

IMPLEMENTING A GLOBAL EDUCATION CURRICULUM:
CASE STUDIES OF TWO TEACHERS

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

ATULA JOSHI



**IMPLEMENTING A GLOBAL EDUCATION CURRICULUM:
CASE STUDIES OF TWO TEACHERS**

by

Atula Joshi, B.A., B.Ed.

**A Thesis Submitted to the School of Graduate
Studies in Partial Fulfillment of the
Requirement for the Degree of Master of Education**

**Faculty of Education
Memorial University of Newfoundland**

December, 1996

Abstract

With increasing societal emphasis on global awareness, new programs, in the form of global education, are being designed and implemented in the curriculum of many public schools. The role of the teacher in this process is pivotal. This research, utilizing a case studies approach, was designed to illuminate the implementation by two teachers of a global education curriculum.

The study posed three questions as the basis for the research: 1) What are the teachers' definitions of global education? 2) How did the teachers reach these personalized definitions? and 3) How do perceptions of global education affect their curricular and instructional choices and subsequently their classroom actions?

Methodology for the study was guided by a symbolic interactional perspective; not only was the goal to observe teachers' actions in specific cases, it was also to understand how these actions evolved in relation to the specific context. Data was collected from two high school teachers of global geography through in-depth interviews, classroom observations, and analysis of related documents.

Analysis of the data indicated that these two teachers were influenced by a number of factors when implementing the curriculum for the course. Their perceptions of global education along with other concurrent factors impacted on their curricular and instructional choices. These other influences included: availability of resources,

teachers' professional career stages, student characteristics, personal goals for the course, and personal attitudes and beliefs. Although both teachers were presented with the same curriculum and both shared some common characteristics (such as career stage and school context) these factors influenced each teacher in different ways. In the end, the implementation of the curriculum for this global education course differed greatly between these two teachers reinforcing the notion that teachers are curriculum agents, interpreting and reconstructing that curriculum based on their personal and classroom context.

Acknowledgements

My heartfelt thanks to my advisor Dr. Royston Kelleher for his support and patience through the rather lengthy process of completing this thesis. His excellent advice and guidance followed me from St. John's, Newfoundland, to Halifax, Nova Scotia, Albuquerque, New Mexico, London, Ontario, and back to Halifax. I'm certain he was never quite sure from where the next phone call looking for advice would come. As well, I must express my appreciation for all his efforts in assisting me in whatever practical way he could from Newfoundland.

A sincere thank you must go to the two teachers who participated in this study. I am grateful to them for allowing me into their classrooms and for letting me examine their lives. And most of all, for their contribution to my education and, through research, to the education of others.

My gratitude to those who assisted me in the practical matters of finishing this thesis, especially friends who provided babysitting, and Rosalee Dyer who saved everything by helping me put the finished product together in the final hours.

Thanks to my parents and family, as well, for their belief in my abilities. Finally, my love and gratitude to my husband David Johnston for never doubting that I could accomplish my goals and for pushing me when I thought I might not. And, love to our daughter Mia, who put up with 'Mommy studying' for most of her four years.

TABLE OF CONTENTS

Abstract	ii
Acknowledgements	iv

CHAPTERS

1 INTRODUCTION	1
Background For Study	1
The Context of the Study: Global Geography	5
Purpose of the Study	7
2 REVIEW OF RELATED LITERATURE	11
The Teacher and the Curriculum	11
Teachers' Beliefs and Attitudes	13
Teachers' Perspectives and Global Education	20
3 METHODOLOGY	25
Theoretical Perspective	25
Sample	27
Data Collection	29
Internal Validity	32
Reliability	33
External Validity	33
Data Analysis	34
4 CASE DESCRIPTIONS	37
Case One	37
An Introduction	37
The Observed Curriculum	39
Discussion of Curriculum Choices	46
a) The Choice of Textbook	47
b) Perceptions of Global Education	50
c) Structure and Student Characteristics	53
d) Resources	57
e) Views on Career and Professionalism	58
f) Goals for the Course	60
Case Two	62
An Introduction	62
The Observed Curriculum	64

Discussion of Curriculum Choices	76
a) Goals for Global Geography	76
b) Perception of Global Education and Global Geography	77
c) Student Characteristics	83
d) Time Constraints	89
e) Resources	91
f) Values and Personal Beliefs	97
5 CONCLUSIONS AND RECOMMENDATIONS	102
Teachers' Beliefs and Attitudes	102
Content Knowledge	105
The Textbook and Other Resources	106
Teaching Methods and Student Characteristics	107
Professional Time-Line	111
General Conclusions	115
Implications and Recommendations	117
References	121
Appendices	128
A Sample consent forms	129
B Interview question guide	133
C Copy of test #1 given by Joe (Case One)	135
D Copy of test #2 given by Joe (Case One)	136
E Sample section from exam given by Bill (Case Two).	137

CHAPTER 1

INTRODUCTION

Background For Study

As we near the end of the twentieth century, we have come to the realization that our world is in a state of crisis with "dehumanizing poverty, collapsing ecological systems, and deeply stressed social structures" (Korten, 1990, p.1). These are not problems to be found only in 'other' countries; they exist on our very doorstep. Nor are these problems isolated phenomena; their causes and consequences are intertwined. Korten (1990) suggests that these crises "pose a threat to human civilization that is more real and more important in its implications than the threat of nuclear war" (p.1) and that we as global citizens are to blame. He states that the threat is a result of the collective consequences of the individual actions of every citizen of our planet. The response of some North American school systems to these realities has been the development and implementation of curricula for global education.

To accept a rationale for global education, one must accept the concept of interdependence. Interdependence can be defined as "the mutual reliance of individuals and groups upon one another for harmonious, co-operative existence" (Weaver, 1988, p.108). Gilliom (1981) wrote that "interdependence is not a seasonal

or cyclical phenomenon, but a pervasive reality that is increasingly becoming a central fact of national existence and clearly the shape of the foreseeable future. It is both unrelenting and irreversible..." (p.169).

The evidence surrounds us. Our economy is a world market - many of our consumer goods are made by people and machines on the other side of the world. We depend on this market for technology, capital, and raw materials (Anderson, 1990). Pressing environmental issues know no boundaries; acid rain, soil erosion, oil spills, ozone layer depletion are affecting all of us both directly and indirectly. Our advanced communications provide us daily with exposure to man-made and natural disasters, political and social unrest, human tragedy and triumph all over the planet. There is nowhere to hide.

If we wish for the survival of this world, we must develop "an understanding of basic human needs, cultural diversity, political pluralism, global economy, integrated global changes, and the nature of co-operative international leadership" (Colman, 1989, p.210). Much of the literature argues that our traditional approaches to teaching in general, and to the teaching of social studies in particular, are simply not adequate in preparing our students to become active humane citizens for a new world order, a global society. Thus it is imperative that global education become an integral part of our curriculum. "If our schools are to respond to the challenges to world survival and we are to help our students truly comprehend their own roots as national citizens in a

global society, we must teach new curricula rooted in and reflecting today's global realities" (Kniep, 1989, p.12).

The existing literature offers a variety of definitions and explanations for the term 'global education'. There does not appear to exist a 'globally' accepted conceptualization of the term. Terms such as global perspective, international education, world-centred education, multicultural education, etc. are used interchangeably by some authors. Other authors argue that each of these terms has a distinct meaning and cannot be interchanged with others.

Willard Kniep (1985) in reviewing the history of global education points out that in much of the literature, global education is defined in one of two ways:

1) a description of concerns and issues to be covered in a particular program (i.e., content); or 2) a description of the expected outcomes (i.e., results).

For example, Robert Leetsma (1978) offers five elements essential to global education: 1) Unity and diversity of mankind; 2) international human rights; 3) global interdependence; 4) intergenerational responsibility; and 5) international cooperation.

Ibrihim Alladin (1989), on the other hand, defines global education " as those educational efforts needed to teach individuals a global perspective that is to develop in them the knowledge, skills, and attitudes needed to understand our global world. It

recognizes that in spite of our cultural diversities, we are all of the same species" (p.6).

Kniep argues that both approaches are problematic in that they "do not describe what the objects of inquiry would be of a student who is involved in a global education program" (p.16). He is concerned global educators have been so focused on developing a rationale for global education that they have neglected to create a defining framework for the field.

As with the promoters of global education, there seems to be no universally accepted definition among teachers. Teachers quite often equate global education with multicultural education (Starr & Nelson, 1993; Wright and Van Decar, 1990). Others consider it to be peace education or development education, while still others see it as environmental education.

If the academics are having difficulty reaching a consensus in defining global education, it is not surprising that teachers, too, have quite different conceptions of the term. Popkewitz (1980) highlights this confusion by writing:

What is multicultural or global education? An initial glance at the literature makes me gasp at the word configurations...So here I am...stuck. I think I value global education, but I am mired in its linguistic confusion (p.203).

The Context of the Study: Global Geography

Modern education has as its goal "to teach knowledge about the earth, to use that knowledge for personal enlightenment and development, and to apply it in making important personal decisions and in participating intelligently in societal decision making that affects our lives" (Natoli, 1988, p.1). Geographic education, a component of social studies education, contributes to this goal by attempting to ensure students have "a common knowledge of their immediate and world environment...This equips us with a global perspective for analyzing world problems" (p.9). In fact, Robinson (1986) found that "teaching about 'development' in the developing world has become an important part of geographical education in school" (p.409).

In 1986, the provincial Department of Education in the Canadian Province in which this study was conducted, called on the Social Studies Teachers' Association to review and recommend possible changes in the provincial high school social studies program. One of the recommendations coming from this review was the need for a more global dimension, thus the creation of courses in Global Geography and Global History.

Under the auspices of Global Studies the province subsequently piloted a Global Geography course with the goal of informing and thus enabling "students to propose reasonable answers to the specific question upon which the province's global studies courses are built - How did the world arrive at its current state at the close of the

twentieth century?" (English Program Services, 1993, p.89).

Global geography, a grade twelve course, is one of the courses students may take to meet their global studies requirement for graduation. There are eight compulsory units within the course, all of which are considered necessary for the understanding of the planet's current condition:

1. Our Fragile Planet - A Geographical Perspective
2. Perilous Processes - Our Planet at Risk
3. The Peopled Planet - Standing Room Only
4. Feeding the Planet - Food for Thought
5. Global Resources - The Good Earth
6. Global Factory - For Whose Benefit?
7. Urbanization - A Mixed Blessing
8. The Future Planet - Under New Management

(English Program Services, 1993, p.3)

This study will not be directly concerned with the geographical elements of this course but rather with two teachers as they attempt to deal with its global education orientation which is outlined in its rationale:

Growth in knowledge and understanding has led us to acknowledge that ours is an interdependent world wherein the forces of nature and humanity are inextricably linked. The unit themes of this course have been chosen because their study will allow students to examine linkages which render our world interdependent. By carrying out this examination from a geographic perspective, our students should achieve a new sense of global responsibility, both to their fellow humans, wherever they may be, and to Earth's environments, large and small, local and distant.

(English Program Services, 1993, p.5)

Purpose of the Study

Teachers are the primary forces influencing the types and quality of learning that happen in the classroom. They are professionals who make judgements and carry out decisions on a daily basis (Smith, 1988). Traditionally, they as a group, have had little to do with the development of curriculum. Typically, when teachers receive curriculum guidelines, goals and objectives, or materials, they must interpret them based on their own experiences, knowledge, attitudes and beliefs, and in light of available resources. This personal interpretation leads to curricular and instructional choices unique to each teacher. As well, these thoughts, judgements and decisions will, in fact, guide behaviours (Smith, 1988).

Steven Thornton (1989) views teachers as "instructional gatekeepers" and argues that "the criteria the teacher employs to determine interpretations and uses of a curriculum are a product of his or her frame of reference" (p.2). Adler (1984) acknowledges this argument but points out that "we know little about how practitioners, rather than scholars, give meaning and purpose to social studies and how these meanings, rather than scholarly definition, give direction to classroom practice. We know little about the intentions and beliefs which underlie practice" (p.13). This is particularly true in the area of global education.

This study, then, poses three questions in an effort to understand two teachers'

conceptualizations of global education and how these conceptions are carried into the classroom:

1. What are the teachers' definitions of global education?
2. How did these teachers reach these personalized definitions?
3. How do these individualized perceptions of global education affect their [the teachers'] curricular and instructional choices and subsequently, their classroom actions?

The objective, then, is to understand the beliefs and intentions of teachers that underlie their practice in the global education classroom and more specifically in global geography. The importance of this study is two-fold. Many new movements make up the educational history of Canada - new math, whole language, career education, co-operative education, business education, and so on. All these movements and many more arose as responses to some perceived need within our educational system and/or within our society. For each movement, there were a few, or perhaps many, willing to jump on the bandwagon. Although every movement fundamentally has the intention of improving the quality of education for our youth, many have failed to have any long-term impact on the reality of schooling in Canada.

Global education is like any other movement with respect to its inception and development, however, Willard Kniep (1985) found that global education's uniqueness lies in the fact "that global education unlike most modern educational movements, has begun to be successful in capturing the attention of those who make policy decisions and set educational priorities..." (p.6). He also points out that its success lies with

those involved in the movement and their ability to provide effective tools for those implementing global education.

For the successful implementation of global education programs, Kniep (1985) argues that teachers and administrators will require the following:

- 1) clear statements of what global education is and why it is important.
- 2) frameworks that adequately describe the field and all its intellectual bases.
- 3) tools that will help them to think conceptually and to organize curricula and instruction around concepts.
- 4) descriptions and examples of teaching methods and learning processes that are consistent with conceptual approaches.
- 5) help in thinking through the implications of global education for school structures and the effect of the hidden curriculum that is embedded in those structures. (p.7).

This study will hopefully take those involved in the educational system one step closer to defining and understanding the implications of global education by offering a description of what actually happened in two global education classrooms and how teachers derive meaning from the term.

As early as the seventies, Lortie (1975) was complaining that:

Schooling is long on prescription, short on description. That is nowhere more evident than in the case of the two million persons who teach in public schools. It is widely conceded that the core transactions of formal education take place where teachers and students meet...But although books and articles instructing teachers on how they should behave are in legion, empirical studies of teaching work - and the outlook of those who staff schools - remain rare (p.vii).

This study is designed to contribute to the expanding corpus of work on teacher

thinking which has developed since Lortie made his insightful comment and to focus that effort on an emerging curriculum field, global education.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The Teacher and the Curriculum

Traditionally, teachers have been viewed as "passive receivers of innovation"; current research, however, questions this belief suggesting that teachers are in fact "important participants in policy implementation" (Prawat, 1992, p.355). In an effort to truly understand this importance, more research is being focused on understanding teachers and their thinking. In this view, teaching is "...regarded as actions performed by 'reflective practitioners' and not as mere behaviour evinced by substitutional cogwheels in the educational machinery" (Carlgren and Lindblad, 1991, p.507).

Goodson (1992) points out that:

Researching teachers' lives is an enterprise fraught with danger but the alternative is, I think more dangerous: to continue in substantial ignorance of those people who, in spite of the many historical shifts and cycles, remain central to achievement in the educational endeavour (p.16).

Doyle's (cited in Smith, 1988) earlier writings support this statement by noting that there is growing agreement that:

...teaching is not merely technical and rule-driven, and teachers are not simply passive recipients who carry research-based practice to the classrooms. Rather, professional teachers are reflective, that is, they connect knowledge to situations through the processes of observation, understanding, analysis, interpretations, and decision-making (p.2).

Similarly, Stein and Wang (cited in Fritz, et al, 1995) complain that " teachers are

key change agents in the classroom, yet inadequate attention has been paid to traits that optimize teachers' successes in implementing innovations" (p.200).

The success or non-success of innovations in curriculum can lie in the fact that "curriculum is actually a series of potentials" open to many possible interpretations and uses (Ben-Peretz cited in Thornton, 1991, p.241). These interpretations of curriculum are inevitably the domain of classroom teachers. For example, "in the majority of elementary schools, it is the teachers who choose the content which serves as the basis of their instruction" (Schmidt, et al, 1987, p.439).

Van den Akker and Kuiper (1993) describe a study in which the implementation of curriculum materials for secondary social studies was evaluated. The evaluation which focused on the actual use of the materials by individual teachers in their classrooms concluded, that a "large discrepancy emerged between the original intentions of the curriculum developers and the observed instructional process" (p.293). They go on to cite Goodlad, Klein and Tye (in van den Akker and Kuiper, 1993) who make a distinction between:

the ideal curriculum (the original ideas and intentions of the developers); the formal curriculum (the written curriculum consisting of documents and materials); the perceived curriculum (the interpretation of by the users, especially teachers, of the curriculum); the operational curriculum (the actual instructional process in the classroom; and the experiential curriculum (the reactions and outcomes of the students) (p.295-296).

Van den Akker and Kuiper's (1993) findings confirmed the image of social studies

teachers as "curricular gate-keepers" (p.299). Thornton (1991) defines 'gatekeeping' as "encompassing the decisions teachers make about curriculum and instruction and the criteria they use to make those decisions" (p.237). Teachers as curriculum - instructional gatekeepers " make the day-to-day decisions concerning both the subject matter and the experiences to which students have access and the nature of that subject matter and those experiences" (Thornton, 1991, p.237).

So the understanding of teachers becomes of primary importance if one is to understand what is happening in classrooms, why it is happening and to what effect.

Thornton and Wegner (1989) point out:

It becomes increasingly clear however that the criteria teachers use to make curricular-instructional decisions are ecological in character. In other words, the criteria are composed of an interactive system of beliefs and contextual influences that need to be understood holistically (p.5).

Teachers' Beliefs and Attitudes

Evans (1990) notes that generally, research in the area of teacher thinking and teacher perspectives and their resulting effects on curricula is an emerging field of study. This type of research requires that the researcher stress the importance of listening to the teacher and of speaking with the teacher (Goodson, 1992). Goodson believes that:

From their (the teachers') point of view it would seem that professional practices are embedded in wider life concerns. We need to listen closely to their views on the relationship between 'school life' and 'whole life' for in that dialectic, crucial tales about careers and commitment will be told (p.16).

The importance of understanding the teacher in the realm of the classroom is underlined by Postman and Weingartner (1971) who note that:

There can be no significant innovation in education that does not have at its centre the attitudes of teacher and it is an illusion to think otherwise. The beliefs, feelings, and assumptions of teachers are the air of a learning environment: they determine the quality of the life within it (p.77).

An early study by William Lowe (1983) attempted to describe the 'teacher' of social studies in public secondary school as he/she 'is'. He wanted to answer two very broad questions:

- 1) What are personal attributes of secondary school social studies teachers?
- 2) What are the professional interests, beliefs, and behaviours of secondary school social studies teachers?

Lowe describes secondary school social studies teachers as primarily male, in their late 30's, well educated, religious, and most likely Caucasian. The teachers' beliefs are somewhat paradoxical. For example, on the one hand, they reject forced bussing to reduce racial isolation in schools but on the other hand, they support the 'rights of gays' including their right to teach (Lowe, p.33). Overall, they seem to be fairly open-minded in their views, but can sometimes be confused about their own priorities. Lowe (1983) also notes that:

He [the teacher] relies heavily on a textbook and doesn't know much or care about national curriculum projects or research findings. He spends a lot of time in class asking questions and receiving answers in an effort to teach the 'basics' of history. He believes in the importance of communication skills, but doesn't spend much time trying to teach them. In short, on many aspects of his professional life, he is very similar to the social studies teachers who were his instructors when he was in high school (p.32).

Other studies approached the study of the teacher in the classroom and the subject of teacher beliefs from other angles. As indicated earlier, Steven Thornton (1989) argued that teachers should be acknowledged and understood as curricular and instructional gatekeepers in the social studies. This process of making decisions about content, sequences, and instruction is a product of the teacher's frame of reference. This gatekeeping is not always a result of conscious decision-making. Shaver, et al. (cited in Thornton, 1989) points out that:

The teachers' beliefs about schooling, his or her knowledge of the subject area and available materials and techniques, how he or she decides to put these together for the classroom -- out of that process comes the day to day classroom experiences of the students (p.5).

If we are to understand what is actually happening in the social studies classroom, we cannot neglect the importance of the teacher's role. So, what are the sources of teachers' beliefs and attitudes or rather, what constitutes a teacher's frame of reference?

Sarah, a Canadian high school English teacher, was the subject of a case study by Freema Elbaz (1983). Elbaz contends that teachers have an experiential knowledge as well as theoretical knowledge which integrate with the teacher's personal values, beliefs, and practical situation to become his/her practical knowledge. She felt that her study would enable teachers to "become aware of and articulate their own practical knowledge" (p.170), which in turn could lead to increased self-understanding and personal growth.

Jean Clandinin (1985) too, describes teachers as having a personal practical knowledge. This view does not describe knowledge as strictly content or structure but rather, "knowledge is imbued with all the experiences that make up a person's being. Its meaning is derived from, and understood in terms of a person's experiential history, both professional and personal" (p.362).

Other literature contends that knowledge based on content alone, can influence curricular choices. Wineburg and Wilson (1991) found that subject matter knowledge in U.S. History did, in fact, influence teachers in "not only what they choose to teach but also how they choose to teach it" (p.310).

Researchers in the field of social studies are now considering teacher perspectives as a way of understanding how teachers approach the discipline. "A perspective refers to the personal attitudes, values, beliefs, principles, and ideals that help a teacher justify or unify classroom decisions and actions" (Bennett & Spalding, 1992, p.264). In a case study, Cornett (1990) found that a grade twelve social studies teacher's personal theories reflected her practice and in turn had an effect on her as a curricular developer. Similarly, Evans (cited in Bennett & Spalding, 1992) in studying three high school American History teacher interns, found that they had very particular conceptions of history, and their curricular choices were significantly affected by their interpretations of their subject area.

In a similar vein, Marilyn Johnston (1990) conducted research with teacher certification students in an effort to discover how they "constructed meaning and purpose related to the social studies" (p. 208). She found that their educational program had an influence on the students but only partially so. "The influence of the program was partial and differential because the new ideas were interactive with students' backgrounds, beliefs, and personalities" (Johnston, 1990, p.229). Additional conclusions too, showed that students' actions in the field (the school) resulted from a combination of personal beliefs and the influence of their field and student teaching experience.

Rovegno (1993) supports these findings in her paper reporting the results of twelve case studies. "The extent to which preservice teachers understand and use new curricular approaches appears to be influenced by the amount of congruence between the approach and teachers' initial beliefs about teaching, learning, and content; the depth of understanding acquired during university coursework; and the constraints of field settings" (p.615). Prawat (1992) gives additional support to Rovegno's findings stating that: "Teachers' views of teaching and learning influence their classroom practice" (p.356).

Teachers' values also play a role in curricular choices. Gudmundsdottir (1990) in her research on the role of values as related to the development of pedagogical content knowledge found that:

...teachers' value orientations to their subject matter influenced their choice of content, their use of the textbook, pedagogical strategies, and their perceptions of students' instructional needs (p.44).

In her study of four expert high school teachers, Gudmundsdottir argues that values are embedded in the act of teacher, "because teaching involves evaluation, judgement, and choice, all essential qualities in values" (p.45).

Carbone (1987) concurs, arguing that teachers "cannot avoid imparting values in one way or another in the normal course of their activities *qua* teacher...What we consider 'good', 'right', or 'important' constantly guides our practice, whether consciously or not" (p.10).

Gudmundsdottir (1990) also points out that development of pedagogical content knowledge and text interpretations are shaped by values. "The value-laden impressions become their [teachers] personal curriculum, the most hidden and least studied of all school curricula, yet it is the slice of secondary education that is most likely to remain with the student" (p.47). She questions Shulman's separation of two categories central to teaching, pedagogical content knowledge and teacher beliefs and values.

Gudmundsdottir (1990) feels that the two are in fact, closely related.

Janesick (1979) in a case study of a sixth-grade teacher discovered that in this particular case, the actual perspective of the teacher towards the classroom became the curriculum of that classroom (p.29). The teacher's perspective guided the

decisions and classroom activities with little or no outside influence.

Qualitative research and naturalistic observation were used in a study by Hyland (1985) of teachers and the relationship between their subject matter knowledge, pedagogical beliefs, instructional decision-making and content, material, and activity selection. He found that the "teachers' expressed beliefs were unfailingly consistent with their observed behaviour in the area of classroom control and order but were inconsistent in the areas of subject matter knowledge and democratic ideals" (p.7).

In addition to internal, personal factors, external influences act on teacher decision making. Schmidt, et al, (1987) were interested in finding out why some teachers chose different instructional content while others chose to follow the specifications set out by the district guide lines (p.439). The writers suggested that "content decisions were not made without influence. Teachers do not operate in vacuums, insulated from district policies or from the effects of textbooks, standardized tests, parents, other teachers, students, etc. (p.44). Their study of eighteen mathematics teachers from a suburban school district, aimed to discover how these external factors "combined to influence these teachers' content decisions on what topics will be taught, for how long, to whom, and to what standard of performance, as well as how much time will be devoted to the subject as a whole (p.441). Their findings were significant in that not all teachers responded in the same ways. Other significant findings included:

- 1) textbooks had a noticeable impact on most of the teachers' content decisions;
- 2) teachers' conceptions and students had a strong influence; and
- 3) factors such as district objectives, curriculum, other teachers, tests and parents had little overall impact (p.454).

In van den Akker and Kuiper's (1993) study of the implementation of social studies curriculum, it was found that "teachers had strongly adapted or totally ignored the suggestions for more innovative and demanding instructional activities" (p.299). They also found that "changes in activities had been made so that they would comply more closely with teachers' judgements of what is feasible for themselves and their students" (p.299).

Taken together, this set of studies suggests that curriculum implementation at the classroom level may be affected by a number of factors including those rooted in personal perspectives and values of the teachers. These in turn, are contextualized by the teachers' prior experiences both personal and professional. And those perspectives and values in turn, influence the ways individual teachers respond to external factors such as school district policies and curriculum documents.

Teachers' Perspectives and Global Education

An extensive literature search in the area of global education suggests that research on the teaching of global education is sparse. In particular, research tying teacher thinking to global education is woefully inadequate. In fact, research investigating any

aspect of global education is limited. Primarily, the bulk of the literature in this field concentrates on supporting the need for global education in classrooms and on students' global-mindedness. In this light, one intent of this study is to add to the scant body of knowledge with respect to teachers' perspectives and global education.

Merryfield (1992) writes:

... Lee Anderson (1979), Jim Becker (1979), and Robert Hanvey (1976) provided rationales and conceptualizations of global perspectives in education that continue to be the core, "must-read" literature in the field. ...However few scholars or practitioners have written about global education within the realities of peoples' lives -- actual student, teachers, administrators, or schools involved in implementing global perspectives in education (p.351).

In reviewing Kenneth Tye's Global Education From Thought to Action, Merryfield (1992), was positive about the effort within the book to "examine global education in the broader contexts of school change and American sociopolitical values" (p.357).

However, she was disappointed with this relatively current work in that:

The authors didn't go far enough in taking us [the reader] into classrooms, planning sessions, team meetings, and other demonstrations of global education in process. The focus is on the 'experts' (and these are experts) instead of K-12 educators and the action taking place in classrooms... What the literature in global education badly needs is depth (p.358).

In an attempt to examine what happens in 'real classrooms' regarding global education, Brown and Kysilka (1994) administered a self-assessment questionnaire about multicultural and global competence to thirty-four senior elementary student teachers. The teachers rated themselves as applying multicultural or global education concepts 'almost always' or 'frequently' in 23 out of 30 situations covered. In

contrast, however, the authors found that, in observing six of these teachers in the classroom, "the six student teachers routinely did not apply multicultural or global concepts as frequently as they thought they did" (p.313-314). In their conclusions, Brown and Kysilka (1994) raised questions of how teachers might become more sensitive to multicultural differences and global issues. As well, they raised concerns about how teachers 'learn' to apply multicultural and global knowledge in their classrooms (p.316).

One answer may be through education. In a study considering the effects of instruction on teachers' global-mindedness and patriotism, researchers found that when pre and post treatment standardized attitude scales were administered to graduate education students taking a course about global education and to a suitable control group, students who took the course became more favourable to global-mindedness and world order (Barnes and Curlette, 1985, p.43). The implication of this study, of course, is that inservice teachers who are exposed to and trained in the field of global education may become more global-minded as well.

Hornstein (1990) speculates that may not be responsible for a failure to bring global education to the classrooms:

... the decks are stacked against the success of global education. From this perspective, the nature, conduct, and purpose of schools are antithetical to the goals to which global education aspires... the problem is that our schools are not set up to do these things... the profession of teaching has been flattened by the bulldozer of professional administrative order. The world is round but

school is flat (p.17).

Hornstein thus lays the potential failure of the implementation global education squarely on the shoulders of the school structure and not with teachers whose hands are tied.

In an effort to understand how teachers actually made decisions as they taught about the world, Merryfield (1993) conducted an extensive case study in which twelve social studies teachers examined how the Gulf War affected their instructional decisions. The major categories of items (that affected instructional choices) that emerged from the study included contextual factors, knowledge, skills, attitudes and values, instructional resources, and classroom management (p.34).

In considering another factor that might affect teachers' decision-making with respect to global education, Merryfield (1994) posed the question:

What if educational practice in multicultural and global education is a two-way street, with students playing a significant role in shaping their teachers' instructional decision making and in influencing what is actually taught and learned (p.233)?

In that respect, Merryfield found that "regardless of grade level, or school district, all the teachers said that they made some instructional decisions because of particular characteristics of their students. That is, students' race, ethnicity, religion, class, experiences, interests, and behaviours influenced what knowledge and attitudes were taught and learned about diverse people (p.234).

The dearth of literature in the area of global education does leave unanswered questions as to what factors may affect teachers when they implement global education in their classrooms. Do teachers actually control the implementation process in global education? If so, what does that mean in reality; if not, why not? Is being globalminded an issue for teachers? If so, are their curricular decisions affected by this; if not, what is relevant for their decision-making?

CHAPTER 3

METHODOLOGY

Theoretical Perspective

The focus of this study is on discovery; attempting for an in-depth understanding of a particular situation and how those involved interpret and derive meaning from and within that situation. Given this general focus, the qualitative and interpretive nature of the research methodology is based on the tradition of symbolic interactionism.

"Symbolic Interactionism" coined by sociologist Herbert Blumer in 1937, is a theoretical perspective that assumes "human beings act towards things on the basis of the meanings that the things have for them" (Blumer, 1969, p.2). Meanings are conferred on objects, people, situations and events through a process and these interpretations are created through social interaction. "Symbolic interactionists, then are interested in understanding how these interpretations are developed and used in specific situations of interaction" (Jacob, 1987, p.2).

To actually understand behaviour and actions, we must first understand how individuals define their world and how these definitions are manufactured (Bogden & Biklen, 1982, p.33). Blumer (1969) contends that:

...the actor selects, checks, suspends, regroups, and transforms the meanings in the light of the situation in which he is placed and the direction of this action. Accordingly, interpretation should not be regarded as a mere automatic

application of established meanings but as a formative process in which meanings are used and revised as instruments for the guidance and formation of action (p.5).

Although symbolic interactionists are interested in covert behaviours and points of view, they are also interested in how these behaviours and points of view develop (Jacob, 1987).

The assumptions within symbolic interactionism provide the conceptual framework for this study - seeking the teachers' point of view within a certain situation, and understanding how that point of view is developed and finally, how these individual interpretations of the meanings of global education in this case, actually affect classroom behaviour.

Symbolic interactionism is useful in the study of educational issues because it provides "models for study of how individuals interpret events and people in their lives and for study of how this process of interpretation leads to behaviour in specific situations" (Jacob, 1987, p.31). Because symbolic interactionism focuses on describing process and understanding behaviour, this perspective favours non-experimental design for research - i.e., description and explanation are sought as opposed to prediction based on cause and effect (Merriam, 1988, p.70). Bogden and Taylor (1975) see the goal of symbolic interaction as "formally identifying themes to construct hypotheses (ideas) as they are suggested by the data and ... to attempt to demonstrate support for those themes and hypotheses" (p.79-80).

With this approach, the researcher becomes the primary instrument for data collection and analysis. Blumer argues that the most appropriate methodology for investigation of the social world would have to be an ethnographic one which would allow the researcher to observe "individuals in their ordinary, everyday, natural social setting and to record their accounts of what they are doing" (Hitchcock & Hughes, 1989, p.32). Data is collected primarily through the use of autobiography, case studies, interviews, and participant observation.

The analysis of data is inductive in nature, in that concepts, hypotheses, and generalizations, will emerge from an examination of data. Glaser and Strauss (1967) developed procedures for generating theory from data otherwise known as grounded theory. "Grounded theory involves the researcher developing theoretical categories to organize data and then revising the categories to fit new data" (Anderson & Burns, 1989, p.74).

Sample

Because of my own training in secondary education, the study was focused on Global Education at that level. Global Geography was chosen as the context for the study:

- 1) because of its global studies categorization in the provincial system;
- 2) because it was the only global studies course offered in this particular school system during the span of the study; and 3) because of personal interest in the

discipline.

The selection of the teacher sample for this study was purposive. "Purposive sampling is based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most" (Merriam, 1988, p.48). The sample consisted of two grade 12 classroom teachers of Global Geography from two separate schools. Both teachers were teaching the course for the first time. Neither had been involved in any aspect of designing or piloting the course.

The names of the two teachers selected to participate, were provided by the curriculum supervisor at the local school board who gave the researcher a list of teachers teaching the course during the current school year. Although the course was offered province-wide, logistics made it necessary to limit the sample within the same school district.

The two schools, in which these teachers worked, catered to a mix of students from upper, middle, and lower income urban neighbourhoods. As well, both schools were comparable in size with respect to student population and teaching staff.

Data Collection

The bulk of the data for the study was gathered using interviews and direct observation. Prior to collecting this data, permission to do so was sought from and given by the school board, the principals of the two schools, and the teacher participants. (See Appendix A for sample consent forms) It was not necessary to gain the permission of students as their behaviours were not being studied.

A series of one-on-one audiotaped interviews were conducted with each of the two teachers during the six week period. Interviews were scheduled in regular time slots each week for which every effort was made to accommodate the teachers' agendas and obligations. Each interview was slotted for one class period at a time (sixty-five minutes), however some lasted longer, while others were cut short due to unforeseen circumstances on the part of the teacher. When this did happen, both teachers were very accommodating in rescheduling and resuming the interview at a later date. Teacher A, Joe, was interviewed 6 times, for a total of 5½ hours; teacher B, Bill, five times for a total of 5 hours.

A standard list of questions was used during the interview for both participants to facilitate discussion and the emergence of information (see Appendix B). Although certain information was required from both teachers, it is important to keep in mind that these questions served primarily as guidelines so that the open nature of the

interview could be maintained to allow me, the researcher, to explore emerging themes during the interview sessions. Following each interview, I reviewed the taped information noting evolving concepts and any other points of interest or of clarification for the next meeting.

The human element is, of course, central to any interview process, however, in an effort to "minimize gross distortion", I made every effort to remain neutral and non-judgemental during the sessions (Merriam, 1988, p.75).

Within the same six week time frame, observations were conducted in each teacher's global geography classroom. Because I was interested in how teachers' perceptions actually affected their classroom actions, observation made it possible "to record behaviour as it is happening" (Merriam, 1988, p.88). I observed each teacher nonintrusively three times a week for one month (for a total of 12 classes). Bill taught only one global geography class so there was no need to choose which class to observe. Joe, however, taught two separate classes necessitating a selection. This process was simplified because one of Joe's classes had a scheduled period in the same time frame as Bill's. So as to be able to attend all periods for both classes, I chose the group with no conflicts.

My initial intention was to observe a unit of study common to both teachers however circumstance (timing and differences in the teachers' approaches of the course) did

not allow for this. In carrying out the observations, I used as a beginning guide a checklist presented by Sharan Merriam in Case Study Research in Education: A Qualitative Approach. This checklist included elements such as the setting, the participants, activities and interactions, frequency and duration, and subtle factors.

Notes were taken for each class observed using as much detail as possible. Using hints from Taylor and Bogden (1984) and Merriam (1988), my field notes consisted of descriptions of the setting, the people and activities in the classroom, some direct quotations or at the very least the substance of what was said. Finally, I made my own comments as an observer. Following each observation session I reviewed the notes, making additional comments, noting points of interest, and clarifying information for myself. As well, I highlighted areas that I wished to explore with the teacher during subsequent interviews.

Although it has been suggested "that the stability of a social setting is rarely disrupted by the presence of an observer" (Reinharz, cited in Merriam, 1988, p.96), I made a conscious effort to remain sensitive to any possible effects that my presence might have on the teachers and even the students. To this end I attempted to be unobtrusive as possible by ensuring that I arrived early to class and was in my seat with all items ready to go for taking field notes when the bell rang. As well, I was careful to sit in the same seat during all classes so that after the first session students and the teacher took little or no notice of me. Prior to beginning any observations, both teachers were

made aware that my observations were not to be evaluative in any way and that I was simply there to observe their presentation of the course; looking at the reality of the course without making judgements about the competency of the teacher.

My own perspective of the observer is reflected in Guba and Lincoln's (1981) statement: "In situations where motives, beliefs, and values direct much, if not most of human activity, the most sophisticated instrumentation we possess is still the careful observer - the human being who can watch, see, listen ... question, probe, and finally analyze and organize his direct experience" (p.213).

The last aspect of data collection involved the compilation and analysis of the relevant documents; curriculum guide, the textbook, lists of available sources, samples of teachers' lesson plans, student handouts, student assignments and tests.

Internal Validity

One basic assumption in qualitative research is that multiple realities exist in the world and that these realities are multidimensional and ever-changing (Merriam, 1988). The researcher within a case study is interested in portraying the reality of an event or situation as it exists for those in it. Merriam shares Lincoln and Guba's (1985) view of validity in qualitative research - "Judging the validity or truth of a study rests upon the investigator's showing 'that he or she has represented those multiple constructions adequately, that is, that the reconstructions ... that have been

arrived at via the inquiry are credible to the constructors of the original multiple realities'" (p. 296).

In an attempt to ensure internal validity, triangulation (collecting data using more than one method: interviews, observation, and relevant documentation) was used to confirm findings.

Reliability

"With qualitative research, investigators are concerned with the accuracy and comprehensiveness of their data. They tend to view reliability as a fit between what they record as data and what actually occurs in the setting under study" (Bogden & Biklen, 1982, p.44). Merriam (1988) argues that the word reliability defined in the traditional sense does not accurately apply to qualitative research. Based on work by Lincoln and Guba (1985), she suggests "that rather than demanding that outsiders get the same results, one wishes outsiders to concur that given the data collected, the results make sense - they are consistent and dependable" (p. 172). Extensive field notes were taken and interviews audiotaped in an effort to ensure reliability in this case study.

External Validity

Generalizing the results of a single case study does not make a great deal of sense if one views external validity in the traditional way. There are a number of

reconceptualizations offered to replace the traditional notions of generalizability that reflect the underlying assumptions of qualitative research (Merriam, 1988).

This researcher views the external validity as reader or user generalizability. The degree and extent to which findings in the study apply to other situations is up to the people in those other situations (Wilson, 1979). In order to assist the reader in generalizing the results of the study, I have provided a detailed description of the study "so that anyone else interested in transferability has a base of information appropriate to the judgement" (Lincoln & Guba, 1985, p.124-125).

Data Analysis

My goal for data analysis was one advocated by Taylor and Bogden (1984), "to come up with reasonable conclusions and generalizations based on a preponderance of the data" (p.139). Although data analysis is being described separately from data collection, some analysis was carried out during the collection phase of the study. Analysis at that time occurred as I reviewed each audiotaped interview following a session in order to establish points of interest and further investigation. This type of analysis helped in giving the study direction and although it involved a degree of speculation, it did enable me to formulate working hypotheses and to direct attention to particular data. This was done in an effort to refine and possibly verify speculation. The same analysis was carried out with classroom observations.

Jacob (1987) describes this early analysis ... "in these early efforts the researcher plays with the data, relating observations to one another, developing new concepts, and linking these to ones in literature" (p.30). Using a symbolic interactionism framework, Schatzman & Strauss (cited in Jacob, 1987) suggest that the notes made in these early stages will then be "linked and expanded into longer analytic memos for increasing conceptual development" (p.30). They say, as well, that the process will continue throughout the collection of data well after until it results in some "guiding metaphor, general scheme, or overall pattern for data analysis" (p.30). It is this process I attempted to follow in analyzing data for this study.

Following the collection of all data, the tapes of the interviews were transcribed in full and then reviewed by me for accuracy of transcription. Once all transcriptions were complete, I used these, along with field notes from observations and the documentation collected, to begin a more formal analysis.

Initially I reviewed the research proposal in relation to the data because it was those questions posed in that proposal that shaped the nature of the inquiry. Data was then sorted into categories which were derived from patterns found in that data. Bogden and Biklen (1982) call these coding categories and describe them as a "means of sorting the descriptive data ... so that the material bearing on a given topic can be physically separated from the other data" (p.156).

In developing categories from the data, I used Guba and Lincoln's (1981) guidelines. First I considered the frequency with which something arose in the data in that it may indicate something important. Secondly, I considered my audience and how they might view something as relevant. Third, I looked at data that seemed to be unique and needed to be considered further.

The final phase of data analysis involved theory development using an inductive process. Glaser and Strauss (1967) offered the framework for developing theory through their methodology of grounded theory - "the theory is grounded in the data and emerges from them" (Merriam, 1988, p.142).

Overall, the research methodology is designed to understand the two teachers' worlds; how their perspective of beliefs and behaviours are modified by their interactions in the classrooms. Thus, within this descriptive study lies the opportunity to unearth what may exist beyond these two teachers' statements and actions.

CHAPTER 4

CASE DESCRIPTIONS

Case One

An Introduction

On first entering Joe Cooper's (a pseudonym adopted to ensure anonymity) classroom, one gets a sense of history. The room is lined on one wall with shelves filled with papers, books, files and boxes, many that have obviously been there for some time. The other walls are filled with posters (mostly against drugs and alcohol), and yellowed newspaper clippings. In one corner of the room, near his desk, is a large rolodex of maps. Boxes of paper are scattered around the room.

Joe has been teaching for 27 years, many of those years in the same school, so it is natural that this classroom would bear his personal stamp. After graduating in 1967 with a Bachelor of Arts (major in history/minor in sociology), Joe planned a career in teaching. Because of a teacher shortage in the province at the time, an emergency program allowed him to attend summer school for six weeks then to begin teaching that September with a TC4. After attending university part-time (10-12 summer sessions) Joe reached a TC7, the highest level attainable with a B.A. Joe felt that he was satisfied with his education and did not feel the need for additional "initials" after his name.

During his career Joe has taught a range of courses including grade 8 geography, grade 11 Physical Geography of Canada, and Modern World Problems. Because of the number of geography courses he has been required to teach over the years, and his view that he did not have enough experience in the discipline (it was not offered during his university years), Joe decided to take additional geography courses as part of his upgrading to a TC7.

This particular school year, Joe was assigned two Global Geography courses, two Sociology courses, and one grade 10 Social Studies. Of the two Global Geography classes, one group was chosen for observation over the other simply to accommodate both Joe's and the researcher's schedules. This group consisted of 12 students although 15 were registered.

Interviews with Joe were conducted in his classroom during times when he was not scheduled to teach. Much of this time was punctuated with interruptions such as speaker announcements, students wanting to use the classroom for lunch or for guitar practice, and other teachers looking for something from Joe's room. All observations were carried out in the same room during which time he taught two units, Urbanization and Global Solutions.

The Observed Curriculum

The first unit of observation was on Urbanization. This chapter on Urbanization treated the following topics:

- What is a city?
- The Growth of Cities
- Urbanization in the Third World
- Land Use in Cities
- Problems and Solutions in Cities
- Social and Economic Contrasts in Cities
- Living in Cities

(Dunlop, 1987)

Joe indicated that he covered the chapter in total as well as adding outside 'stuff' such as exercises on the growth of cities and discussing the importance of industry in city growth.

During my first day of observation Joe returned corrected tests along with copies of the test questions (See Appendix C) to his students. In the previous weeks, he had covered Cristaller's theory and had done exercises with the students on the importance of basic and non-basic industry. When reviewing the test questions, he scolded the students for doing so poorly on the question involving basic industry, pointing out that he had told them in advance that such a question would be on the test. He stressed to the students that he really wanted them to have an understanding of the concepts involved in this topic, not the math. However, he seemed to belie his statements by taking a significant amount of time going through the mathematical calculations.

Other areas of content included in this unit were theories of settlement (concentric zone, sectional, and multiple nuclei), patterns of cities in the western world (clusters, sectors, concentric) and patterns of industry.

Urban land use was discussed in some detail including an exercise ranking the percentage amounts of land used for various purposes. In the exercise Joe asked his students to rank land uses such as transportation, industry, commerce, institutional, recreational, etc. To do this he had the students work in small groups. They seemed to have difficulty completing the rankings so in the end Joe finished the exercise himself on the board. As with much of the unit content, Joe used the immediate environs as the example for the urban centre. During the lessons on urban land use, Joe took one class for a slide presentation on tram cars. His slides began with a photo of a paper carrying information on the VE Day Riots when sailors stopped street cars. He showed a number of slides showing street cars in general. The presentation concluded with slides of a more recent period showing industrial land use in the region.

Joe was able to tie all this in with the current topic by following the presentation with a discussion on how changes in technology (from tram cars to tires) can increase city growth. Joe freely admits that he loves to show these slides, in particular the tram cars. He mentioned them at least once to the students during each of the four classes prior to the presentation. As well, during an interview Joe commented very excitedly,

"Oh wait till you see my slides." When I asked if he was referring to his slides of the tram cars, he replied in the same tone, "Yeah, my tram cars!" Joe felt justified in showing these slides. "...so I could go and introduce my tram cars in the pool of global geography and others would say what...is that; what's that got to do with it? But to me, it's showing that, not maybe much like global but urbanization, the change, the evolution and transportation...."

In most of Joe's teachings and discussions on the concepts of urbanization, such as urban growth, urban sprawl, and urban renewal, he used local examples. His opinion was that "if we are going to talk about urbanization, we may as well talk about someplace we know about." He felt that is what the students want: "I think we have to see what the students, what they want. I don't think every day, 'just negate the local scene, and local city'...That, to me, would be global, coming back always to where we are, to what we know...."

Later on in the interviews, Joe admitted that although he has a very broad definition of global ("if it was here (points to globe), it's global"), he felt that he would have liked to take a more global view of urbanization:

...I really feel where I lacked in the urbanization...global, is talking about other cities. I really felt when I was going on, I would really like to do more on that; study Paris, Berlin, Syria.

However, he admitted that he tended to stick to local things because he knew local history and geography.

Although Joe was dissatisfied with the extent of his efforts to bring a discussion of other countries into his teaching, his intent to do so was certainly present. On the subject of urban sprawl and the resulting influx of automobiles causing air pollution, he used cities in Canada, the United States and Mexico as examples. He also pointed out to students that the examples of local urban renewal could apply to any city in North America. As well the examples of urban growth could be typical of growth in both first and third world cities, although he did not supply any specific examples.

As part of the unit Joe covered population growth and the growth of cities. To understand the importance of population growth in relation to urbanization Joe gave his students an exercise which required them to:

- 1) locate each of the 28 cities given on a world map and
- 2) calculate percentage changes in populations for each city between 1980 and the year 2000 with the data that was given.

Once the calculations were complete the students were to answer a series of questions.

Examples of some of the questions are as follows:

- How many cities are there with 10,000,000 people or more in 1980 and 2000?
- List the 5 fastest growing cities and circle them in red. Make the dot on your map red.
- List the 5 slowest growing cities on the table and circle them in blue. Make the dot on your map blue.
- Draw a conclusion from the answers in #5 and #6 regarding the rate of urbanization in developed countries and less developed countries.

Although this exercise presented the potential for Joe to discuss other countries in relation to Canada, he chose to spend the time allocated for the exercise going over the math needed to make the calculations. He felt that by doing the exercise completely, the math should come more easily to them. Joe allowed them class time during three classes over the week to work on this exercise but chose not to go through the questions and their potential answers in more than general terms. His conclusion from the exercise was that the fastest growing cities were located in the third world and the slowest in the first world.

In a lesson on the importance of transportation, Joe included various rivers throughout the world including the Nile, the Mississippi, the Tiber and the St. Lawrence. He also took the opportunity to teach some geographical terminology such as estuary, river 'mouth', cuspid, and bird's foot delta.

In concluding the chapter Joe reminded the students that they would be tested on the chapter on Urbanization the following week and that they should be sure to read the textbook in preparation.

The second unit of study that was observed in Joe's classroom was "Global Solutions". Because the school year was drawing to a close, Joe was very pressed for time and had only two periods in which to complete the chapter "Global Solutions". Joe addressed issues from the importance of women in agriculture and organizations

that provide foreign aid to diseases in the tropics.

As a lead into Global Solutions, Joe showed a film, "The Hand That Feeds the World" which deals with women's involvement in the food cycle both in Canada and the third world. The film was given to him by the Home Economics department. He introduced the video with a brief lecture on the importance of women, joking with his students (10 of 12 are male) that he was not talking about their girlfriends or wives, but about their importance in agriculture especially on Canadian farms. Finally, he suggested that perhaps "we are talking to the wrong people" when we "go down there and try to help them", referring to Canada's agricultural aid programs in developing nations. The film provided statistics on Canadian women working in food production and explanations and/or definitions of commodities, cash crops, cash-based economies, hidden and unpaid labour, food scarcity and finally, agribusiness.

As a debriefing, Joe asked his students to orally summarize the film. One student's succinct reply was "women do all the work." Other elements of the discussion included problems with food distribution and how students felt that it went to "people with money". With this, Joe gave examples of how agriculture, as a business, deals with food surpluses (i.e., destroying surpluses of food to keep prices from falling).

During a question and answer session with students, Joe looked at foreign aid as a solution to global problems. Issues such as long-term and short-term aid were

considered. As well, a short discussion was held on CIDA (Canadian International Development Agency) and NGO's (non-governmental organizations) such as the Christian Children's Fund.

Joe brought up cash crops again using Colombian exports of coffee and drugs as an example. He continued from there to the issue of education and "what should we teach?" In his view, "we want to teach them to read and to be doctors." This followed with a question asking students to explain long-term and short-term aid. Students offered Canada's assistance during floods in India as an example of short-term aid and sending teachers to the Gambia as an example of a long term solution. From there, food production was discussed again, in particular, its importance in Canada. Joe noted that it was the same in third world countries. "If we are going to help the third world, we need to help them in all these things". (i.e., the cycle of food production). In support of his opinion he quoted, "give a man a fish and you feed him for a day; teach him how to fish, you feed him for a lifetime." Following this Joe lead a discussion on the problems associated with the green revolution and on the best way to educate people in the third world (i.e., the radio). He then reinforced Chapter 8 (Global Solutions) in the textbook, suggesting that students read it if they wanted to know more.

Finally, he moved into the subject of diseases in the third world which sparked interest in his students; many noticeably sat up in their seats, eager to discuss the

details and symptoms of malaria, sleeping sickness, river blindness, parasites, and leprosy (especially leprosy!). Joe pointed out to students that the lack of money was a major deterrent in fighting these diseases as well as AIDS. He stressed that the UN "tries to make people live better," by putting in latrines and dams, by immunizing people against polio, smallpox, and TB, and by designing wells to provide clean water. This led to a short section on ORT and GOBI which he felt was the single most important thing for saving lives. He noted that 50% of diarrhea in the world would be gone with clean water which in turn would decrease infant mortality then made the connection that "maybe they would have fewer children".

The last few minutes of class time were spent on explaining ground water, pump wells, and artesian wells - with an anecdote of a missionary friend who dug wells in Africa. The wells were not a success because they were too expensive to maintain.

During these last two classes, Joe kept a tight rein on the discussions because he was pressed for time. Although the students showed a marked interest in the topics under discussion, it was difficult to determine if this was a sincere interest or the result of excitement over the impending end of the school year.

Discussion of Curriculum Choices

The previous section described in some detail the curriculum and instructional choices made by Joe in covering units of Urbanization and Global Solutions. To fully

understand the implications of these choices for curriculum planners requires one to delve further...why did Joe make these choices?

Joe, like most human beings, proved to be a very complex person. As well, his teaching, as a professional, "is complex, demanding, and uniquely human" (Clark and Peterson, 1984, p.273). This level of complexity in both Joe and his craft, makes it impossible to say that Joe's curriculum choices are solely a result of any single influence such as his definition of global education.

During the interview sessions, Joe provided some very explicit reasoning for his curricular and instructional choices in the Global Geography program and in particular in the chapters taught during my observation time. On the surface, it appeared that many of his reasons had nothing to do with his perceptions of global geography or of global education. Closer examination seemed to indicate that a deeper understanding of the impacts on Joe's life was required to truly understand his choices. Research in teacher thinking and decision-making shows that teachers not only are influenced by their beliefs and theories but also by the context in which they teach i.e., the real classroom (Roehler, et al, 1988).

a) The Choice of Textbook

At the beginning of the school year, Joe made a major decision that affected the content of the course for the entire year. This decision was influenced by both

external and internal pressures. During the first month, Joe attempted to follow the guide as best he could with the time and resources he had on hand. Even then, time, or the lack of it was a concern:

See, I did the Fragile Planet and I finished it, and I stuck to it and I did it. Then I did it. Then I did not. Then all of a sudden, between Unit 1 and Unit 2 another teacher who teaches this, we decided to go out and speak to other teachers who are teaching this global course because it's so vast....

In trying to follow the guide, Joe felt he was forced to make immediate choices. "I mean there are fantastic things (topics in the guide) and they're suggesting that the amount of time, like two or three weeks. That's all very nice and they're going to say, 'well, you can be professional enough to pick out what you want'. Well, I decided, yes, I'm going to do it".

Joe picked out a couple of things from each section in the unit based on his own comfort level, and availability of resources, leaving out items that he felt the students may have had in a previous geography course. Although he felt prepared to go on with the Unit, he expressed doubts about his ability to do so in the time provided. After discussions with the one other teacher doing the course in the school and teachers of the course in other schools, Joe decided to use the textbook as his guiding framework for the course.

So, aside from acknowledging some of the aims of the global education course, and striving to teach some of the skills espoused within, Joe did not use the guide book in

teaching these two units:

We pretty well stuck to the guide and then realized that the guide was making all these suggestions and giving us time periods and giving us things, so we decided we wouldn't stick to the guide as was given. So we went and made some inquiries and discovered that teachers who were teaching this in a previous life or previous years had put aside the guide and stuck to the textbook. So we came back feeling that's what we could do.

Joe felt justified in making this decision because he and his colleagues were doing this course for the first time and felt lost; so if teachers who had been teaching the course during the piloting process in the previous two years were sticking to the textbook, he certainly could. As well, Joe and his colleague hoped to parallel their classes and have a common exam. "So, we decided to stick close to the book...make the book the centre."

In further discussion on this topic it seems that not only did Joe feel somewhat lost with the program, there was also an element of fear about the nature of the course. "... the idea of global frightened us and how much we were supposed to stick to this (the guide) and we were told by two different school teachers that what they do is that they stick to the textbook and they refer back to this [the guide]."

On the surface, then, Joe's selection of the textbook as the guiding force for the course seemed to be influenced by four factors: time constraints; inexperience in the subject area (global geography); a need to parallel course material with a colleague; and the fact that other teachers were using the book as a guide. His comments during

the interviews indicate however that there were internal issues at play in Joe's decision to use the textbook as his primary resource for the course. It is possible that one influence on this choice was Joe's view on 'global' and 'global education'.

b) Perceptions of Global Education

The fear that Joe expressed of "global" may stem from a vague unstructured personal definition, from inexperience with global education, and from his belief that as an educational premise it is a fad having very little relevancy for him in the classroom except as a way to make the students somewhat more open-minded. When asked, "How do you define global education?", he did not hesitate to answer. His definition was not organized in a preplanned manner but was one that developed as we spoke. His focus was on awareness and attitude. "...I think it's more of an attitude and an appreciation and it's the idea that we aren't alone. We as a people of the earth, we should be aware of things and that what one country does affects the other."

Using terms such as "planet earth" and "spaceship earth", he put particular emphasis on the need for awareness that we aren't alone. It is this idea that he wanted to stress with his students. He was not convinced that exposing his students to an issue such as the destruction of the Brazilian rainforest and its potential impact on us will actually change students' attitudes but he did feel strongly that they should at least be aware:

I don't think it changes much in their attitude, but at least they see that there is this other perception than theirs and I guess that's where I see it. I don't feel I have to change their minds and their attitudes towards immigrants or towards other countries, or towards foreign aid, or any of that stuff. I just want them to think about what you believe....that there's another side and other people see it differently.

Joe felt that this definition reflects his own general attitude towards life and not on any particular teaching, training, or reading on the subject of global education. He had attended a 'few' workshops in global geography but had no training in global education as an educational approach. He did watch a video tape on global awareness provided by the Global Education Project, but felt that, although the teaching examples it offered may be of some benefit to the primary teacher, it had no relevancy for global geography and his classroom. He was quite firm in his belief that global education as an educational approach was a short term phenomenon:

...fad...all kinds of fads. One time everything had to be Canadian Geography. Then there was the settlement geography. When they brought that to the high school, there was so much money spent on it, and the kits that were spent on it; you just couldn't do it all, there was so much. That disappeared...a fad. And we've had fads in grade 10 core programs, and they come and they go. There's a new math. They were very faddy and I think this time it will pass. I don't know if it's good or bad but it's getting a lot of attention now.

Although Joe expressed negative feelings about global education in this instance, at other points he seemed to see some value in it. For example, during one interview, he felt that global education could teach students to be more open-minded towards other cultures which he considered a positive outcome. This ambivalence raises the question as to whether Joe's attitude is a reflection of his assessment of global education or a

fear of the unknown territory of teaching a course for the first time. Bethal and Hord (cited in Schmidt and Buchman, 1983) found teacher attitudes towards a particular subject can be influenced by their knowledge of the subject matter. As a result, teachers can come to rely heavily on textbooks if they lack knowledge in their subject matter (Cortes & Flemming, 1986).

Joe's notions of global education were more apparent by the absence of any focused global element in the day-to-day classroom activity. In Joe's view, global education and global geography have some vague connection but he tends to put the emphasis on the geography rather than the global. He can offer no particular definition of global geography. "Like I say, everyday you ask me, I will give you a different definition because I don't have a definition like 'a weed is a plant that grows where it is not wanted'." Global geography, in Joe's mind can be defined broadly so that anything can fit into its realm. "I can infer all kinds of global geography to whatever's done, but to have in my mind all the time 'this has to be global', I would find that very difficult." "When you consider...what's global?, you can twist anything as I say."

Joe's attitude seemed to reflect his negative opinions about global education but his expressed doubts about his ability to make his course more 'global' suggests that had Joe felt more secure with global education and global geography, it is possible his attitude might have been more positive.

c) Structure and Student Characteristics

Because of a seemingly unstructured approach to the 'global' aspect of the course, the textbook provided the structure and guidance Joe felt were necessary for the course and for his student. Although Joe did not follow a strictly laid out lesson plan, he needed to have concrete topics to present to the students each day. On the day prior to class, he would outline the material needed to be covered, then review any necessary notes. These notes on various geographical topics had been accumulated during Joe's teaching career and were used as an additional resource to supplement the textbook. The notes acted as his guide for the class. Though he attempted to be flexible, there existed an underlying structure to his classes as evident in his carefully monitoring of class time spent on various activities for each class:

I try not to have a full class, either be an all lecture or all seatwork or all whatever and so if I can break it up in itty, bitty pieces, that's my intent but sometimes it just doesn't happen because you go in with a bright idea and sometimes it falls flat on its face.

This suggests that Joe liked and needed structure in his class but accepted that his methods did not always work. In his own opinion, his teaching methods have changed little over the years. Some of the teaching methods promoted in the course guideline and more generally in global education such as groupwork, made Joe uneasy. For example, he has attempted to and would like to do more groupwork but claims, "I am still not comfortable enough to say well I'm going to have them work in groups no matter what". Besides his own comfort level, Joe feels that the students are not quite

ready for groupwork:

So, its not just simple - like the students think, 'groupwork, oh good, only one person has to do it', and so we've got to change that...that's like when I try to get them to do in class, where they're doing these land uses, to come up with a group response. Not simply tell me that two people in the group said, 'now this is number one'....I want them to come up with a group answer which would mean that we forced them to discuss...but these kids, you know, they want to take the least effort so they're not...I mean, I have tried other ways in my sociology class, to try to get a couple of different responses and get them together and they would just exchange papers you know. I would like you to do one question, you do another and I'd teach you my question, you teach your question, but that's what it's suppose to do; we just trade. I copy yours, you copy mine. So that methodology is there. I guess what I'd like to see happen but the students aren't ready for it...for this group work.

He also felt that these activities took too much time with no guarantee of the students actually learning anything indicating once again the pressures of time constraints.

Even though Joe espoused some of the values of global education like global awareness and felt that he'd like to promote this in his students, he still had traditional expectations - i.e., he needed to see very concrete results from students as indicated by his evaluation methods. For example, in tests, Joe tended to stick to short answer questions which required very specific content within the answer. (See Appendix D for sample test)

This desire for concreteness and structure was reflected in what Joe perceived as benefits in using the textbook as the focus of the course. Joe stressed to the students the importance of reading the assigned chapters. "...and I stuck very close to the textbook because they could then read. I think if they don't use textbooks, there's no

reading for them to do. There is no assignments for them to go home and read and interpret. So, I think we...textbooks should be given more emphasis."

This stress on the textbook and his reluctance to use more innovative instructional methods reflected Joe's opinions on the academic levels of his students which he considered to be low. From Joe's point of view, their academic levels ranged from a "few very good...but low; most of them would be the general student quality, not academic." He qualified general as "non-university material". Joe believes that the students are not really interested in more untraditional activities in the classroom such as groupwork and oral presentations. This lack of enthusiasm was evident to him when he attempted to have students orally present a project. In his view, the quality of the presentations was very poor, indicative of the academic levels of the students. He felt that perhaps he was expecting too much from the students in this particular class. "I expected too much...I expected them to know. My sociology in grade 12, there's no problem and because this is grade twelve, there shouldn't be any problem...but, obviously there was".

He has been frustrated by his efforts to delve deeper into the realm of 'global' geography and 'global education' with its related issues and concepts. He assigned a project for his students that he had hoped would do a great deal in building their awareness of other countries as well as Canada. The project required students to work together in groups of two or three and compare Canada to one other country

(preferably a developing nation). The selection of the 'other' county was left to each group as well as the points on which comparisons would be made. The completed projects were then to be orally presented to the rest of the class on scheduled dates.

Joe offered some guidance to the students by suggesting points of comparison and ways to actually present their findings. Another project on land reform was offered to the students as an alternative but all the students in the observed class chose to do the comparison and presentations. Upon discussion of the projects, Joe expressed disappointment in the outcome of the assignment that he had hoped would really excite the students. "...because I hope that whatever they did would make them more aware of some of these places. But it didn't go over nearly as well as I thought. I thought they would be enthusiastic and jump up and down and say 'hey, but did you know that...'".

He felt that he simply expected too much from his students and that one of the major impediments to their lack of enthusiasm for the project was their having to present the information orally. But, in his opinion, he maintained that in the end, the project was important and did teach the students some skills:

So I think they learned how to use the PC Globe, how to work together, all kinds of stuff and I think in some courses they just would have passed it in, signed their names on it and that would have been the end. They never would have presented and in the past, I think that was the way we used to do it. Now we're asking them to present it. So I think we're advanced in that way.

d) Resources

With each unit of the guide, relevant resources were suggested for both teacher and pupil. However, Joe did not have many of the resources, nor were they readily forthcoming from the school board. Therefore, the textbook provided an easily accessible resource for Joe. With so much material to cover from the guide, and so few actual resources, the textbook not only provided the outline for the course, it was also easily accessible to his students. Joe didn't have transportation during the school day so he felt it was impossible for him to make use of available community resources.

Partly due to the lack of new resources and partly because of personal preference, Joe admitted to a tendency to fall back on previous years' materials as a source of additional content and resources. He placed a great deal of importance on his own knowledge and experience as a teacher and this has affected the nature of the course. "I think maybe because of my background for settlement geography for so many years is that I'm falling back on that rather than going ahead with this global geography course. But I mean, so maybe next year, I'm sure of what I do; I would maybe concentrate more on the globalness and my own awareness and drop some of the stuff I've been doing on..from my past."

Joe thought that there was a potential for crossover from sociology because he

believes there is a human element to global and settlement geography which allowed for this. This, of course, had an appeal to Joe as he was teaching both these courses.

He said:

You know in this type of geography, you can talk about the slum landlord and how really, he's not such a bad guy after all. He's just a guy who gets beat up old houses. So you can talk to the kids about that, but it's geography. It's Urban Geography. Then they understand well, 'Yeah, the guy's just making a buck.' I mean he didn't build it as a slum, he just has it, if people want. So, that sort of thing is sociology and it's also geography.

e) Views on Career and Professionalism

It is possible that both Joe's curricular and instructional choices might have been different had he been at a different stage in his teaching career:

...because when you're starting off, you have nothing to fall back on; you have to re-invent the wheel, you know, you have to build up. So I would be concentrating on what I have and building on that rather than what I had...A and B and always back to the trough to see what I can use because I've got this and I'm familiar with this and I'd like to use it if I can. When you first start off, there is no trough. You constantly have to work so I would say it would be more centred, more global geography centred, if I didn't have these other things.

Joe's professional timeline became a consideration as he was considering an early retirement (in '96) resulting, by choice, in limited efforts devoted to a new course. "I teach five classes, two of them are global. So I don't have my whole day to put on this to make...to say, 'what can I do to make the class better today' I have to sit there and say, 'well, this is how much time I'm willing to put on this course for this time."

Joe placed great importance on teacher autonomy and professionalism. Because of this belief in autonomy and a strong sense of himself as a professional, his own interests played a significant role in his choices. "You know, I'm in the classroom. I have to do the best I can with what I've got and that's what I'm doing. I'm not really thinking would they approve or would they think this is alright."

These underpinnings of professionalism and autonomy and his opinions blend together in influencing Joe's decisions in the classroom:

I don't want them to come in and show me how...I have my own ideas on what global is. I'm a professional. I try to but at the same time, I don't start off the day and say, 'what exactly am I going to do in this class that is global?' Global things happen. I mean I don't negate global and I think when we start the year, we try to even go with the impression that we should try to bring as much global awareness and global in studies. But as far as making the whole class centred around globals; I don't think you can do that...I'm the one down the line who has to decide what I'm going to do and if they put their two interests in or all their interests; no it doesn't interest me, and if it doesn't interest me, I can't interest the students.

Joe might be apt to agree with Clark and Peterson's (1984) review of a Report by the National Institute of Education which presented an image of the "teacher as a professional who has more in common with physicians, lawyers, and architects than with technicians who execute skilled performances according to prescriptions or algorithms defined by others" (p.256).

Joe was satisfied that he was fulfilling his obligation to his job based on what he has set as his goals. "I feel I'm fulfilling my contractual obligation by not teaching French

or not teaching grade 10; I'm fulfilling the topic, but with my own interests."

f) Goals for the Course

Joe's goals for the course reflected, in principle, some of those stated in the curriculum guide. He did not consider content in itself as his only end goal. "My own goal is when they finish this year, they will have a core knowledge of the world and the things and the people." He would like his students to be aware of other countries and Canada's relationship to these other countries. "I want them to be aware that there is a relationship between what happens to us and what happens to them, other countries...that there's more to the world than just themselves. I mean it is more than Canada, you know." He reinforces this desire by describing a situation from class:

For instance, today in class, we were talking about the next chapter dealing with social problems/solutions and so I threw out 'what can we do?' What can the government do and of course there's always one student who said we should look after our own first. You know, then we talked about that for a while. Well, if somebody in Canada is in trouble, there are agencies available. They have to swallow their pride...but nobody is going to starve to death in Canada. Where other countries they could. So, I would like to see them become aware of stuff like that.

But making them more aware does not necessarily mean making them more involved. Joe saw his role as an informer but "not to take responsibility for it." He wanted to see his students have goals but they didn't have to be his. It was a matter of choice for students at this level but he felt he could try to set an example by his own actions; for instance, his family's sponsorship of a foster child. When asked if he would like

students to take actions on issues raised in the course, he replied: "I guess, but (I'm) not judgemental...for instance it's the idea that these (actions) are available; maybe you should take advantage of them, and if you don't, that's their choice."

An example of Joe's approach to increasing students' awareness deals with the basics - identifying where other countries actually are on the world map. On my first visit to Joe's class, the students were given an exercise on doing just that. The students were given handouts containing a map of each continent. Each country was numbered, for example Brazil was #7, South Africa , #82. Throughout the year, Joe would randomly choose 30 countries then give students fifteen minutes to identify the corresponding numbers on the maps. Joe believed he was trying to meet the goals specified by the curriculum guide for the course and although he felt he was not completely successful, he was doing the best he could. His feelings of doing the best he can under the circumstances were reflected in his statement, "so it may not be good, but it's not bad. You know, it may not be as good as they would like but it's not bad."

Case Two

An Introduction

Because it was a shared room, Bill MacDonald's classroom had a distinctly impersonal feel. Aside from a CIDA world map posted at the back of the room and classroom copies of various textbooks located on shelving against the far wall, there was no personal "stuff" belonging to Bill in the room and very few items in the classroom indicated what courses were taught within its walls. The seating arrangement was organized in a traditional manner with tables facing the teacher's desk and a chalkboard at the front of the room. Because of the use of the tables instead of desks, students shared the seating space which did lend to an air of informality.

Bill received an undergraduate honours arts degree at Waterloo Lutheran (now Wilfred Laurier University) with a major in History. Although he had no declared minor, he felt that if he did, it would have been geography. Bill then completed a one year education program at the University of Western Ontario. There, he specialized in methods of history and geography.

Bill's teacher training was a very positive experience; he really enjoyed the program particularly because many of his professors were ex-school teachers. He felt that this gave them a lot of credibility; for example, his geography professor had written a

textbook being used in a school program at the time. In his opinion..."teachers were tuned in...", explaining that he felt that many teacher training programs, other than his own, were "too divorced often from what takes place in the classroom".

Bill had been out of school for ten years by the time he returned for further studies and he found that a lot had changed in that time. In his day, at school, "it was go through the textbook". Because he liked his teacher education program and because it was different than his own school experience, he believes that over the years, he has used a lot of what he has learned during his training.

He did find it difficult to sum up his teaching experience after 25 years i.e., he had both good days and bad days. "Ask me what day and I'll tell you." During these 25 years, he taught 23 years at one high school then transferred to another nearby high school. In that time, he taught all levels and areas of high school Social Studies as well as English and Science (Oceanography). In the current year Bill's teaching load consisted of two sciences, two grade ten history (one academic and one general) and one global geography course. He found little overlap in courses so essentially he felt he taught four different subjects.

In addition to his teaching responsibilities, Bill was a board member on the local ratepayers association. As well, he had just finished volunteering with the National Council of Geographic Education – helping to organize an international conference

that took place locally. As a result of this, he became involved with a Provincial Fund for Geographical Education. This fund received \$5000 from the National Council of Geographic Education. His role along with others in the group was to decide how to disperse funds to promote geographic education in the province.

Interviews with Bill were carried out in a teachers common room. There were occasional interruptions from other teachers entering and leaving the room but otherwise the interviews were not disrupted. Observations were conducted of two units, Resources and Managing the World although the defining lines of these units were somewhat blurred.

The Observed Curriculum

There was a very relaxed atmosphere in Bill's classroom (students eating- coming in late). The only structured management routine on Bill's part was to take a silent roll call every day at the beginning of class. During class, especially during group work, students felt free to go in and out of the classroom; some asked permission, others just went. As well, it was quite common during my observations to have students talking throughout classtime. Bill was not at all perturbed by any of this and accepted this as part of the relaxed atmosphere that he promoted.

On my first visit to the classroom, Bill had already begun the unit on Resources. In order to teach students about energy resources, Bill decided to have students work in

groups to research and make oral presentations dealing with an energy source.

Students were required to look at:

- 1) the process to produce the particular energy source
- 2) its advantages and disadvantages
- 3) the future of that energy source

I began my observations of this group during the class allocated for the presentation of this assignment. Prior to beginning the presentations, Bill informed the students that he expected them to take their own notes as each group presented. The energy sources to be covered in the presentations were hydro, solar, nuclear, natural gas, (this group refused to present because they said they were too shy) and Biomass (Bill presented this, as the entire group was missing).

As the various groups presented, Bill commented in an aside to me that he was disappointed that only one group made a passing reference to the third world. Following the presentations, using some lecture, some discussion, and some notes on the board, Bill covered the process of production and the advantages and disadvantages of three alternative energy sources: organic material, distillation and decomposition. In all cases, he made first and third world references in a general way.

Near the end of classtime, (the last 8-10 minutes), Bill allowed students to work on homework assignments etc. Although many students didn't take advantage of this

opportunity, (they mostly preferred to pack up their books and chat), I observed that Bill built this time into the structure of all his classes.

During the second class the students wanted to work on essays that were due the following class so Bill willingly postponed his planned lesson. He suggested that anyone who had finished his/her essay could work on a new in-class assignment dealing with the Brazilian rainforest. This assignment required the students to present arguments for the following:

- 1) Why should Brazil be allowed to cut rainforest?
- 2) Why should it not be allowed?
- 3) Should Canada be allowed to complain?

For students working on the essay Bill was very helpful, providing books and articles to various students who requested assistance. Many of the materials were located in his work space upstairs in a teachers' common room, so he spent a great deal of time running in and out of class. One student jokingly commented "I think he's the one who likes to leave class."

An issue that surfaced at the beginning of the next class and then frequently throughout the observation time was the students' concern about the potential teachers' strike. After Bill attempted to reassure them, the students began to ask questions about the essay due at the end of that day. The essay topic required students to explore and examine the development, consequences and possible management of a

major resource problem (e.g. Chernobyl, rainforest) of the students' choosing. Although Bill reviewed the requirements for the essay with the students, some were still uncertain about them, for example, asking if a bibliography was required. Students were quite concerned about the essay as it was worth twenty percent of their term mark. After some discussion on the subject, Bill decided to allow this class, as well, time for completion of the essays and for work on the Brazilian rainforest assignment. To aid in the completion of the assignment, he gave the students two articles offering opposing views on the issue, and suggested that the textbook might be helpful in completing the work.

As the students worked on their various activities, Bill wandered over to me and expressed his frustration with the essay exercise. In his opinion, students have had little exposure to essay writing. They didn't understand footnotes, bibliography..."I penalize them for plagiarizing...but I think students don't even know that they're doing it". When asked what he does about plagiarizing, he said he noted it on their paper and deducted some marks. Bill didn't feel that it was his responsibility to teach essay structure, etc., although he had devoted one class to going over his expectations for the essay. As one student handed in an essay written on both sides of the paper, I asked, out of curiosity, how he resolved the dilemma of promoting the saving of paper and asking students to double space and single side their essays. He paused for a moment, then pointed out that he told student he needed that for his eyes - the

essays were difficult to read otherwise.

The following class, Bill returned to his original lesson plan. Using point notes on the board as reference, Bill led a discussion with students on two issues, fossil fuels as an energy source and the Brazilian rainforest. For both topics he directed a discussion on first and third world viewpoints allowing students to express their own opinion. In both cases, Bill attempted to draw out students by constantly questioning their comments. He eventually brought the discussion of the rainforest to the local level, writing on the board that "we have virtually destroyed the rainforests of Canada and that the number one controversy is clear cutting."

This led to another short discussion in which the issue of 'natives' and Indian reservations arose. From this point, Bill moved the discussion to international resources and in particular, 'one close to home' - the fisheries. Following some introductory comments and discussion, Bill wanted the students to define the problem, look at possible solutions to the problem, and then examine the difficulties with the solutions themselves, and finally, to consider "where do we go next?"

While the students were supposed to be working on this assignment, Bill wandered over to say hello to me. I asked what he would be doing next. He replied that he had wanted to do Industries but doubted that there would be enough time before exams, so he would move into Management (of resources) which he felt was important because

it tied into what he was doing now (resources). During this conversation, the topic of land use came up. Bill hadn't wanted to miss 'stuff' at the end of the school year, so he had covered the topic with a few models of land use. "As it is, I'm missing one section, I didn't want to miss two."

He briefly mentioned the use of themes the next year, especially if the school switched to a proposed semester system but he felt he could only do that if he knew in advance that he would be teaching global geography. "I need time to plan...I can't if I find out in September what I'm teaching".

Bill spent the next couple of classes on the topic of "the Fisheries". Again, using point form notes on the board, some lecture, and lots of question/answer, Bill led the students into taking a closer look at issues involving the Fishing Industry. He considered the issue historically (pre-1950's) and the types of technology that changed the industry (sonar/radar/factory ships), as well as the effect of increased demand on the resource caused by the baby boom. As well, Newfoundland was discussed in terms of the effects of confederation on its fishing industry. The students had many questions about pre-confederate Newfoundland. Bill veered from his original lesson plan again by giving the students a brief history of Newfoundland and why Newfoundland decided to join Canada.

On returning to the set lesson, solutions to problems within the fishing industry were

considered, in particular, quotas and establishing boundaries. Bill then led a discussion as to why these, in fact, were not clear-cut solutions. Finally, he gave the students an in-class assignment dealing with the United Nations Conference on Laws of the Sea III (UNCLOS III) saying, "I've done a lot of work, now you have to do a little." This assignment involved having the students investigate the details of the law, its legality, and the controversy surrounding it. Bill provided references for the students in 'classroom-copy only' books.

The next class began with an introduction to UNCLOS III, then led to a discussion on "What is Canada's role in the 200 mile limit" Students had some trouble getting started but after some prompting from Bill, they began to ask questions of him. The class took on more of a question/answer format rather than discussion. In many instances, the students were asking the questions and Bill was providing the answers. This issue did capture the interest of the students perhaps because of its proximity to home. During the class, questions were raised regarding setting and regulating quotas, setting and enforcing fishing boundaries. Bill tried to expose the students to varying viewpoints within the controversy by offering examples of how other countries (Spain, St. Pierre & Miquelon, Russia, and Japan) felt about the issue, for example, how Japan depends upon the oceans as a major food source, and how Spain had been fishing these waters for centuries thus refusing to be restricted by boundaries. Bill was very focused in this class perhaps due to time pressures to finish material. The

students interjected during breaks in the discussion to ask about exams, but Bill was quick to lead them back on topic. The final topic covered in this section of ocean resources was minerals and what role they played in affecting the setting of boundaries and reaching agreements for UNCLOS III. Bill briefly commented on the first/third world conflict on this issue.

In keeping with his usual structure of the class, the last 10 minutes were allocated to work on a new question under the heading Managing the World: "What role has the UN taken on trying to solve the world's problems from the ozone layer to world hunger?" He informed students the reference for this was GAIA.

In this section on Managing the World, Bill tried to get the students to explain what exactly was the United Nations and what was its purpose as an organization. On this topic, students seemed very forthcoming, giving examples of UN involvement in peacekeeping, relief efforts, and UNICEF. Bill also explained WHO and its efforts in inoculation against smallpox (he showed the scar on his arm), in dealing with the problem of diarrhea (students had trouble spelling it so Bill offered the alternative "trots"). "What people in the first world don't understand is that more children die from this than any other problem." This led to an explanation on the need for clean water.

Bill briefly mentioned FAO (Food and Agriculture Organization) and its involvement

in dealing with problems such as the desertification of Africa. At this point, one student wanted to know about Greenpeace so Bill, once again, veered from his lesson to discuss this organization with the students. On returning to the topic, Bill asked the students why the UN was unable to solve the problems of the world. This followed with a discussion on the issue of "power" and why the UN does not have it. Using the civil strife in Rwanda as an example, the students were directed into a discussion of why the UN just didn't put a stop to it. Bill played the "devil's advocate" by questioning the students' comments and viewpoints in an attempt to show them different sides of the argument. Within this discussion, students suggested that the military could solve the problem prompting Bill to ask them from where would that military come?

Finally, Bill wrapped up the lesson by asking students about and providing some details on the Security Council and the problem of "lack of money" for the UN's peacekeeping missions.

For the remainder of the class, students were asked to work on the following: What is meant by NGO's and what is their role in solving the world's problems? (A couple of answers tossed out by students were National Geographic Organization and Nothing Going On).

Bill took a few minutes at the beginning of the next class to check students'

homework - it was not worth any specific mark but he kept these checks in mind when issuing class marks. The students were restless and as mentioned earlier, as the school year neared the end they took longer and longer to settle down and talked a great deal of the impending teachers' strike. During this time, as well, attendance declined steadily. The topic for class was NGO - some students today were able to identify it as an acronym for non-governmental organization. One student offered OXFAM as an example which led into a discussion on this particular group's operations. During the discussion, a student asked if the organization was located in Newfoundland which led to further discussion among the students on certain brands of beer being unavailable there. Before drawing them back to the topic, Bill used this to point out the lack of free trade between provinces.

Almost all the remaining time in class was spent on Greenpeace and its involvement in preventing whale hunting, the Newfoundland seal hunt, and clear-cut logging in B.C. Bill did attempt to provide a balanced look at each of the first two issues by discussing and explaining various viewpoints. However, he presented only one side (that of Greenpeace) on the clear-cutting issue. Bill did not direct the discussion after this but let the students take the lead. He did remain involved by asking and answering questions on the issues they brought up. Students touched on the effectiveness of Greenpeace's public relations campaign, and their campaign regarding dolphins. One student wanted to know why Greenpeace helped seals and dolphins but

not cows and fish for example? Bill was quick to point out that there were, in fact, two campaigns against eating cows and that he, for one, did not eat veal. He then went on to explain the process of veal production which led to a general discussion on production practices for meat.

On a final note, Bill pointed out that one other non-governmental group that did a great deal of work was the Church and gave Mother Theresa's work with lepers as an example. Students immediately began to ask questions about leprosy (what was it; how could you catch it...?).

In another section of Managing the World Bill wanted to cover Canada's role in solving global problems. His plan was to discuss CIDA, CUSO, and immigration. He asked the students to consider the following: "One of the suggestions for Canada to help the third world is to be much more 'benevolent' with regards to immigration." He then gave them an assignment to work on for the remainder of the class. The students were to consider the following:

1. What are the reasons given for a) allowing more immigration? (on average we are allowing 250,000/yr); b) allowing less immigration?
2. What is the argument against multiculturalism? (reminds them that Canada has a multicultural policy, mentioning the issue of Sikhs and the Canadian Legion).
3. How has the government turned Canadians against immigration?
4. In your opinion, should Canada open its doors wider for immigrants and explain.

In order to assist them in completing the assignment, Bill handed out a short article

on Canadian immigration. He also wanted them to find out about CIDA and CUSO and how these organizations help. He told them that the information on CIDA could be found in the textbook. Most students didn't take the assignment very seriously. They were very worried about the strike. In order to get the students to work Bill told them that since so many of them hadn't passed in assignments during the term if they completed this one and passed it in, it would replace a "0" mark. This did inspire the students to settle down and attempt the assignment. Bill wandered over to me while the students were working and said "I know bribery isn't a good thing but..." He gave a shrug and a hearty laugh. For the remainder of the class, Bill floated throughout the class answering questions and assisting students as required.

In the final observed class, Bill wanted students to provide arguments for and against immigration. He began with questions 'for'. During this discussion Bill directed the students to a certain extent - he did want them to reach certain conclusions. Some answers students gave 'for' were "to keep population up", "increase multiculturalism", "bringing in money and skills". For each one, Bill attempted to draw out the students by asking questions, how?, why?, and what else?

Arguments against (provided by the students) were "takes jobs from Canadians", "mass immigration would cause racism", and "unemployment". Again, Bill tried to make the students take a deeper look at their answers by questioning them and having them attempt to explain their answers. Through this method, issues of cultural

ghettos, Canadian cultural identity, and the impact on the economy were discussed. In dealing with students' concerns about job loss to immigrants and the potential burden on our social systems, Bill explained that there were three types of immigrants: 1) people who meet certain criteria (have jobs not filled by Canadians and/or go to a needy area); 2) sponsored by a family; and 3) those who invest in a country. He pointed out that the students were only considering those in the second group.

This class wrapped up Bill's lessons on any new material. His plan for the remaining classes was to review for the approaching final exam.

Discussion of Curriculum Choices

Bennett & Spalding (1992) likened teachers to snowflakes; each having a unique identity yet sharing common characteristics with the others (p.287). Although Bill shares some commonalities with Joe he, like Joe, is a complex human being with his own set of beliefs, theories, and experiences. To understand Bill's choices and actions requires a closer look at those beliefs, theories and experiences.

a) Goals for Global Geography

Bill set his goals for the global geography course on two levels; one global and one geographical. He felt that students needed to know geography because it "gives them some relationship of them to some particular area, some particular space, and to their

physical environment". Geography deals with the physical environment and its impact on people...it "defines what they can do and what they can't do". As well, he felt that in order to relate to anything/anyone else in the world, one must have some knowledge of it:

So geography certainly can be important there and just the fact that, you know, people don't even know anything...I mean, good lord, they don't even know where Europe is, they don't know anything about this world. I mean, that's very trivial I suppose, but I think it is important that they know where these places are. How the devil when you read something or see anything in the news, if you don't know where the place is or anything about it, I don't know how you can relate to it.

Extending the goal to a global level, Bill wanted the students to realize:

...that something exists beyond our boundaries, our shore boundaries, that, you know there's an Africa, an Asia; just exposing people to a world map and where are these places. The other thing is...the relationship between them and their environment and some understanding of major environmental problems, and I don't care what it is, whether it's resource related, resource problems, whether its the ozone mess, global warming, food, population growth, any of these, but basically, world...some world problems...But they should have some understanding that we do have these problems; they do exist, possibly why and maybe look at what you can do about it....

b) Perception of Global Education and Global Geography

Bill's love for geography as a discipline is reflected in choices that he made for the classroom curriculum; for example, in teaching urbanization, he decided to include elements from last year's course in settlement geography simply because he liked it. "I sort of...I guess did something that I wanted to do...." Bill was disappointed that

there were very few geographical skills incorporated into the global geography course. He felt that certain skills could be blended into the course as excellent teaching tools for third world issues. In that light, he tried to fit some skill learning into his lessons but not as successfully as he would have liked. During first term, Bill assigned projects for his students using graphing. One project that they were required to do was "take whatever statistics they could, or wanted to do, and they had to show what was meant by developed and developing a country using six sets of statistics which they had to show pictorially. So, I got my, some of my geography things."

Bill's feeling about global geography and global education in general were very positive. Based on his perceptions and understanding of what he thought these 'terms' involved he felt that this course was valuable for students. In his view, "its [global geography] got a lot of value..."

He goes on to point out that:

...we're not a very large cosmopolitan society here, and they [the students] aren't exposed to people from different groups, and I think that's important, because I think a lot of peoples' misconceptions about people, other peoples, comes from never having met other people and going on hearsay or...and because of, I mean, it's very, it's very easy to be negative...negative about Chinese people if you've never met one, and, or, being exposed to, okay why, you know, why are they...and I think it's important that kids should be exposed to different groups and different cultures, because I think knowledge hopefully, one thing that might combat, if you want to call it, racism or for the want of another word, racism, sure. Sometimes, it breeds it.

At another point during the interviews, he commented on the inclusion of the global

geography course in the curriculum:

I'd see it as a positive thing, yes, and of course, I think that global can, global geography can help in that direction (multicultural awareness) because we can...it's a course that allows you the latitude of looking at different cultural groups and I mean you don't sit down and say 'today we're going to sit down and study the Chinese'. But it allows you at least to make references to outside groups and outside cultures which then maybe could make someone that is of that culture feel a little, well, okay, they're talking about my group. You could do that much more...I think the two global courses will...I think it's valuable. I think it should be done.

Bill also feels that these more global courses are a result of changes in community expectations of the schools i.e., that schools are being required to fulfil more of a role within the community. As well, the social studies seem to be the natural avenue for these global courses. He speculates that this influence will become more apparent with emphasis on multiculturalism and Black education. "Well, work has started this year of course, with a Black literature course and I suspect strongly social studies will get...well they won't be dragged in it, but I think that social studies is going to have to move into that area too. It's more multicultural...to match the ever growing diverse community which the schools are situated. I don't think we got any choice."

Not only do these statements indicate Bill's very positive outlook on global education, they also provide some insight into his definition of both global geography and global education. In considering these comments as well as others during the interviews, Bill essentially saw global education to be two things, multicultural education and environment education although he had difficulty in articulating his thoughts. When I

asked him directly to define global education Bill replied after a long thoughtful pause:

What can I tell you? I don't know. I've thought a lot about what global education is. I know I have heard quite a number of people talking about global education and how to make your curriculum more global which I simply gathered...I gathered what they were talking about was to not make whatever you're talking about so insular, in other words, to try to expand it beyond your local area and as far as you can possibly expand it into making sure children...yeah sure...making students more aware of other groups that are out there, and that could be even groups, I suppose, groups, you're talking about male/female, you know, as well as other cultural groups and also their relationship and how they fit into this little, this planet. What's their role?...I suppose that making them aware of things that...things that they do which they may not even think about, may somehow be reacting upon somebody out there that they haven't even a clue that they might be.

Bill tried to clarify his thoughts further by giving an example:

I guess the old example people use is...is going to McDonalds and buying a hamburger. When they used to be in those styrofoam boxes, I mean, did they realize that may have some impact on the ozone; did they realize that may have an impact on the rainforest when they made the connection between McDonalds hamburgers and cutting down the rainforests in Brazil...What they do has an impact on a much much wider sense and that there's a lot of things that happen out there that are having an impact on them that they should be aware of.

In this definition, Bill combined elements of both environmental and multicultural education although after he gave it some thought he indicated that he felt partial to the environmental side..."I suppose if nothing else...if I'm anything, I'm probably a bit of an environmentalist. I hate paper waste and all this kind of stuff - so which has now led into some interest in...oh many environmental questions so if I'm calling global geography and global education, I'm thinking more in that [environmentally] rather

than exposing students to maybe other culture somewhere."

When questioned further about how much emphasis he placed on the students' learning about the environment, Bill replied: "Hopefully quite a bit, I would think. Yeah, again, I think they should. That's my personal opinion. They should be very aware of environmental problems, and again, globally, no matter where it is, they should be aware of it because they are part of the problem." At another point during the interview, he admitted that "...I have put a lot of emphasis on the environment".

Although his primary emphasis was on the environment, he acknowledged that there were other significant aspects of global education. Bill pointed out that one very important element of a global course was to realize that "people don't see things in the same way".

Bill arrived at these definitions mostly from reading current educational material and by "just picking it up". In his opinion, he had no concrete experience specifically with global education but he had attended a couple of global geography workshops. "I've had almost no experience with global education...basically because...well for the last number of years now, I've been teaching ancient history and although you can be a little bit global with ancient history there are limitations...."

Bill believed that global geography, as opposed to other disciplines, was a very natural avenue for incorporating a global aspect especially for the environmental and

multicultural elements. Although he believed that other disciplines like English, for example, could make global references, he argued that specific courses like Canadian Literature were still basically regional - the principal purpose is not global in nature. Whereas, "in global, I would see that as global is you are looking at problems that are global in nature".

Even within the discipline of geography he compared the global geography course with the settlement geography; "...I taught the settlement geography in grade 12. ...the settlement geography course, which was rural and urban dealt almost exclusively with Canadian, American and sometimes European agendas. ...In global, of course, you've got worldwide examples you can use depending on what resources you have". He found topics to be quite different between the two courses. "...the topics in the global are quite different. I mean...there's a topic on urbanization...you know, works in well with settlement...there's not much change there. But in settlement, you don't really...or I certainly never did, go into...what's the state...what's the state of the world right now." He felt that in global geography one could consider 'interconnections in the physical world'. In settlement geography the intricacies of things such as the nitrogen cycle, carbon cycle, etc. and how they fit together were not considered. As well in settlement "...You didn't get into these wider environmental problems..." Global geography on the other hand allowed for connections to be made easily.

Since the demise of the grade ten Physical geography course, Bill felt that the global geography was the only course that gave the students any opportunity to deal with environmental issues..."so this is the only place now, where the kids would get anything like that, which is much different than they had before".

c) Student Characteristics

Although Bill saw some definite value in the global geography course, he also saw some distinct problems that resulted from the relationship between the reputation of geography and the academic level of the students in his global class. In his view, traditionally, geography has had a poor reputation in the school system. He described it as "a course people take because they probably can't do anything else". He felt that this attitude is prevalent among those in school guidance departments and thus this affects the placement of certain 'types' of students in geography courses, "...can't do anything else, well, we'll put you in geography".

This gave Bill "a pretty mixed bag" of students in his class. He felt that generally, the academic level of his students was low which did affect his choices with curriculum. He pointed out that he was:

...not getting the good academic students. You get the borderline students, you get the below average students and it's obvious, what you can do in the classroom is impacted by this. ...now in grade 12 one shouldn't have a lot of failures, but out of a class of 32 students, I'm going to have almost a 25% failure rate...In grade 12, you shouldn't be getting that high a failure rate...maybe grade 10, but not in grade 12. That's because the kids they have

put in...what they've done is put what I would call "general course students" into the program - because we only offer it at one level, right now at the academic - but they say, 'oh well, you can do it, you don't have to ...you don't have to be academic material to do it.

He foresees that there will be an even greater mix of students (academic and general) in the future since every single student in the school must take either global or global history to graduate. But, he still expects to have more general students next year "as the general students have to go someplace. And the tendency is to put them in geography as opposed to history". If post-secondary institutions began to support geography as a recognized discipline, Bill thought this would eventually filter down into the high schools but unless that happens, he doubts that there will be any change in the reputation of geography courses.

Bill qualified most of his students as geographically illiterate and offered an example of how this illiteracy affected activities in his classroom:

We were looking at food and food resources, and food problems, what's a developed versus underdeveloped country...so I gave them a number of places in Africa or in the world...They had to look up things like oh...what did we put? We put birthrates, population growth and GNP, you know annual income, a lot of these things together. So, okay, we got probably...say we've got two groups of people. Now, you've got 5-10 countries that have that have a, you know, low GNP, low annual income, high birthrate and just put them on the map and see where we come up with. Well they couldn't. They, I mean, the African countries were just like Mars. They had no idea where these countries were, even some of the obvious countries, like you think you know, well maybe,...oh I always think of India, because you know, it's got that nice shape...and forget Europe (laugh) some of them are not quite sure where Europe is and this is grade 12 but they've never been exposed to any world geography.

All this impacts on Bill's decisions especially for lesson planning. He discovered that his expectations proved too high for some of the students, "so you have certain expectations of their coming with ability or knowledge or...that's right. Yeah, I assume that they would come in with the ability to sit down and construct an answer and do some kind of writing. And I was obviously mistaken. Some of them don't have that ability." For instance, he was quite conscious of students' abilities when he was actually planning a lesson and deciding on his instructional methods. For example, as described in the observations, Bill did very little lecturing. He preferred not to because he felt that students couldn't follow him when he lectured, let alone take notes from what he was saying. Periodically he gave them notes on some topic which he wrote on the board. He tended to do this near the end of a section trying to tie things together. His teaching method of choice was group or individual work but he found that students were reluctant to participate in discussions either in a group or as part of the class. "Most of the time it's group work or individual work and on things we would do and then end up discussing them after they've had a chance to look at a particular topic or subject or whatever. It's hard to get a lot of discussion out of them".

He wanted to see the students work more on their own especially in terms of research. Bill placed great importance on process as opposed to content:

Oh, the importance I usually find is just trying to work through to something, some kind of conclusion. I mean these kids should have the information. You

know, I expect...you always expect them to bring a certain amount to it and you can give them information, but probably the thing is them working through the information or trying to come to some conclusion, which I think is the most important. I don't think it sometimes matters what the topic is or what the information is, the process is how you get material and then come to some conclusion on that material is more important than anything else.

The emphasis on process hasn't always gotten him the results he has wanted i.e., having the students obtain the required information at the end. "A lot depends too on whether I can get the information and of course that means if I get the information I'm sort of programming them to come to a particular conclusion, which I try not to but I can't help it. But very often, unfortunately, it's hard to get the information you want...you would like anyway." He found that the students don't have the skills to make process activities really productive:

...sometimes you have no choice but to tell, ..., what you want them to know...you always get to the point where you know that you're not going to get the answer or are getting anywhere so at that point, you simply switch and say 'OK you know, here is what I think you should know or understand from this particular thing. We could be there forever some days, you know.

The academic level of the students in global geography also impacted other areas of Bill's lesson planning process. He enjoyed geography as a discipline and would have preferred to focus more on geographic skills but was unable to do so because students weren't coming into the course with the prerequisite knowledge and skills:

...You can't count on the kids coming in to global geography who have any geography too, and therefore, to expect them to have the skills you might want them to have, for example, you may want them, you know to be quite proficient at reading maps for example. Some of the kids will have never

really seen a map except a road map. So I think in the global, you're going to have to, in global geography, you're going to have to downplay a lot of the geographical, you know strictly geographical knowledge the kids might have and move to a more global kind of knowledge, i.e., no great expertise on glacial, or no expertise on the physical geography...

He does not however, see skill learning (such as mapping and graphing) as valuable unless the students are taught to apply these skills; he feels students didn't get that opportunity before they came to him. "...I'd like to do more map work but you give me the maps and the global and I may work it in, but to just sit and do some map work for the sake of doing map work, I say forget it. I don't see much value in that, which is what the problem is". In classes prior to his, Bill felt they spent too much time doing skills with little or no application:

...so they spend a lot of time doing graphing, a lot of time constructing sketch maps...great, but without any application to some sort of problem then it loses, to me, it's value. It becomes a colouring course. So. I've attempted to move totally away from that in the global, and in fact, the global even lends itself to moving. Yeah, I'd like them to do some graphing, but we're going to have to do it for a reason in relation to something else. So, as you can see I don't spend a lot of time doing what we call strictly geographical skills. As I say, some kids don't like it, some do.

He found that he had to take into account the abilities of the students in terms of his evaluation of individual students, "...yeah, I do have to take into consideration where they started from and where they're going". For example, in evaluating an essay assignment, he commented that he would expect a "very good student" to "do a better job of an essay than the fellow in the back who is fifth year in high school and he

might get fifty this term."

Bill believed he was prevented from covering class material to the depth he wanted for two additional reasons: the students' disinterest and a lack of time. He felt that it would be a waste of time to go into depth for at least fifty percent of the students so that many of the issues were covered only on the surface. He wished he could "go more in depth, and I wish they would go into it more in depth. I wish they would be more prone to talk, to discuss, to inquire, but too many of them just couldn't care less, and that's the problem when you get a mixed class." This, of course, goes back to Bill's description of the 'quality' of his students.

This combination of time restraints and student academic level was also significant for Bill in that he chose to avoid controversial issues in his class. He believed that subjects such as militarism, politics, and religion were just too complicated to handle; not because he felt inadequate but because in his opinion, students would not be able to grasp these 'deeper' issues in only the short periods of time he would allocate. For example, he explains his stance on the discussion of politics in his classroom:

Yes, I haven't gotten into politics too much. I've tried to stay clear because of, well, basically time. You know, if I start...talking about, well, it's almost passé now, communism, then you get into a real kettle of fish, because kids' concept or initial idea of...what's communism, you know, is totally, probably...they're totally out to lunch...I've got enough problems now trying, without getting into that, to all the, left vs right...so I try to stay clear of politics.

d) Time Constraints

The issue of time was very relevant to Bill's decision throughout the year on two levels. It is understood that the time element affects all teachers to some degree in that there are always external influences (assemblies, fire drills, etc.) that prevent them from attaining curriculum goals. As well, though, Bill was affected because of the lack of planning time. He found out only at the beginning of the school year that he was definitely going to be teaching global geography. He had no opportunity to review the course material prior to teaching it and no chance to plan an approach for presenting the material required for the course.

Bill chose to follow the guide (actually, he felt he had little choice) because he had no prior notice of the course. He did feel that his dependence on the guide would change with time. "Now, I strongly suspect as I go from year to year that,...that will change; that I will bring in things that possibly aren't in there. I will revise many of the things they have." The following example illustrates how Bill attempted to plan his lesson using the guide as his starting point. "...well the first thing I did was go through here (the guide) and glance through and see what they had done because this also gave me clues as to what resources for that particular topic. And then once I had done that I guess I, well, for the resources for example, I know I couldn't do a whole lot because it was getting toward the end of the year."

Because of these time constraints, Bill had to choose from the available topics - these choices were based on personal preference:

"So, I thought OK, there were three types of resources I thought I would like to cover. One was the, oh I forget the name and well obviously the fishing because of the international control of a resource. One was the rainforest because I want to say there's a problem between first and third world; I wanted to bring that problem out in the rainforest...basically Canada and Brazil. So that we could see how each, I suppose, looked at them, at the question that it's the first world environmentalists, if you wish, who are down on the third world for their exploitation of resources. So, I wanted to show that and then I guess the other was the alternative energy, which was just to say OK, again I had to emphasize throughout, that your culture often tends to determine what your perception of what resources or what anything. And so I wanted to look at the energy problems and say OK, we depict energy in this fashion like the fossil fuels particularly, and, but the third world sees it in quite a different light, and that if you're going to try to solve a problem when each group has a totally different perception of that particular resource, it makes it very, very difficult."

Within Bill's choices, he was able to stress his specific interest with the environment under the topic of alternative fuels ("...solar and wind energy and other fuels that have less of an environmental impact"). To achieve the objective of this particular lesson plan, Bill tried to pick resources that dealt with first and third world but this was not an easy task.

Although he was fairly satisfied with the guidelines, and the set up of the course, (he said "it does deal with a lot of topics that I would like to deal with"), Bill felt that the topics/units did not flow as well as he would like. He followed the guide units as they were presented and gave little attention to tying them together. In retrospect, he

would restructure the topics because "... the outline itself tends to be blockish, obviously. Now they [the writers of the guide] do try, they do make connections, but until you go through the course for the whole, the first time, I mean, all of a sudden. zappo, you get a connection with chapter 2 when you're doing chapter 7 that you didn't realize was there until you started doing chapter 7". This problem might have been alleviated had he been given more planning time.

Should he teach the course next year, (he had not been notified as yet), Bill considered taking a thematic approach to the course for example with "Food":

...OK let's look at a particular resource, food, and then treat it as a resource like you would separately in a resource section. Treat it in agriculture, as I did in the section feeding the planet. Maybe I should have taken that theme and gone all the way through with it and brought together a number of those blocks into, rather than separate them. You know, maybe that would have been a better way to do it. ...it tended sometimes to be too many separate units rather than a tied together package. And that's one area I think I would have to change or would like to change for the next time I do it.

e) Resources

Bill didn't have the opportunity to gather resources that might have been useful to him during the year, nor were the resources provided to him by the school board except for a textbook and a few teacher-copy resource texts. In his view the biggest impact on the course was resource availability. "I've got to go beyond the textbook and you can only go beyond the textbook if you have the resources to do it. So, if I end up having a lot of resources on, oh, some one of those eight things...I tend to put

emphasis on it."

Bill was quite clear in his dislike of textbooks for this type of course and in particular, for the assigned book for global geography. He describes the use of the textbook as 'silly'. "I have a textbook, but you know, it's grade twelve. You can't sit there and use a silly textbook all the time." He argued that textbooks cannot provide the current materials required for a course that deals with current issues. "...there's no textbook that you can sit down and say OK we're going to do global with this textbook. You've got to go beyond the textbook. I mean things are happening everyday that aren't in there because it was probably made in 1991 or 1990 or something, so it's already four years out of date." The course textbook was in fact copyrighted in 1987. On noting the copyright date of the book, Bill expressed concern for using the textbook on a regular basis or as a guide for the course. "You know a lot has happened since '87. So if anybody sticks to the textbook, I don't think they're doing justice to a global geography course or a global course. A global course has to be current. If nothing else, it's got to be current, and you can't be current using an '87 book." He did not mind using the textbook as just another piece of reference material. He thought that textbooks, too often, become a crutch for both students and the teacher. His preference would be to have a variety of class sets of books available to students as required; something for which he is constantly fighting with the school board.

The issue of being 'current' was very important to Bill coming from the fundamental belief in teaching style that reflects flexibility. For example, although he did put together certain notes and resources for a particular class he didn't like too structured a plan:

...I have a bias against lesson plans in that I have seen far, far too often teachers bring out their binder of lessons plans that they made up in 1969 and they go through it and I say no way am I going to be stuck because new things come all the time. I mean, even you're doing sort of, you're planning in your mind some kind of topic and you're doing it, and all of a sudden in the middle of the topic, comes something; 'oh gee, I forgot about that, I want to put it in'.

He pointed out that:

...my way gives me flexibility. ...plus the fact that I can react to the class better. ...if somebody comes out with something they want to talk about that happens to them, globally related, OK, we can talk about it. It's not in the lesson plan, but it's OK. It doesn't need to be in the lesson plan, and I don't keep my lesson plans. I do everything over again, every year.

The total flexibility in the class does present some problems, i.e., he has to reinvent his lessons for a course every year requiring more planning time, but he admitted that global geography is the only course that he has begun to hang on materials, "...I have started a file system for the globals. All these little pieces of paper get filed away so they will be there for next year."

Many of the resources and handouts Bill used in the course came from his personal reading and from other people. In fact, Bill has received a great deal of assistance

from colleagues. Over the year they contributed by giving him articles and various bits and pieces of information in case he might be able to use it in the course. As well, a colleague had been designated to teach the same course for the French Immersion program. "...she has been cutting and bringing me in articles all year long, and of course, it has been reciprocated. So, between the two of us, we've been trying to build up some kind of file system of material."

No particular criteria for selecting materials was used by Bill for the course:

"Right now, I am just collecting and I'm hoping that say at the end of this year, having done all this collecting, that I even have time to sit down and try to organize. I mean things come in that I may have done three weeks ago and it just gets pushed aside. ...it'll be there for next year and what has to be done probably over the summer, sit down and start to say 'OK, what do I have on this area or the other and I may even find that I have a lot of stuff on an area they don't even talk about and if that being the case, and if I feel it's global, then Okay, fine, in it goes."

In further discussion on this subject Bill did note that he tended to use environmental criteria for selecting material.

Because he has so few resources available to him, Bill has not been overly concerned with biases in the material. "Right now, I'm just glad to have something that might be a topic...I mean eventually, you know, for every...if you're doing a particular topic, it would be absolutely wonderful to have articles written from a whole bunch of different perspectives - that would be great." He said he did however try to deal with biases in the material during classtime, for example, by offering and discussing an

opposing point of view from that presented in a particular article. He found also that he had to make the assumption that grade 12 students should be able to handle the language level of the materials he chose, although he discovered this was not always the case; with so few resources available to him he felt that he could not afford to be choosy.

The resources listed and recommended in the guide were not readily available to him; he had perhaps twenty-five percent of what was suggested. Bill actively tried to obtain resources by lobbying the school and the school board. He was successful in obtaining single copies of some of the recommended materials but felt that was the most he could hope for. If anything, he saw the situation becoming worse. He relied heavily on photocopying materials in order to make them available to his students but realized that he might have his photocopying budget cut.

The lack of resources had affected his methodology in that he was forced to do more lecture sessions so students could get necessary information. "...you'd be in more of a lecture type situation where you have to disseminate the information yourself as opposed to having them dig for it." This contradicted his philosophy of teaching which he described as involving very little lecturing, with students doing much of the 'discovering' on their own.

As well, Bill's desire to use geography skills in a productive way was hampered not

only by student ability (as discussed earlier) but also by the lack of appropriate resources:

I would have liked to have done more work with topographic maps. Had I been able to get a topographic map of some area that, oh, if we're doing food production, to be able to look at a top map of some place, a third world country, say OK, you know, this is what you're looking at. Maybe from the map you can see the climate, you can see the geography you can see all these things that enhance, you can see the impact of that on food production that you might get from a topographic map. Love to do something like that, but again, give me a topographic map from a third world country that shows what I would like to see on it.

Another area in which he felt that his choices were restricted was with computer sciences:

I would like to do far more use with computer work, but with two computers and 31 students, it becomes very difficult. I tried to get PC Globe, for example, put on the network system here. They wouldn't do it. They wouldn't spend the money for the network license so I could have 30 computers in the computer room set up so I could bring the class in and say Okay, let's do some work on PC Globe, which, you know, on developed and underdeveloped, because all the information is there...so. I would have liked to have done more of that, and the funny thing is the school keeps saying 'let's use computers more, we're in a computer age. Guys in social studies, use the computer more'...I'd love to use it more, but yeah, give me more than two.

Not only did Bill want to see more computers available for use, he also preferred more availability of computer programs that could be used in global geography.

Ideally, he wanted to see some sort of guide that actually evaluated programs in terms of their usefulness for global geography.

On a more fundamental level, however, Bill felt that he and many teachers are not fully computer literate and could use advice and assistance in that area "...because not all teachers are terribly literate. We're one generation behind the kids...". As well, there had been no time allotted for or inservices offered to teachers to help them become more adept with computers.

As well, Bill would normally use the school library for many resources but he found that it was not particularly useful for this course because the library did not carry resources on current issues. Again, he found that he had no choice but to provide many of the resources himself.

Another potential resource that has remained largely untapped was the community. Bill wanted to use the multicultural aspect of the community i.e., guest speakers but he hadn't the time to pursue that avenue except in one instance, "I did have one person who spent the summer in Ghana on the Ghana project that they have going here. And, she came in and talked to them about what it was like in the village she was in regarding, you know, schooling, teaching, artifacts. The kids liked that. That would be something that I would like to do more of."

f) Values and Personal Beliefs

Bill admitted that within his selection of materials and resources for the class, he tends to project his own points of view; in an ideal situation, he would like the

students to hold certain view and opinions on particular issues... " and I would like to lead them, but I don't want to blatantly lead them..."

Within Bill's belief system, he seemed to think that teachers should and can teach values. The approach just varied at different grade levels. At the lower grades, Bill felt that you do have to differentiate between right and wrong with some explanation as to why one thing is wrong and another is right. However at higher grade levels, this was not the case. "Whereas with this group, you don't say this is right or wrong at all. You try to let them come to some conclusion or work through to well is it right or is it wrong."

He wanted to be sure not to give the impression that he wanted students to think like he does, "I'm not there to brainwash the students to say okay this is the appropriate way you want to think". He explained further:

...It again goes back to what resources, materials and have them look at all the problem and see if they can come to some conclusion of 'how should I think?' by who makes the stronger argument or who has the better case. I think if I just stand up there and tell them, 'okay this is what I think you should...' I mean they'll be dutifully, dutiful little students; they will play it all back to me in an exam if I ask them. But it doesn't do anything. I would much rather, you know, do some investigation of the problem and come to some conclusion on their own. I mean they may totally decide that they don't have any responsibility...if they decide that, I don't know whether I've failed or not. But I'm not trying to convert anybody, I'm just trying to say 'okay, have you ever thought about this before?' And most of the time they say no. But that's okay, but if I can even just get them to think of some of these things. First of all, I hope they come more informed rather than me being the informer and having them being more informed will then be in a better position to then maybe make some very basic decisions about some of these things that are

happening out there.

Sometimes, Bill felt nothing he did affected a student's views so he had to deal with intolerant views or views that were significantly different from his own. He felt that sometimes students really didn't think about what they said; that they often said the first thing that popped into their head or perhaps they expressed an opinion from something they had read and possibly misinterpreted. In these instances, he had them go back and think about it again and perhaps consider a different interpretation:

I've spent a lot of time on the whole idea...you're background influences how you perceive things. These are kids that have much different backgrounds than I have. Obviously they are going to perceive things differently than I do, which doesn't say I'm right and they're wrong...I think it's just a matter, well I try to say, 'this is how I perceive it, this is how you perceive it and know we both got two different perceptions on...well maybe just think about it.' I would rather try and think if they can start to reason it out in their own mind, they may come to a different conclusion, it's far better than me telling them. ...At least they've gone through the process of saying, 'well I think I know why I hold the view I do rather than just saying 'well, I don't know why'. At least if they can reason through to and understand why they hold the view, well then I think even though you may not agree with it, at least you've accomplished something they at least know why they think the way they do.

This did not seem to reflect a guilt complex on Bill's part regarding current issues and events but he did feel a degree of responsibility simply because he shared the planet with others:

...However, I do think that it doesn't matter where you are, you should feel some responsibility for finding a solution to what's going on there; I'm enough of a humanitarian to want that. I think that as a teacher, I think it's probably my responsibility, providing the students are capable, - you have to go to a higher level - is trying to make them aware of what is taking place in other

parts of the world and how maybe, not maybe individually, but maybe how Canada might fit into that... I have no objections to making them feel guilty if I could do it. ...because I think if they feel guilty then maybe they will have, it will be more of an incentive for them to say, 'well gee, well if I'm guilty, what did I do wrong and how could I maybe not make the same mistake again?

Bill felt that students seemed more receptive and interested in issues if they felt that he had strong feelings about them. "I've convictions and beliefs about certain things and I seem to care enough, well, so what's wrong with that?

On the other hand, Bill was concerned that some students may be afraid to have opinions different from his, but he believed that it would be wrong to sit on the fence on issues that come up in class. "I'm a teacher. I do...well I'm supposed to keep myself informed about various questions and how can you ask them to take an opinion on something when you say, 'no sorry, I've no opinions to make'. I think you're being just a little hypocritical..."

He said he did attempt to reassure the students though, when evaluating essay questions which he preferred on tests (See Appendix E for sample questions). In that instance, he tried to explain to the students that he was more interested in the reasoning behind a certain viewpoint than the actual view itself.

The interviews and classroom observations provided a great deal of information about each teacher; as well, they offered the opportunity to gain insight into the teachers'

actions. By observing classroom activities and discussing with Bill and Joe, their curricular choices, the researcher was able to analyze the similarities and differences in their approaches to the global geography course. As well, the researcher was then able to draw some conclusions regarding factors that may have influenced these separate approaches.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Joe and Bill have taught 27 and 25 years respectively; both majored in History but supplemented their degrees with geography courses. Thus, both have had a great deal of practical experience teaching geography as well as teaching in other disciplines. They shared a common belief that the reputation of geography has been traditionally poor and that students academic levels are generally low in their global geography classes. Some common challenges they faced were the pressures of time and the lack of sufficient and suitable resources. Neither teacher was given much opportunity to prepare in advance for the course, nor were they given the resources they felt they needed. So, we find two teachers who share some common characteristics, some common challenges with the global geography course and who, in fact, share a common desire to implement the program as best they can. Even with these common threads, we find that these two teachers have taken two very different approaches in an attempt to reach their desired ends.

Teachers' Beliefs and Attitudes

Watts and Bentley (1983) contend that teachers interpret curricular materials in light of the beliefs that they hold about their discipline (p.170). In the area of mathematics,

for example, Schwille, Porter, and Gant (cited in Floden et al. 1981) found that teachers' content decision-making may be affected not only by the "actions of other individuals in the educational system" but "as well as by the teachers' own beliefs about mathematics" (p.129).

Those findings are supported by these two case studies. Joe's beliefs about global education as an educational approach were reflected in his attitude towards global geography and by his actions in the classroom. Because he placed very little value on what he believed 'global education' to be, he chose to give a lower priority to potential global applications when choosing materials for his lessons, for example, using materials from past geography courses such as settlement geography for this course. He was not particularly concerned if these materials were globally significant or not.

There is no doubt that Bill places more value on global education, indicated by his generally positive responses in discussion on the subject. This positive perspective had a direct impact on his efforts to stress what he believed to be global education. He put great emphasis on environmental related studies and issues, while attempting to incorporate elements of multicultural studies, all in an effort to meet the goals set by the curriculum guide.

Becker (1982) points out "...The stated goals, as well the content and process

advocated by global educators, publishers, or state offices of education are, in the final analysis, mediated by the values and attitudes teachers' hold" (p.229). Through Bill's comment during the interviews, it became apparent he was hoping to transfer his own personally-held values to his students. Certainly, his appreciation and concern for environmental issues was displayed throughout the unit on resources. Joe, on the other hand, did not address the subject of values directly, but by discussing his beliefs during interviews, and then considering his actions in the classroom, it is clear that some of his values were reflected in the classroom. One example was Joe's insistence on showing his "tram car" slides to his students. He obviously valued highly the significance of local history and felt that it is important to share this with his students. To do so, he was willing to rationalize, in whatever way necessary, to add this material to his course content.

Carbone (cited in Gudmundsdottir, 1990) argues that:

"there is no such thing as value-free education, because teachers cannot avoid imparting values in one way or another in the normal course of their activities qua teachers...what we consider 'good', 'right', or 'important' constantly guides our practice, whether consciously or not (p.10).

Bill and Joe's comments during interviews and actions in the classroom support views that values play an important role in what actually happens in the classroom. Their knowledge of the subject area and available resources played a significant role as well.

Content Knowledge

Although both teachers had substantial experience teaching geography, they had very little exposure to the global aspects of the course. As a researcher, I found this to be a case of "which comes first; the chicken or the egg?" For example, as discussed earlier, Joe's attitude towards global education was ambivalent for the most part. We also know from his own comments that he has had no experience in global studies nor was he given the opportunity to prepare properly for the course and become more comfortable with the approach. As Bethel and Hord (cited in Schmidt & Buchman, 1983) found, "knowledge of a subject can influence teachers' attitudes toward it...subject specific internal factors such as judgements about content emphasis, attitude, and sense of competence are likely shaped by the degree to which teachers are knowledgeable about a subject and thus feel prepared to teach it" (p.170).

This raises the question, would Joe's attitudes be different if he had had greater knowledge of global education and global geography? Bill on the other hand, although he had little practical experience in global studies, did have a personal interest and knowledge in environmental issues. So, since he interpreted global geography as environmental education, his attitude was distinctly different from Joe's.

The Textbook and Other Resources

In terms of available materials, both teachers were affected not by their availability but more so by the lack thereof. During the interviews, Joe and Bill placed a great deal of emphasis on the lack of resources, seeming to indicate that this was a significant factor in their instructional and curricular choices. As discussed in chapter four, Joe depended on the textbook for guidance for the course. There were a number of reasons given for his choice, one being that it was an obvious solution to his having too few resources. Bill had a different solution to this same problem; he scrambled continually for suitable resources. He realized the resources were not always those recommended in the guide but he did the best he could under the circumstances. Wright and van Decar (1990) note that "teachers who lack basic knowledge in a particular area tend to rely heavily on textbooks" (p.2-3). As well, Wineburg and Wilson (1991) commented that researchers have found that "textbooks exert a tremendous influence on the enacted curriculum" (p.325). Joe's choice to use the textbook seemed to support these findings but Bill's choice did not entirely fit this scenario. Is Bill an exception to the rule or is his type of behaviour actually more widespread? Or, are we to assume that Bill actually had more subject matter knowledge than he admitted and thus did not need to depend on the textbook?

Teaching Methods and Student Characteristics

In terms of resources, Joe seemed to feel more comfortable with "tried and true" materials; this also transferred to his teaching methods for the course. John Olsen (1981) found that the dilemmas caused by tension between teacher commitments about teaching and those promoted by innovative doctrine were "invariably resolved in favour of common practice" (p.261). Both teachers resorted to familiar, reliable methods when faced with a dilemma - "a choice between persisting with the project - recommended methods of exerting influence, or of using ones they could trust" (Olsen, 1981, p.265). Joe did this willingly, when in his opinion, his attempts to use innovative methods such as groupwork were a failure. Bill did less so willingly, attempting over and over again to use methods such as groupwork and group discussion. He did find himself resorting to lectures, board notes, etc. when he felt that students were not responding or when he felt that time was of the essence.

Both teachers could be described as high influence teachers, whether by choice or by necessity. John Olsen (1981) described the high influence teacher in two ways: prime mover and navigator:

Prime mover activities involved lecturing, notegiving, seat work and other forms of transmitting and guaranteeing information, and creating attention and involvement. Teacher as navigator involved greater pupil participation, but with firm teacher control over the point and direction of the lesson, as in question answer sequences, recitation, and guided discovery" (p.266).

Both Bill and Joe were high influence teachers perhaps because of their perceptions of

their students. They were in agreement that the academic level of their students was generally poor and that this affected their teaching methods. Bill might be described as borderline "high influence" in that he attempted to stress more pupil participation than teacher control but in many instances he, by necessity, had to resort to higher influence activities in order to get the material covered. For example in his efforts to have students present information on energy sources, when students refused to present he was forced to provide the information by way of lecture and board notes. Neither teacher felt he could be as innovative as he would like because the students would be unable to handle the less direction required for such activities.

Schmidt, et al (1987) examined a number of factors that influenced teachers' content decisions, including internal issues such as teacher beliefs and experiences as well as external ones which listed formal policies and student characteristics. The issue of student characteristics is also addressed by Rebecca Hawthorne (1992). She argues "that teachers' instructional practices are predicated on student needs and responses" (p.4). She also supports studies by Amarel and Chittenden and Borko (cited in Hawthorne, 1992) which suggest that student characteristics are central to curricular decision-making.

One reason Joe gave for his decision to use the textbook as opposed to the curriculum guide, was the need for his students to have the structure the book provided. Bill attempted to present resources and materials to his students in what he felt was a

systematic manner; i.e., giving the students the appropriate handouts to complete assignments, etc. He also attempted to accommodate student abilities when evaluating assignments and issuing class marks (which were discretionary).

Hawthorne (1992) contends that "teachers obtain information about abilities, interests and special needs from students. They, then, can use or misuse this information in selecting and sequencing content, identifying appropriate texts and materials, pacing presentations and activities and evaluating student performance" (p.118). She goes on to state that "it is not the students themselves as much as the perceptions of students' 'deficiencies' and the ability to act on those perceptions that color curricular choice" (p.119). Because of Joe's assumptions about his students' abilities and the context in which he was teaching (a geography course with a traditionally poor reputation) he chose resources that he felt would be appropriate (the textbook). This allowed him the opportunity 'to act' on his perceptions of his students.

Both teachers had motivational problems with their students. In their attempts to use innovative, students-centred teaching strategies (oral presentations, groupwork), they felt thwarted. Neither teacher felt able to go in depth with issues partly because the students seemed disinterested. This supports Merryfield's (1994) findings that teachers felt that students' abilities, behaviour, attitudes affect overall learning, the teacher's choices of strategies, and time on task in the classroom. These findings are especially relevant for this study in that they were derived from research in "global education"

classrooms. Merryfield (1994) also found that "sometimes students lack of knowledge shocks teachers into focusing on topics they would not have spent time on otherwise" (p.224). As well, "that teachers expand, go into more depth or plan follow-up activities on topics about which students demonstrate concern or interest" (p.224).

These findings were supported by Bill's actions in the classroom. He often veered off his vaguely structured lesson plan to expand on issues arising from students' questions. For example in his lesson on the fishing industry, when students questioned him about preconfederate Newfoundland, he was happy to give students the information they wanted even though he was set back in what he had hoped to accomplish that day. Although this expansion of information did not always have to do with the topic, Bill took great pride in his ability to be flexible and to be able to accommodate students' interests.

Joe, with his need for a more structured lesson plan, was less apt to allow students to influence his activities in the way that Bill did, although it did happen occasionally. For example, when Joe discussed diseases in the third world, his students asked for far more detail than Joe had planned to provide, but because of their expressed interest, Joe spent a considerable amount of time on this subject even if it was from a slightly morbid interest on the part of the students.

The cultural make-up of the students in a classroom, too, can positively influence

teachers' instructional strategies (Merryfield, 1994). In this study both groups of students were culturally homogenous in nature which did not allow the teachers to take advantage of a diverse student population as a potential resource. However, both Bill and Joe agreed that exposure to other cultures would be beneficial to the students and to the course and both were quite aware that the community offered opportunities to give students these experiences. But, they simply did not have the time to pursue this avenue to the extent to which they would like. Bill did, in the course of the year, have a guest who spoke to the students about her experience in Ghana which he thought to be enjoyable for the students.

Professional Time-Line

One category of interest that arose from these two case studies, is the concept of professional time-lines. Both teachers have been teaching for over a quarter century; did the stage of their professional careers affect their curricular choices?

Kelchtermans and Vandenberghe (1994) noted that "teachers professional behaviour develops during a career" (p.45). They make the assumption that "the professional behaviour of a teacher is not only determined by a present organizational context but also by a life history and related experiences" (p.46). Bill and Joe bring with them, to their current classrooms, a wealth of personal and professional experience. Both have well established patterns of teaching, from how they approach their lessons, to how

they manage their classrooms and students. Both might be classified as expert teachers because of their years of experience in teaching, in general, and in particular, in teaching geography. So, how then, do they approach a new geography course at this point in their respective careers?

Gudmundsdottir and Schulman (1987) were interested in looking at the differences between an expert teacher and a novice teacher in terms of what each knows of his/her subject matter and what each can and cannot do in the classroom. They felt that there was a fundamental difference in the command over their subject matter for teaching (or what they call pedagogical content knowledge) between an expert and novice teacher. In studying two teachers, one expert and one novice, Gudmundsdottir and Schulman (1987) found that both teachers had expert content knowledge in their disciplines but that the teachers "differ in terms of the potential they realize in the curriculum" (p.67). They argued that the novice had not developed "the sophistication in segmenting and structuring the curriculum" (p.67), something that the expert had acquired the ability to do. The novice "can only visualize one unit at a time since he only attempts to come up with a story for one unit, usually the one that comes next. He does not always see the connections or development from one unit to another" (p.67).

Essentially, the researchers found that:

the most dramatic difference between the novice and the expert is that

the expert has pedagogical content knowledge that enables him to see the larger picture...and he has the flexibility to select a teaching method that does justice to the topic. The novice, however, is getting a good start in constructing pedagogical content knowledge, starting small and hopefully progressing to seeing more and larger possibilities in the curriculum, both in terms of unit organization and pedagogical flexibility (p.69).

While both Joe and Bill were highly experienced in teaching the discipline of geography, with a seemingly expert level of content knowledge, neither seemed to be experts in either pedagogical content knowledge or content knowledge for global geography. Their reactions to the course were more like that of a novice teacher i.e., both had difficulty in realizing the potential of the global geography curriculum and in organizing and selecting teaching methods that were appropriate for the nature of the course.

Bill struggled throughout the course to tie topics together, finding that as he neared the end of the year, the curriculum became clearer. He could see far more potential in it; for example, he considered using a thematic approach for the future. Joe dealt with his dilemma by choosing the textbook to direct himself and by using methods from previous years that may or may not have had anything to do with the course. Both teachers admitted to having difficulties with their teaching methods that seemed to be appropriate for the course, having struggled with, and from their perspective, failed with the suggested methods from the guide.

From the previous pages, we see that there are many reasons that prevented these teachers from being able to perform as the experts. Rosenholtz and Simpson (1990) found that "the novice teachers' commitments were influenced more by organizational supports for the management of boundary issues, while experienced teachers are influenced more by organizational qualities that affect the core instructional tasks" (p.241). They define boundary issues as "defining basic tasks, task management, and the behavioural management of students" (p.242). Core instructional tasks are simply that - instruction.

Bill and Joe obviously have control over the boundary issues at their career stages; their focus is on core tasks. They are more concerned with teaching their students than with managing them, but many outside influences affect their ability to do that effectively. They are frustrated by many factors; heavy course load, unfamiliar material, lack of resources. With the threat of a teacher's strike, along with projected government cutbacks and benefits, Joe believed that it might be an opportune time to bow out of the profession; he is contemplating an early retirement. Bill, although plagued by the same problems, intended to carry on as best he could.

There is a tendency to accuse veteran teachers of being "burned out". Interestingly, Rosenholtz and Simpson, (1990) point out that "findings of burnout in the mid-career and veteran stage may reflect, in large part, the inadequacy of school organizational supports and authority relationships to meet the needs of teachers in these career

stages" (p.253). This does raise the question that if Joe's needs had been met, (i.e. he was able to focus on the core instructional tasks required to do his job effectively), would he still consider retiring? This issue of the "interaction between career stages and workplace conditions as they affect commitment to the workplace" would require further study.

The implementation of the global geography course in these two instances was influenced by a number of factors; teacher beliefs and attitudes, content knowledge, available resources, individual teaching methods, student characteristics, and finally by each teacher's stage in his professional time-line. The global geography course experienced by each teacher's students was not a result of any one factor but rather, it was a result of some unique combination of these (and possibly other unknown) factors and their impact on the curricular decisions made by Bill and Joe.

General Conclusions

These case studies provide us with the much needed "richly textured details" (Clifford Gertz, cited in Johnston, 1990, p.220), necessary for understanding teachers and teaching. This study has also offered evidence to support Postman and Weingartner's (1986) contention that attitudes of teachers must be considered when innovations in programs are proposed and implemented. Joe and Bill both influence the quality of

life within their respective classes by making choices about curriculum, content, instructional methods, classroom management, etc. In interviewing and observing these teachers, we can see that there are both internal and external factors that have influenced these choices, but whatever the case, these choices are made everyday.

Clandinin (1985) noted that "...the implementation of curriculum innovations did not produce intended changes in the classrooms because implementors inadequately accounted for teachers" (p.364). Bill and Joe are more than simply implementors of the curriculum. Their role has expanded from teachers who implement theory and/or programs to those who "also create, test, question and inform theory within the context of their classrooms" (Thorne, 1994, p.198).

More importantly, curriculum is not static but "...is experienced in situations that are constantly evolving in a dynamic interaction among things, people, and process" (Connelly and Clandinin, cited in Merryfield, 1993, p.40). Joe and Bill make daily decisions in their classrooms based on constantly changing interaction with students, time constraints and other external forces. On a broader level, the curriculum will and has evolved differently for each teacher because each teacher's personal practical knowledge, and content knowledge interacts uniquely with student characteristics and classroom events.

As with Janesick (1979) in "An Ethnographic Study of Teachers' Classroom

Perspective: Implications for Curriculum", this study "lends support to the notion that teaching remains an individual enterprise dealing with present-oriented situations in the classroom" (p.30). The teachers did the best they could in the circumstances imposed on them. They attempted to balance their obligations to school, to the department of education, to their students, and to themselves. We see in this study how in an individual and unique way, "tensions between autonomy and obligation are resolved at the classroom level" (Hawthorne, 1992, p.16).

Implications and Recommendations

Because this study involved a small number of participants, the reader is cautioned against making broad generalizations from the findings. These case studies were conducted in order to understand with some depth the way these two teachers thought and acted, not because I wanted "to know what is generally true of many" (Merriam, 1988, p.173).

So what purpose is there in describing teachers' thinking and teaching? What are the implications for teachers and curriculum planners? Parker (1987) noted that the generalized implementation model of school change assumes that: "Curriculum inventions and experimental teaching methods, once identified and favoured by educational researchers, curriculum workers, and supervisors, can and should be

implemented generally i.e., applied universally". He goes on to point out that the teachers role in this model "is to transmit the program, unadulterated, to students" (p.6-7). For the curriculum planner, there must be a move from this kind of thinking to acknowledge teachers as actually having an impact on the curriculum not only in terms of implementing but "as curriculum agents who bring a complex autonomy to bear on the curriculum plans, mediating them and thereby constructing their potential in practice, whatever that may be (Parker, 1987, p.8).

One way to accomplish this might be to blur the distinction between the two roles, between teacher and the curriculum developer, (Watts and Bentley, 1986, p.171).

With teachers involved in the development process, the gap between theory and practice might be lessened. Ron Scapp (1993) believes that:

As the world gets bigger, it becomes a heavier burden on the shoulders of those who are attempting to stay informed about new research and debates and those who are struggling to prevent it from getting any larger. Consequently, many teachers and scholars are reacting to this (re)discovery by implicitly and explicitly claiming the priority and importance of their world and the way it was (p.67).

By providing opportunities for teachers to improve knowledge and understanding of new innovations, and by providing the administrative and practical support necessary to carry out these innovations, perhaps teachers would be less reluctant to move forward from their world as it is. Teachers will continue to have autonomy in the classroom so perhaps "by addressing issues of confidence and involvement in their

professional roles" (Fritz, et al, 1995, p.207) new innovations can be successful in the classroom.

For the teacher, descriptive studies such as this provide the teacher with an opportunity to reflect on his/her own practice and to perhaps make changes for improvement. Nias (cited in Kelchtermans & Vandenberghe, 1994) points out:

The teacher as a person is held by many within the profession and outside it to be at the centre of not only the classroom but also the educational process. By implication, therefore, it matters to teachers themselves and to their pupils, who and what they are. Their self-image is more important to them as practitioners than is the case in occupations where the person can easily be separated from the craft (p.46).

It is hoped that this study will enable and encourage teachers to consider how they perceive their own role in the educational process and assist them in defining "who and what they are" and in understanding why they do what they do in the classroom. On a practical level teachers need to be given the opportunity to be reflective about their own teaching with encouragement from administrators and planners by way of in-service time, experimentation opportunities, and professional development support.

On a more specific level, this study contributes to the literature on global education by providing descriptions of the implementation of a global education curriculum in two 'real' classrooms. The reader is given the opportunity to understand the issues that underlie the practices of the two teachers involved, in the context of global education, and in particular, global geography. This may enable other teachers to

examine their own perceptions and actions when implementing similar curriculum.

Curriculum planners, too, can consider the findings of this study when proposing and designing new global education programs, and also when evaluating existing curriculum in this area.

REFERENCES

- Adler, S. (1984, Spring). A field study of selected student teacher perspectives toward social studies. Theory and Research in Social Education, 12(1), 13-30.
- Alladin, I. (1989, May-June). Teaching for global awareness. The ATA Magazine, p. 6-11.
- Anderson, L.F. (1990). A rationale for global education. In K.A. Tye (Ed.). Global education: From thought to action, (p.13-34).
- Anderson, L.W., & Burns, R.B. (1989). Research in the classroom: The study of teachers, teaching, and instruction. Oxford: Pergamon Press.
- Barnes, B.R., & Curlette, W.L. (1985, Spring). Effects of instruction on teachers' global mindedness and patriotism. Theory and Research in Social Education, 13(1), 43-49.
- Becker, J.M. (1982, Summer). Goals for global education. Theory into Practice, 21(3), 228-233.
- Bennett, C., & Spalding, E. (1992, Summer). Teaching the social studies. Theory and Research in Social Education, 20(3), 263-292.
- Blumer, H. (1969). Symbolic interactionism. Englewood Cliffs, NJ: Prentice-Hall.
- Bogdon, R.C., & Biklen, S.K. (1982). Qualitative research for education: An introduction to theory and methods. Boston, MA: Allyn and Bacon Inc.
- Brown, S.C., & Kysilka, M.L. (1994, Spring). In search of multicultural and global education in real classrooms. Journal of Curriculum and Supervision, 9(3), 3313-316.
- Carbone, P., Jr. (Ed). (1987). Value theory and education. Malabar, FL: R.E. Krieger Publishing.
- Carlgren, I., & Lindblad, S. (1991). On teachers' practical reasoning and professional knowledge: Considering conceptions of context in teachers' thinking. Teaching and Teacher Education, 7(5/6), 507-516.

- Clandinin, J.D. (1985, Winter). Personal practical knowledge: A study of teachers' classroom images. Curriculum Inquiry, 15(4), 361-385.
- Clark, C.M., & Peterson, P.L. (1986). Teachers' thought processes. In M.C. Whittrock (Ed.). Handbook of research on teaching (3d ed.). New York: Macmillan.
- Colman, P. (1989, January-February). Global education: teaching for an interdependent world. Media and Methods, P.21-23, 59-61.
- Cornett, J.W. (1990, Summer). Teacher thinking about curriculum and instruction: A case study of a secondary social studies teacher. Theory and Research in Social Education, 18(3), 248-273.
- Cortes, C.E., & Fleming, D.B. (1986). Changing global perspectives in textbooks. Social Education, 50(5), 376-384.
- Dunlop, S. (1987). Towards tomorrow: Canada in a changing world. Toronto, ON: Harcourt Brace Jovanovich.
- Elbaz, F. (1983). Teacher thinking: A study of practical knowledge. London: Croom Helm Ltd.
- English Program Services. (1993). Global geography (Curriculum Guide No. 131). Halifax, N.S.; Nova Scotia Department of Education.
- Evans, R.W. (1990, Spring). Teacher conceptions of history revisited: Ideology, curriculum, and student belief. Theory and Research in Social Education, 18(2), 101-138.
- Floden, R.C., Porter, A.C., Schmidt, W.H., Freeman, D.J., and Schwille, J.R. (1981). Response to curriculum pressures: A policy-capturing study of teacher decisions about content. Journal of Educational Psychology, 73(2), 129-141.
- Fritz, J.J., Miller-Heyl, J., Kreutzer, J.C., & MacPhee, D. (1995, March/April). Fostering personal teaching efficacy through staff development and classroom activities. The Journal of Educational Research, 88(4), 200-208.
- Gilliom, M.E. (1981, Summer). Global education and the social studies. Theory into Practice, p. 169-173.

- Glaser, B.G., & Strauss, A.L. (1967). The discovery of grounded theory: Strategies for qualitative research. New York: Adline.
- Goodson, I.F. (Ed.). (1992). Studying teachers' lives. New York, NY: Teachers College Press.
- Guba, E.G., & Lincoln, Y.S. (1981). Effective evaluation. San Francisco, CA: Jossey-Bass.
- Gudmundsdottir, S. (1990, May-June). Values in pedagogical content knowledge. Journal of Teacher Education, 41(3), 44-52.
- Gudmundsdottir, S., & Shulman, L. (1987). Pedagogical content knowledge in social studies. Scandinavian Journal of Educational Research, 31(2), 59-70.
- Hawthorne, R.K., (1992). Curriculum in the making: Teacher choice and the classroom experience. New York, NY: Teachers College Press.
- Hitchcock, G., & Hughes, D. (1989). Research and the teacher: A qualitative introduction to school-based research. New York: Routeledge.
- Hornstein, S.E. (1990). If the world is round and schools are flat, can we have global education in schools? Contradictions, questions, and paradoxes of global education in school. Paper presented at the Annual Meeting of the Comparative and International Education Society (Anaheim, CA, March 24, 1990). ERIC Document Reproduction service No. ED 328 486).
- Hyland, J.T. (1985). Teaching about the constitution: Relationships between teachers' subject matter knowledge, pedagogic beliefs and instructional decision-making regarding selection of content materials and activities. Washington, DC: U.S. Government Printing Office, (ERIC Document Reproduction service No. ED 273 557).
- Jacob, E. (1987, Spring). Qualitative research traditions: A review. Review of Educational Research, 57(1), 1-50.
- Janesick, V.J. (1979). An ethnographic study of teachers' classroom perspective: Implications for curriculum. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 173 302).

- Johnston, M. (1990, Summer.) Teachers' backgrounds and beliefs: Influences on learning to teach in the social studies. Theory and Research in Social Education, 18(3), 207-233.
- Kelchtermans, G., & Vandenberghe, R. (1994). Teachers' professional development: A biographical perspective. Journal of Curriculum Studies, 26(1), 45-62.
- Kniep, W.M. (1989, May-June). Essentials for a global education. The ATA Magazine, p.12-15.
- Kniep, W.M. (1985). A critical review of the short history of global education: Preparing for new opportunities. A working paper for: Conceptualizing Global Education: A project on Global Perspectives in Education Inc.
- Korten, D.C. (1990). Getting to the 21st century. West Hartford, CT: Kumarian Press.
- Leetsma, R. (1978, June). Global education. American Education, 14(5), 6-13.
- Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry. Newbury Park, CA: Sage Publications.
- Lortie, D. (1975). Schoolteacher: A sociological study. Chicago, IL: University of Chicago Press.
- Lowe, W.T. (1983). The teacher of social studies in public secondary schools. Washington, DC: National Institute of Education. (ERIC Document Reproduction service No. ED 244 859).
- Merriam, S.B. (1988). Case study research in education: A qualitative approach. San Francisco: Jossey-Bass.
- Merryfield, M.M. (1994, Spring). Shaping the curriculum in global education: The influence of student characteristics on teacher decision making. Journal of Curriculum and Supervision, 9(3), 233-249.
- Merryfield, M.M. (1993). Responding to the gulf war: A case study of instructional decision making. Social Education, 57(1), 33-41.

- Merryfield, M.M. (1992, Summer). Implementing global education within the contexts of school change and American culture. Theory and Research in Social Education, 20(3), 351-359.
- Natoli, S.J., (Ed.). (1988). Strengthening geography in the social studies. National Council for the Social Studies Bulletin No. 81. Washington, DC: National Council for the Social Studies. (ERIC Document Reproduction service No. ED 296 946).
- Olsen, J. (1981). Teacher influence in the classroom: A context for understanding curriculum translation. Instructional Science, 10, 259-275.
- Parker, W.C. (1987, Winter). Teachers' mediation in social studies. Theory and Research in Social Education, 15(1), 1-22.
- Popkewitz, T.S. (1980). Global education as a slogan system. Curriculum Inquiry, 10(3), 303-316.
- Postman, N., & Weingartner, C. (1969). Teaching as a subversive activity. New York: Delacorte Press.
- Prawat, R.S. (1992, May). Teachers' beliefs about teaching and learning. American Journal of Education, 100(3), 354-395.
- Robinson, R. (1986, October-December). Geography teachers' reflections on their teaching about development. Journal of Curriculum Studies, 18(4), 409-427.
- Roehler, L.R., Duffy, G.G., Herrman, B.A., Conley, M., and Johnson, J. (1988). Knowledge structures as evidence of 'personal': bridging the gap from thought to practice. Journal of Curriculum Studies, 20(2), 159-165.
- Rosenholtz, S.J., & Simpson, C. (1990, October). Workplace conditions and the rise and fall of teachers' commitment. Sociology of Education, 63(4), 241-257.
- Rovegno, I. (1993, Fall). Content-Knowledge acquisitions during undergraduate teacher education: Overcoming cultural templates and learning through practice. American Educational Research Journal, 30(3), 611-642.
- Scapp, R. (1993, March/April). Feeling the weight of the world (studies) on my shoulders. The Social Studies, 84(2), 67-70.

- Schmidt, W.H., & Buchman, M. (1983, November). Six teachers' beliefs and attitudes and their curricular time allocations. The Elementary School Journal, 84(2), 162-171.
- Schmidt, W.H., Porter, A.C., Floden, R.E., Freeman, D.J., & Schwillie, J.R. (1987). Four patterns of teacher content decision making. Journal of Curriculum Studies, 19(5), 439-455.
- Smith, C.E. (1988). Teacher decision making. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction service No. ED 297 405).
- Starr, E.S., & Nelson, J. (1993, Fall). Teacher perspectives on global education. Canadian Social Studies, 28(1), 12-14.
- Taylor, S.J., & Bogden, R. (1984). Introduction to qualitative research methods. New York: Wiley.
- Thorne, J. (1994, Summer). Living with the pendulum: The complex world of teaching. Harvard Educational Review, 64(2), 195-208.
- Thornton, S.J. (1991). Teacher as curricular-instructional gatekeeper in social studies. In J.P. Shaver (Ed.). Handbook of research on social studies in teaching and learning. New York: MacMillan Publishing.
- Thornton, S.J. (1989). Aspiration and practice: Teacher as curricular-instructional gatekeeper in social studies. Paper presented at the annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989). (ERIC Document Reproduction service No. ED 315 347).
- Thornton, S.J., & Wenger, R.N. (1989). Geography in elementary social studies classrooms. Paper presented at the annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989). (ERIC Document Reproduction service No. ED 315 348).
- van den Akker, J., & Kuiper, W. (1993, Summer). The implementation of a social studies curriculum. Journal of Curriculum and Supervision, 8(4), 293-305.
- Watts, B., & Bentley, D. (1986, April-June). Methodological congruity in principle and in practice: A dilemma in science education. Journal of Curriculum Studies, 18(2), 167-175.

- Weaver, P.V. (1988, May-June). Education that is multicultural and global. The Social Studies, p. 107-109.
- Wilson, S.M. (1979). Explorations of the usefulness of case study evaluations. Evaluation Quarterly, 3, 446-459.
- Wineburg, S.S., & Wilson, S.M. (1991). Subject-matter knowledge in the teaching of history. Advances in Research on Teaching, 2, 305-347.
- Wright, A.E., & Van Decar, P. (1990). Implementing global education in the elementary school: Getting beyond lists of goals. (ERIC Document Reproduction service No. ED 340-672.

APPENDICES

Appendix A: Sample consent forms given to and signed by teachers, school administrators, and school board supervisor.

CONSENT FORM

Dear Teacher:

I am a graduate student presently pursuing my Master's degree in Education at Memorial University of Newfoundland. I am requesting your participation in a case study that I hope to conduct in your school board. This study will be conducted under the guidance of my thesis supervisor, Dr. Roy Kelleher (Faculty of Education, Memorial University of Newfoundland).

The focus of the study is to examine three questions in an effort to understand teacher conceptualizations of global education and how these perspectives are carried into the classroom. The three areas of inquiry are:

- 1) What are teachers' definitions of global education?
- 2) How do teachers reach this personalized perspective?
- 3) How do these individualized perceptions of global education affect their curricular and instructional choices and subsequently their classroom action?

My intention is to interview (one-on-one) and observe in the classroom two global geography teachers during the month of May. Your involvement would include 3-5 hours of audiotaped interviews and classroom observation of one unit of study in the Global Geography curriculum (the particular unit will be decided with you). I anticipate that the observations will last approximately 12-15 hours. To ensure confidentiality, tape-recorded interviews will be destroyed upon the completion of the research. Data gathered during the course of interviews and observation will be confidential and at no time will you or the school be identified. I am interested in teachers' perceptions of global education and their resulting curricular choices and thus will not be at any time evaluating or judging you.

Your participation is voluntary and you may withdraw without prejudice at any time.

This study has received approval by the Ethics Review Committee of the Faculty of Education, Memorial University of Newfoundland and from your principal and the school board. The results of this research will be made available to you upon request.

If you agree to participate in this study, please sign below and return one copy to me and retain one copy for your files. If you have any questions or concerns please do not hesitate to contact me at 423-8001. If you wish to speak with a resource person not associated with the study please contact Dr. Frank Riggs, Associate Dean of Graduate Programs, Faculty of Education, Memorial University of Newfoundland, at (709) 737-8587.

Yours sincerely,

Atula Joshi

I _____ hereby agree to participate in the case study on teacher perceptions of global education and their resulting classroom actions to be conducted in this school board by Atula Joshi. I understand that participation is voluntary and that I may withdraw without prejudice at any time. I also understand that all information is strictly confidential and no individual or school will be identified.

Date

Signature

CONSENT FORM

Dear Sir/Madam:

I am a graduate student presently pursuing my Master's degree in Education at Memorial University of Newfoundland. I am requesting permission from your school board to conduct case study research in two city high schools. This study will be conducted under the guidance of my thesis supervisor, Dr. Roy Kelleher (Faculty of Education, Memorial University of Newfoundland).

The focus of the study is to examine three questions in an effort to understand teacher conceptualizations of global education and how these perspectives are carried into the classroom. The three areas of inquiry are:

- 1) What are teachers' definitions of global education?
- 2) How do teachers reach this personalized perspective?
- 3) How do these individualized perceptions of global education affect their curricular and instructional choices and subsequently their classroom action?

My intention is to interview (one-on-one) and observe in the classroom two global geography teachers during the month of May. Interviews will total 3-5 hours and observation will last approximately one month (12-15 hours of class time). Interviews with the individual teachers will be recorded by audiotape. To ensure confidentiality, the tapes will be destroyed upon the completion of research. Data gathered during the course of interviews and observation will be confidential and at no time will the participants or schools be identified. I am interested in teachers' perceptions of global education and their resulting curricular choices and thus will not at any time be evaluating or judging the teachers.

Each participant and his/her respective school principal will be required to sign a similar consent form. Participation is voluntary and the teacher or the principal may withdraw permission at any time without prejudice.

This study has received approval by the Ethics Review Committee of the Faculty of Education, Memorial University of Newfoundland. The results of this research will be made available to you upon request.

If you are in agreement with allowing this study to be conducted in your school board, please sign below and return one copy to me and retain one copy for your files. If you have any questions or concerns please do not hesitate to contact me at 423-8001. If you wish to speak with a resource person not associated with the study please contact Dr. Frank Riggs, Associate Dean of Graduate Programs, Faculty of Education, Memorial University of Newfoundland, at (709) 737-8587.

Yours sincerely,

Atula Joshi

I _____ hereby give permission to Atula Joshi to conduct a case study on teacher perceptions of global education and their resulting classroom actions. I understand that participation is voluntary and that the participant and/or the school board can, without prejudice, withdraw permission at any time.. All information is strictly confidential and no individual or school will be identified.

Date

Signature

Appendix B: Interview question guide

Note: This guide is not a complete list of questions used during the interviews. Topics and questions were presented randomly.

A. The teacher:

Where did you attend university?
What are your major interests / major studies?
What is your educational background?
What are your hobbies / likes / dislikes?
Describe your past teaching experiences.
What are your favourite subjects?

B. The students:

How many students in your class?
At what level are your students: academically, emotionally, experientially?
What do you feel is important for your students to know from your class? in general?

C. Global education / global geography:

How do you define global education?
How did you create that definition?
What is your experience with global education?
What are your views on global education as an educational approach?
How does global education fit into global geography? into your own culture?
What does the guide say you should be teaching?
What are your views on the course?
What is your background in global geography?
How do you differentiate global geography from any other geography course?

D. Curricular choices:

How do you make choices within the offered guidelines?

What are the selections you have made in this course? for this particular unit?

How and why did you make certain choices with respect to unit being observed?

E. Methodology:

Describe your teaching methods.

Do your methods vary from subject to subject? year to year? topic to topic?

How do you evaluate your students?

What resources do you use?

Where do you obtain your resources?

What criteria do you apply in selecting resources?

Are you happy with available resources?

F. Visions:

What are your...

Visions of the world?

Visions of the community?

Visions of your school?

Visions of your classroom?

G. Relationships:

Do you feel any of the following impact your teaching in any way? the school, the school administration, other teachers, the school board, the community, parents, students, etc.

GEOGRAPHY 012

TOTAL VALUE 40X2=80

value 5/3/2

1. A. SUMMARIZE THE THEORY OF CHRISTALLER.
B. WHAT DIAGRAM IS USED TO DESCRIBE HIS THEORY AND WHY?
C. GIVE ONE MAJOR DIFFERENCE BETWEEN CHRISTALLER AND VON THUNEN.

value 6

2. LIST (TWO OF EACH) ADVANTAGES AND DISADVANTAGES OF HIGH POPULATION DENSITY.

value 12

3. A. DRAW A SERIES OF DIAGRAMS TO SHOW THE DIFFERENCE BETWEEN WESTERN AND NON-WESTERN URBANIZATION PATTERNS.
B. EXPLAIN WHY THERE IS THIS DIFFERENCE.

value 12

4. A CITY WITH A POPULATION OF 116,000 HAS 53,500 IN NON-BASIC WORK. THE BASIC:NON-BASIC RATIO IS 1:1.4. THE CITY LOSES AN IMPORTANT AIRCRAFT PARTS INDUSTRY AND 500 WORKERS ARE LAID OFF.
 1. WHAT IS THE NEW POPULATION THAT CAN BE SUPPORTED?
 2. WHAT WAS THE TOTAL WORK FORCE BEFORE THE LAY OFF?
 3. WHAT IS THE NEW NON-BASIC WORK FORCE?

Appendix D: Copy of test #2 given by Joe (Case One) on the subject of urban land use.

Note: References made to locality have been deleted.

Geography 012

VALUE 10

1. What is the reason for having speciality areas in the use of land. How specialized are some of these areas? Use . . . as an example.

VALUE 5

2. Draw a diagram to show the different sizes (areas) of commercial influences in a city.

VALUE 8

3. What are the bases of residential divisions? Explain the pattern observed with these divisions.

VALUE 12

4. What did you learn from the slides on the tramcars of . . . ? Organize your answer very well.

Appendix E: Sample section from exam given by Bill (Case Two).

SECTION A - ESSAY - 20 MARKS

Answer TWO of the following questions:

1. Canada SHOULD NOT include food or money in its foreign aid program. Discuss.
2. There are really two worlds on planet Earth. Pierre Trudeau referred to them as the "North" and the "South" while others refer to them as "developed" and "developing". Discuss.
- 3a). Global problems would be so much easier to solve if the world wasn't divided into different countries. Discuss.
- b). A nation's perception of a problem depends on exactly what part of the world you come from. Explain.



