towards teaching multiple perspectives. Megan and Lisa, on the other hand, did not have international experience and as adults regretted it and wanted to motivate their students to expand their worldview so would understand that "things are larger than just what we have here." Ultimately, their views towards teaching global issues do not go much beyond a goal to instill global awareness, perhaps because they did not have an experience as an American in a foreign country that caused them to think more deeply about their roles as global citizens. The

importance of international study abroad experiences cannot be understated and teacher education programs should continue to seek innovative ways to incorporate study abroad into teacher preparation coursework as much as possible. Alternative international programs that do not require extensive travel and instead rely upon the use of technology should be further explored as an option for future teachers who would benefit from international experience but are unable to travel abroad.

5.1.3.2 Current Experiences

The influence of the mentor

The mentorship experiences of Megan and Lisa provide a stark contrast to the impact that their mentors had on their beliefs about teaching global issues. Lisa's mentor was able to broaden her thinking about what she wanted to accomplish during her student teaching experience. Her mentor was successful in getting her to think about incorporating teaching methods and topics that were outside the realm of the prescribed curriculum for world history. She also assisted Lisa with evolving her concept of global education and social justice as mutually exclusive and separate entities and encouraged her to connect social justice goals into her lessons about global issues. On the other hand, Megan's mentor had a negative attitude towards teaching global issues and felt that basic skills such as reading comprehension, vocabulary development and writing exercises were more critical for their student population and that there wasn't enough space in the curriculum to take on "extra topics." Lisa's beliefs shifted from enthusiasm and passion for global topics to disillusionment resulting in her conceding that global education lessons weren't an appropriate undertaking for her during student teaching. Instead, she felt that she should focus

on teaching practices that would, in her mind, better prepare her students for their high-stakes academic tests.

Both cases suggest that mentors are a critical component in teachers' belief negotiations during student teaching. The teachers deferred to their mentor's experience and expertise and adjusted their teaching styles and attitudes towards that of their mentors.

The surprising element of Megan's case is that her beliefs were seemingly easily swayed by the influence of her mentor. This contradicts frequently cited research (Pajares, 1992) (Richardson, 2003) that teacher beliefs are steadfast and difficult to change. Perhaps Megan's beliefs about global education were not as ingrained as she thought they were when she started the teacher education program. It is also plausible that she spoke and wrote about global education in a way that she thought was the "correct answer," and then when faced with the reality of her classroom and an unsupportive mentor, she didn't have authentic and deep-seated beliefs to motivate her to stay true to her stated mission. An interesting follow up with Megan would be to follow her into her first few years as an independent classroom teacher and investigate the degree to which she maintained the beliefs espoused by her mentor or if she would go back to the beliefs that initially motivated her to become a teacher focused on global education.

The influence of Mark's mentor on his beliefs and practice should not go unnoticed. While there isn't evidence of a belief shift like what occurred in Megan and Lisa's cases, it is plausible that Mark's mentor provided the type of support and guidance that kept Mark's pre-existing beliefs about global education steady throughout the student teaching experience.

Confidence, knowledge and skills

Confidence and self-efficacy proved to be a key influence for all three teachers as well. Lisa lacked confidence and used her mentor and external resources as a crutch to compensate for her lack of content knowledge regarding global issues. Her case demonstrates that intimidation and reluctance can be overcome by being paired with a strong mentor who can provide content knowledge coaching and direct to the appropriate resources and planning materials. While the use of externally produced curricular resources is not necessarily a problem, Lisa was often unaware of the goals and intents of those lessons. For example, in several of her externally produced lessons, there was evidence of perspective-taking but Lisa was unable to identify this or articulate how she could do this in practice. Even though the externally produced lessons contain promising features, there is no guarantee that a teacher will implement the lesson as was intended if they do not possess sufficient understanding of the underlying theories that guide it. Lisa's experience with her mentor juxtaposes the experience of Megan who starts her student teaching feeling enthusiastic about the prospect of teaching global issues and learning more about the International Baccalaureate program. Her mentor's insistence that she focus on classroom management and literacy skills coupled with the fact that she received little to no positive reinforcement when she did try to teach global issues resulted in a shift of belief towards Megan demonstrating deficit thinking about her own abilities as a new teacher and her students' capacity and readiness to learn about them. Finally, Megan becomes disillusioned to the point that she states "I think it's enough for them right now to just know that there are other cultures and things are different around the world". Megan does not have high expectations for her students' capabilities and adopts a deficit mindset about the type of learning they would be successful in engaging in with her.

5.1.3.3 Summary

In summary, this study provides examples of how domain-specific educational beliefs can shift, either by expanding and contracting, or by becoming reorganized, clarified or refined. What is interesting for future research is how the belief negotiations occur and what influences have the most impact. In Lisa's case, the overlap of influences from her university coursework coupled with her mentor proved to be strong enough to cause her beliefs to expand and integrate a new belief about global education with an existing belief about social justice education. Mark was influenced by his prior international experience during a study-abroad program in college as well as by the influence of a supportive mentor who provided him with the necessary tools and materials to implement his vision for teaching global issues. Finally, Megan was influenced by several factors as well. Most prominent was her mentor's influence, ultimately causing her to take on a deficit belief regarding her skills to teach global issues and her students' capacity to learn about them. Her mentor created a student teaching environment that valued classroom management skills and literacy teaching skills above global education. As a result, Megan was unable to see how both could happen simultaneously, working in mutual support. Literacy skills could be developed in the context of global issues but Megan was not able to experience success with this.

5.1.4 Selection of global issues

Reviewing the issues about which the teacher chose to select for instruction proved to be a helpful supplement to the analysis of the teachers' beliefs and influences on those beliefs. The findings indicate that the issues that they selected aligned with the teachers' stated beliefs and that the issues they prioritized matched with what they spoke about as being important when

teaching global issues. Lisa and Megan chose to teach most often about topics related to social issues, human rights and belief systems. Mark, on the other hand, spent most of the time he dedicated to teaching global issues addressing topics related to economic and political systems. Mark's selection of issues juxtaposes Lisa and Megan's choices and supports his conceptualization of global education as teaching using a world systems approach and emphasizing perspective-taking and interdependence. It is noteworthy that in the comparison of these cases is the dichotomy of compelling social issues (e.g. genocide) vs. understanding and analyzing complexity of world affairs and larger questions of citizenship and globalization.

Future examinations of this phenomenon should investigate whether the teachers choosing to teach compelling social issues do so because they lack sufficient content knowledge and understanding of the more complex issues involving concepts of global economics, citizenship and globalization. Linking the fields of research about global content knowledge (Holden & Hicks, 2007; Merryfield, 1992; Spring, 2004) and teacher beliefs would provide valuable insight into how teacher educators may begin to address this issue.

5.1.4.1 Beliefs about Students

Student interest played a key role in the selection of issues in the cases of Lisa and Mark. Lisa was very concerned with selecting issues that were likely to be engaging and provocative for her students. As a result, the majority of her lessons involved social issues and was designed to elicit emotional reactions from students towards injustice. For Mark, his students' interest level did not affect his selection of global issues to teach. In fact, he acknowledged that many of his lessons on economics and political systems could be boring for students but were critical to include nonetheless because of the value of understanding the complete system responsible for causing

the social issue being studied. The potential for triggering a lively debate or motivating students to learn more or take action was not a factor in any of the teachers' instructional plans.

Perceived student abilities and skills influenced decisions about what issues to select and how to teach them. It was a limiting factor for Megan because she followed her mentor's suggestions that her students' reading levels and behavioral problems more important than teaching global issues. Lisa, on the other hand, initially struggled with deficit thinking (Garcia & Guerra, 2004; Nieto, 1996; Valencia, 1997). Her beliefs shifted during student teachers and she came to the conclusion that it was especially worthwhile to teach global issues to students who struggled in school. She came to see it as an action of social justice to bring the type of learning experience to her students that she felt usually only happened in "good schools" with "good students." She was able to successfully negotiate beliefs about struggling students and teaching global issues whereas Megan operated from a deficit perspective (Garcia & Guerra, 2004; Nieto, 1996; Valencia, 1997) that her students weren't ready academically or behaviorally to engage in global issues lessons and she was unable to bring the two beliefs together.

The participants' beliefs about their students emerged as a notable common theme in the three cases. In Lisa's case, she entered the student teaching experience believing that her students' academic skills would make global education lessons too challenging for them. As a result of experiencing initial episodes of success with integrating academic skills into global issues lessons, she shifted her beliefs towards a mindset that viewed "all students" as deserving a "high quality global education." Megan's experience was very different from Lisa's because she entered the program feeling enthusiastic about the idea of global education but did not experience success with teaching global issues and did receive encouragement and guidance from her mentor. She adopted a deficit mindset and felt that her students "weren't ready" for

global education because their skills and behavior were too difficult for her to overcome. Lastly, Mark's beliefs about his students and his ideas about their career trajectories caused him to prioritize lessons that focused on career preparation for a globalized workplace. He planned rigorous lessons in order to prepare them for university work and ultimately, professional roles that were global in nature. He does not prioritize human rights or social issues which is notable because his students, when compared to Lisa and Megan's students, are much more socio-economically privileged. Further research should engage in the question of how new teachers mediate deficit thinking with their beliefs about global education.

5.1.4.2 Instructional Resources

In all three cases, the participants depended on external resources for lesson ideas, either in the form of materials given by the mentor, lessons designed in the teacher preparation program or materials from an external organization. This reliance on existing materials and prepackaged units suggests that it is challenging for new teachers to see how a traditional history curriculum can integrate global issues lessons. Instead of designing supplementary lessons based upon existing curriculum plans, they depend on external sources. When teachers rely on externally created, prepackaged lesson materials, it is important to examine the underlying beliefs and potential biases that informed the design of the instructional materials. Lisa, for example, used the Choices Program in her Model United Nations course. A non-profit group affiliated with Brown University produced this curricular program. Lisa relies on the program because of her self-professed lack of content knowledge. We do not know if she selected this program because it aligned with her political and personal beliefs about the global issues she was teaching about or if she chose it because of a lack of a better option. Nevertheless, the existence of the Choices

Program arguable made a critical difference between whether or not Lisa would choose to tackle teaching global issues during her student teaching year.

5.1.4.3 Summary

All three participants experienced difficulty navigating the selection of issues to teach about and how to integrate them into the curriculum. As new teachers, they were already faced with typical challenges related to instructional planning and knowing how long it takes students to progress through a planned lesson. When they planned lessons for global issues topics, they found it challenging to identify desired outcomes and lessons tended to wander off course. In cases where adequate external resources were available to support their planning, the teachers cited that the instructional resources helped them to overcome content knowledge weaknesses and resulted in a significant impact upon their perceived ability to successfully execute the global issues lessons. Additionally, the teachers cited that their students' interests and skills influenced their planning.

5.2 IMPLICATIONS FOR TEACHER EDUCATION

5.2.1 Belief Development

This study suggests that teacher education programs play an important role in helping pre-service teachers formulate beliefs that are specific to their disciplines. For this study, the role of teacher education is seen as assisting students to include the teaching of global issues in a social studies classroom. By ensuring that prospective teachers are given quality experiences that allow them to explore, develop, refine and reflect on their beliefs and then analyze how they connect their

beliefs to instructional practice, it would help them to develop their conceptualization of global education and hopefully align their instructional approaches with current thinking and research about global education.

For example, Lisa is a prospective teacher who was in the process of developing her beliefs as she participated in her student teaching experience. She benefitted a great deal from working with a teacher who helped her to think critically about her existing beliefs, refine those beliefs, and then align her instructional practices to her newly developed theories about teaching global issues. Formal opportunities for critical reflection during required university coursework could address gaps like we see in Megan's experience where the mentor does not facilitate such an activity.

Many pre-service teachers are likely to be similar to Megan and Lisa in how they enter the program with loosely defined discipline-specific beliefs that are open to refinement and restructuring. If provided with an appropriate context to develop these beliefs, their instructional outcomes will better align with the beliefs and ultimately better meet the goals of global education and the needs of the students.

5.2.2 Powerful Mentorship

The importance of strong and positive mentorship cannot be overstated. In this study, we see two examples of how positive and supportive mentoring helped pre-service teachers to develop their vision for teaching global issues. Mentors can help connect passion and implementation

Teacher-education programs should recognize and support the valuable role mentors play in the development of new teachers' mindsets and instructional approaches. They also provide content knowledge support and can facilitate additional professional development by referring

new teachers to appropriate external resources. Teacher-education programs should work to cultivate mentors who are able to support new teachers learning to teach outside the traditional curriculum and provide coaching that allows them to explore and experiment with new content and pedagogy. Specifically, new teachers need to be paired with mentors who have received training or are otherwise already able to effectively integrate global perspectives and global issues into the traditional curriculum. Professional development for effective mentorship may include role-play exercises designed to improve coaching conversations, lesson plan analysis to support with coaching new teachers to design integrated lessons, mentor learning communities that allow mentors to share, collaborate, and problem solve with peers about how to best support new teachers with pedagogical challenges related to global education and experiences designed to connect mentors with external resources that assist with global education. Lisa experienced such a partnership with her mentor and she was subsequently able to complete her program with a well-developed concept of how she wanted to continue teaching global issues after graduating. Placing student teachers in classrooms where they can observe first-hand how to integrate global issues into their curriculum would provide an environment that would nurture the development that Lisa experienced. Additionally, providing training to mentors on integrating global content into their teaching would serve a dual purpose of improving the quality of global education in their classrooms as well as for their student teachers.

5.2.3 Teacher Education Coursework

It is notable that none of the three participants referenced teacher education coursework as a significant influence on their beliefs about global education. It is possible that if the participants

were probed further that data could be collected which would support the role of teacher preparation coursework. However, these data did not naturally emerge in the study.

5.3 IMPLICATIONS FOR SCHOOLS

There are many ways schools can foster global education. The Model United Nations program at Lisa's school was instrumental in providing disadvantaged students with an opportunity to engage in rich, meaningful learning about compelling topics not normally covered in the world history curriculum. In this case, however, the program was initiated by a teacher and not part of the school's regular programming. Schools should work to ensure that there are high quality supplementary programs designed to nurture students' interest and knowledge about the world. This type of supplementary programming can take the form of a Human Rights Watch afterschool club, Model United Nations course or afterschool club, diversity initiatives targeted at raising awareness for global issues affecting international families in the community. Such initiatives require that the school leadership incorporate global education and global citizenship into the school's vision or mission statement.

Additionally, time and money needs to be invested in professional development for teachers who need guidance with integrating global issues into their regular curriculum. It is very possible that teachers will have similar beliefs and dilemmas about teaching global issues as the participants in this study. If they too see conflict between teaching global issues and teaching the regular curriculum, they will need to participate in quality professional development targeted at integrating global education into an existing curriculum. The goal should be for global

citizenship to become an evident part of the school culture so that global competence is a habit of mind for students. Examples of this would be hearing global issues discussed in student conversations outside of class, hallway posters recognizing global issues that students are taking action towards, regular discussion in all classes of current events around the world. Unfortunately, few schools in the U.S. serve as models for such an integration of global education. Looking towards schools with diverse international populations might be a helpful exercise for schools to understand how traditional social studies curriculum can be integrated with studying current global issues through the lens of diverse perspectives from around the world. In terms of a model for active citizenship, Amnesty International provides supplementary materials and action tools designed for use in extracurricular clubs that could be adapted for use in an instructional setting.

Research on teacher beliefs and practice suggests that a promising method for influencing teacher change is to initiate a new practice first and then relate it to educational theory through a process of guided reflection as the teacher experiences success with the new practice (Guskey, 1986; Orland-Barak & Yinon, 2007). Taking a practice before theory professional development approach could assist with the adoption of global education teaching practices in K-12 schools.

5.3.1 External Partnerships

All of the participants expressed anxiety and frustration with the prospect of independently locating appropriate planning resources. Lisa and Mark relied on their mentors and Megan floundered considerably in the absence of a supportive mentor. One of the reasons Lisa had a positive experience with integrating global issues was because she had access to curriculum materials and professional development from an external organization which provided her with a

scaffold that, as a new teacher, she will likely need until she develops a stronger sense of self-reliance and self-efficacy with regards to teaching global issues.

In Lisa's case, the Model United Nations program and the local World Affairs Council provided sufficient material and training and along with coaching from her mentor, she was able to successfully venture into teaching global topics she initially felt uncomfortable teaching due to her lack of knowledge and skill. Such partnerships should be cultivated and developed into working collaborations between schools and external organizations. In many cases, a school does not have internal expertise and resources for teaching global issues and would need to rely on an external organization. External partnerships could conduct professional development and provide models of successful integration of global issues into a traditional history curriculum.

5.3.2 Professional Development for Content Knowledge and Pedagogical Skills

Content expertise is another area for needed support. Teachers may be able to receive high quality pedagogical support in the form of commercially-prepared lessons and materials, but to successfully teach about the complexities within global issues and help their students understand multiple perspectives, teachers will need content expertise, as well. University partnerships facilitated by teacher education programs could successfully address this need. Scholars with international experience and expertise could function as a resource on nearly every topic and international region that teachers would likely address in their classrooms.

Lisa's experience with shifting from a model of minimizing the teaching of global issues towards one that viewed her students as capable and deserving of the opportunity to learn about global issues demonstrates the need for schools to address and confront issues related to student capacity for learning global issues alongside the traditional social studies curriculum. In order to

prepare students to live and work in an increasingly globalized world, it is critical that social studies curriculum address the complexities of global interaction in a way that is more attentive to global interactions and systems than an isolated study of history can provide. To do this, schools can design professional-development experiences for teachers to build their skills and knowledge about breaking down global issues lessons for students who struggle academically and help teachers to understand that the traditional social studies curriculum and global issues are not mutually exclusive entities that they must choose between. Lisa's experience demonstrates the value in addressing global education and teaching global issues as a matter of educational equity so that all students are given opportunities to engage this type of learning.

Additionally, teachers may need assistance in connecting and integrating academic skill-building with global education. For instance, literacy skills can and should be infused into lessons addressing global issues so that students who struggle with literacy are able to engage in complex learning while improving their skills at the same time. Other forms of literacy that do not rely on reading and writing could also be accessed in order to engage students who are not proficient readers and writers. However, the integration of academic skills and global issues should be the ultimate goal. Students should not be denied the use of global studies as a context for supporting and developing their academic language abilities. More research is needed on the important topic of content and skill integration given the prevalence of this theme in the data.

Further, professional development can help expand teachers' concepts of teaching global issues to align with the commonly advocated model of global education that stresses the importance of global citizenship. By helping teachers to design lessons that require students to apply their knowledge in the form of personal action, this will allow students to see themselves as global citizens when learning about global issues.

5.3.3 Implications for future research

One way to expand this study would be to validate it by collecting classroom-based instructional data. This study captured only the beliefs that were verbalized during interviews or written in the participants' reflection journals. Similarly, instructional planning intents were measured by reviewing planned lessons and written reflections and discussing the lessons after they were taught. Examining actual classroom instruction would serve as a more objective way to verify the alignment between instruction and beliefs.

Because the influence of the mentor proved to be significant in this study, it would be valuable to analyze the beliefs of the mentors and review alignment between mentors and student teachers. Because this study involved two cases of belief restructuring and shifting as a result of mentor influence, it would be interesting to investigate if mentors are influenced by the beliefs and practices of their student teacher mentees. For example, if Megan had been able to successfully execute a strong lesson on a global issue, might her mentor have been influenced by this and adjusted her beliefs because of this?

5.3.4 Global Issues Framework

Perhaps the most important suggestion for further research is the development and adoption of a framework for teaching global issues. The standards movement in K-12 education has helped educators to form a common understanding of curricular and pedagogical goals and provides a structure to organize teacher training and assess student outcomes (CCSS, 2012; NCSS 2013; Next Generation Science Standards 2013). It is evident that schools and teachers would benefit from a global education framework similar to what frames content and pedagogy in other content

areas. Such a framework would help teachers decide what students should be taught and assist them in balancing various perspectives when learning about other cultures and about global interdependence. Because of this lack of a clear conceptualization, teachers flounder and have difficulty approaching global topics.

I developed the following framework as an example of what may help teachers to better construct global issues lessons that are aligned with current thinking about global education and like other current instructional frameworks (CCSS, NCSS, Next Generation Science Standards) should be student-centered and focused on what students should know and be able to do as a result of studying about a particular global issue. The use of the framework would ensure that lessons include a balanced approach to both knowledge and skill acquisition alongside opportunities for students to apply their learning.

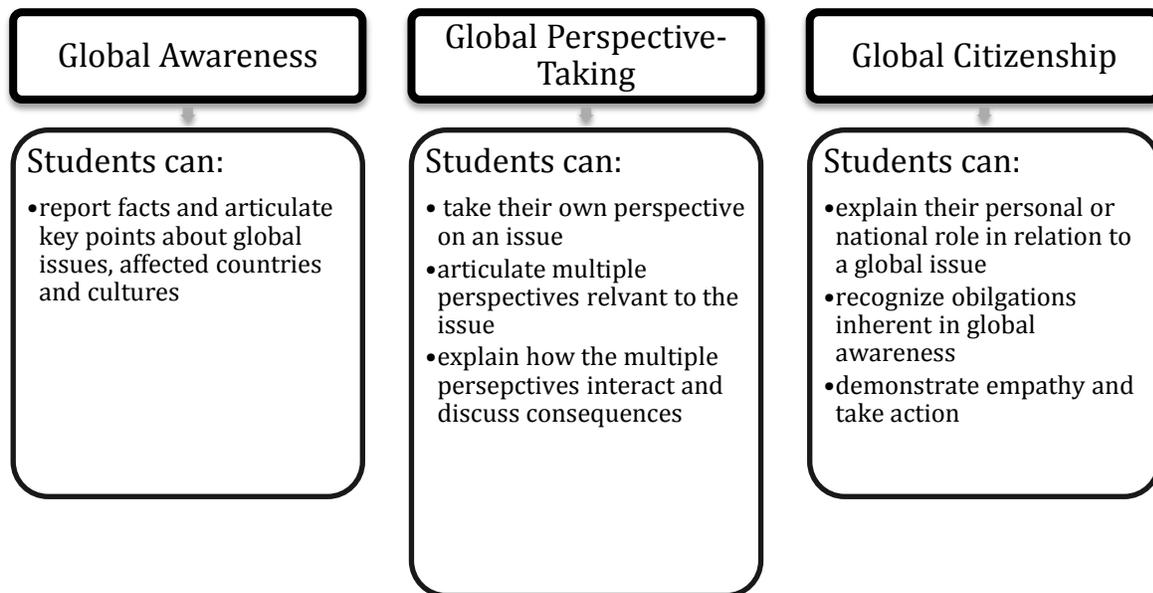


Figure 3. Suggested Framework for Teaching Global Issues

A framework for global education cannot exist without attention to the beliefs and values that embody it. Therefore, critical reflection must occur for teachers who would use such a tool

to improve their teaching. Exercises that require teachers to analyze and reflect on how their beliefs, instructional planning, and lesson delivery align with a framework for teaching global issues would be helpful for teachers to strengthen their instructional practice. Within each of the domains, learning targets should be further developed so that there is a measurable continuum that could be used for evaluating teachers' effectiveness as global educators and for promoting their self-reflection.

In each of the cases, the participants expressed enthusiasm towards teaching global issues. Their conceptualizations of global education, however, varied in their depth of development. Lisa and Megan articulate theories of global awareness while Mark's beliefs are further developed due to his emphasis on multiple perspectives and interdependence. Scholars have advocated that multicultural or global citizenship be defined by taking responsibility (J. Banks et al., 2005; J. A. Banks, 2004; Gay, 1995; Haberman, 1994), which means that when teaching about global issues, a key goal should be for students to understand their role in relation to the issue and how to take action. It is not sufficient for teachers to teach about the world with only the goal of students gaining an awareness of other cultures. Instead, they should build upon this by taking a social justice approach and helping students understand their roles in the power dynamics and to understand the complexity of global interdependence.

5.4 CONCLUSION AND FINAL THOUGHTS

This study explored the beliefs of three pre-service teachers about teaching global issues as well as the factors that influenced those beliefs and ultimately what and how they decided to teach. This study showed that pre-service teachers' beliefs and approaches towards teaching global

issues could shift and adapt based on strong influences from mentors and experiences during student teaching. Further, in each case, instructional planning was aligned to the teachers' beliefs and stances towards global education. Additionally, the study establishes a need for more research and professional development about tying the concept of active global citizenship into global education, perhaps using a framework to help teachers understand the various stances towards global education.

In a post-9/11 world, educators play a key role in preparing the next generation of Americans to live in a globalized society. Critical questions still remain as to what students should be able to know and be able to do in order to successfully function as global citizens. In order to prepare new teachers to effectively teach about the current global reality, more work will need to be done to link global education with the concept of active citizenship.

APPENDIX A

Interview #1 Protocol - Motivations and Influences

1. When you hear the term “teaching global issues,” what kind of lessons come to mind?
 - a. What are the most important issues to teach about? Why?
 - b. What issues do you think should be taught more frequently? Why?
 - c. What issues are less important? Why?
 - d. What issues do you think are taught too much or should be taught less frequently? Why?
 - e. Think about lessons you’ve observed this year. Are there any global issues lessons that you thought were particularly well done? Why? Were there lessons that you thought were inappropriate or irrelevant? Why?
 - f. If your school mandated that every Friday be dedicated to teaching global issues, what would you think about that?

2. Why is it important to you to teach about global issues?
 - a. Do you have personal experience that influences your beliefs about global issues?
 - i. Pre-college experience
 - ii. College experience
 - iii. Formal vs. informal educational experience
 - b. What global issues do you feel personally passionate about? Why?
 - i. Do you bring these issues into your teaching? Why, why not?
 - c. What do you think about teaching controversial global issues?
 - d. Can you talk a little about how your coursework at Pitt has influences your decisions about teaching global issues?
 - i. Do you feel prepared?
 - ii. What is an example of something you’ve learned at Pitt that has encouraged you to teach a global issues lesson?

Interview # 2 Protocol – The nature of global issues being taught

Participant has previously submitted relevant lesson plans and materials along with corresponding reflections. Researcher will adjust questions to address emerging themes seen in the data.

1. What are some of the lessons you've taught about global issues?
 - a. Can you describe some of your lessons about global issues? What were some constraints or challenges you encountered when designing these lessons?
 - b. How did you use existing curriculum or textbooks?
2. Researcher will discuss a global issues lesson:
 - a. Why did you choose to teach this lesson?
 - i. What or who influenced this decision?
 - b. What is the learning objective?
 - c. What is the most important element of this lesson?
 - d. What challenges are you facing as you think about how to teach this topic?

Interview #3 Protocol – Probing emerging themes

1. Follow-up on lesson discussed in interview #2. Questions may be modified according to emerging themes from data in written post-lesson reflection:
 - a. What challenges did you face?
 - b. What do you think students learned?
 - c. How would you change the lesson?
2. The final interview will be also be based upon themes which have emerged from the data collected. Possible themes to investigate with further questioning include:
 - 1) nature of global issues being selected: global vs. national vs. local interactions, controversial vs. apolitical
 - 2) influences on teaching: personal experience, political beliefs
 - 3) possible disconnects between stated beliefs and lessons
 - 4) challenges or constraints
 - 5) how teacher uses the existing curriculum
 - 6) influence of teacher education program, mentors, colleagues

Written Reflection Journal Prompt

- a. Why did you choose to teach this lesson?
 - i. What or who influenced this decision?
- b. What is the learning objective?
- c. What is the most important element of this lesson?
- d. What challenges are you facing as you think about how to teach this topic?

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