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GLOBAL EDUCATION AS A TEACHER IN-SERVICE AND CURRICULUM
IMPROVEMENT PROCESS: A STUDY OF ONE K-12 PROGRAM

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AND   CURRICULUM   IMPROVEMENT   PROCESS:

A   STUDY   OF   ONE   K-12   PROGRAM

By

David L. Hultgren

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1986

ABSTRACT

GLOBAL   EDUCATION   AS   A   TEACHER   IN-SERVICE
AND   CURRICULUM   IMPROVEMENT   PROCESS:
A   STUDY   OF   ONE   K-12   PROGRAM

By

David L. Hultgren

This dissertation documents the life of a global
education program from its inception to its conclusion, and
further documents the immediate and long-term impacts of
this program. The subject of this study is one K-12 Global
Education Project operating through an intermediate school
district in a relatively rural part of the State of
Michigan. For three years, 1977-80 the Project developed
and implemented its in-service education and curriculum
improvement model providing services to teachers in one
Michigan county. A fourth year, 1980-81, was spent
replicating the Project in another school district and also
providing assistance to school districts throughout
Michigan by means of in-service workshops and materials
dissemination.

This study was carried out through the analysis of
the Project's archival data and through personally
interviewing twenty-four teachers, administrators, and
others involved with the Global Education Project during
its existence.

Major findings from this study include:

1. The program model used by the Project did bring about changes in individual teachers and the curricula they taught.

2. The Project had little impact on school or district-wide curricula.

3. The Project's two-week summer seminar format was effective for raising participating teachers' awareness and knowledge of the concepts of global education and for building commitment to infusing such content into their own teaching situations.

4. The development of teaching units by individual teachers was an effective means of transfering global concepts to practical application.

5. The combination of teacher in-service and individual consultation throughout the school year encouraged the implementation of global units/lessons and the use of global-oriented resources.

6. The identification of community resource people and accurate material resources for use in classrooms were important components of the Project.

7. Once the Project ended teachers tended to continue using those global materials which they had in their own files or classrooms, not those in centralized media centers.

8. Understanding the change acceptance process is important in helping teachers move from awareness of global education to the actual integration into the way those teachers teach.

9. The Global Education Project was not continued once this four-year period was completed.

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Sincere thanks also go to the Global Education Project staff, the teachers, administrators, and others who were kind enough to allow me to interview them. Due to promised anonymity I regret I can not thank them by name. Thank you also to the administration of the "Dover" Intermediate School District for access to the Project archival data. The boxes of records documenting the life of this program were indispensable for the completion of this study.

In this day of modern technology, it seems only fitting that a brief, but nonetheless large, thank you goes to my computer and its makers and my word processing

program and its makers without which I never would have been able to write, edit, and finalize this dissertation.

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CHAPTER ONE

INTRODUCTION

The Problem

In the State of Michigan there is a history of
educational improvement programs funded through the
Experimental and Demonstration Centers (E & D Centers)
Program of the Michigan Department of Education. To a
great degree this program of competitive grants offered to
school districts was run using federal funds made available
to states through the Elementary and Secondary Education
Act, Title IV C (ESEA Title IV C).

This dissertation examines one such project.* While
it may be impossible to select a "typical" project, since
each was designed to be unique, it is nonetheless important
to ask how does an educational improvement project come
into being? How does it grow and change? What impacts did
it have? In essence the problem addressed in this
dissertation is what made this particular project work.
"Work" here is used in a descriptive sense rather than in
an evaluative sense. In other words, what procedures,
steps, and phases did the program go through from its
inception to its conclusion, what impacts did it have, and
what remains several years after its conclusion.

---

* To assure anonymity for the people who were interviewed
during the research for this dissertation, the names of the
intermediate and local school districts as well as the
names of people participating in the project have been
changed. In addition, the name of the program being
studied will simply be called the Global Education Project.

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Purpose of the Study

The purpose of this study is to describe and explain
the implementation and the immediate and long range impacts
of a four-year K-12 global education project in the State
of Michigan.

The working definition of global education that will
be used in this investigation is the one adopted by the
project being studied:

> Global Education in [Dover County] is an attempt at
> providing a focus within our present curriculum,
> rather than a course or series of courses. It seeks
> to develop within our young people (K-12) an awareness
> of, an understanding of, an appreciation of, and a
> readiness to participate in the interdependency of the
> earth's people and systems--social, economic,
> ecological, and technological. (Global Education
> Project, 1978)

The study will be guided by the following major
research questions:

A. How, why, and to what extent did teachers become
involved in and committed to global education?

B. What procedures/techniques (bureaucratic,
programmatic, interpersonal) did the project staff utilize
in implementing the program?

C. What changes occurred in teachers personnally and
professionally as a result of their participation in the
program?

D. In what ways and in what areas did the program
influence curriculum development and use of curriculum
materials?

E. What residual impacts has the project had, i.e.

what impacts remain several years after funding has ceased?

These research questions are a logical outgrowth of the stated goals and major objectives of the program. The researcher believes that answers to these questions will be of interest and significance to educational theorists and practitioners, especially those involved in global education.

These overall research questions are broken down into sub-questions in the Methodology section where the means of finding answers to the questions will also be discussed. At this point a brief explanation of the importance of each question is in order.

The first question is important in that it addresses motivation leading to the involvement of individual program participants. Furthermore, it addresses the process leading to their commitment (if any) to this particular educational innovation, global education. Answers to this research question could have implications for both the methods of recruiting teachers for programs of this type and for the methods of in-servicing or otherwise educating teachers in the field.

The second question is important for understanding how the program structure evolved and in what ways this structure contributed to the program's effectiveness. Answers to this question will be extremely useful in describing the activities of the Project staff in implementing the program.

The third question is of interest because it relates to an ongoing concern of education -- the continuing development of in-service teachers. Answers to this question will document the immediate impacts of the Project on the development of participating teachers.

The fourth question concerning curricular impacts attempts to discern what changes in classroom content occurred as a result of the Project. Since the program was also designed to influence curriculum development, it is important to understand what units, lessons, resource materials, people, or ideas teachers used in their classrooms as a result of the program.

One of the missions of this and other Title IV-C projects was to develop a model which, if successful, could be adopted by other school districts. Thus, relevant to both the third and fourth research questions, it is also important to learn what sort of curriculum and teacher in-service model the Project created. By examining the completed Project model through the use of existing models or perspectives on both curriculum development and teacher education, the researcher and reader can gain a better understanding of the Global Education Project as a whole and the lessons to be learned from it.

The fifth exploratory question is important from both a programmatic and a fiscal management standpoint. What lasting changes, if any, were made by this curriculum improvement and staff development program? What kinds of

changes lived on after the program ended? Answers to these questions could have implications for the development and financing of such programs in the future.

The proposed study will address these questions through the analysis of archival data and the use of personal interviews.

Need for the Study

At present, there is a need for the global education field to take a serious look at itself -- where it has been and where it is going (Tucker, 1982). At a global education conference held in Easton, Maryland in May 1982, the entire agenda was devoted to this concern. The conference title, "National Conference on Professional Priorities: Shaping the Future of Global Education" demonstrates the present concern within this field for a scholarly taking stock of program achievements and shortcomings. Such action is necessary to determine what has been learned from these efforts and what implications can be drawn for future global education programs.

Jan Tucker (1982) addressed this issue when he wrote:

> Indeed, global education now has a history and, some would say, its conventional wisdom and limited vision. Now is a good time for the field to take stock and look to the next level of development. Global education needs to both deepen and broaden its perspective in order to mature into a full-fledged domain of research and development.
>
> Deepening will result from bringing current

scholarship to bear on the assumptions and content of global education... Broadening will occur by extending and enlarging the community of scholars and bringing together those who are already involved in similar work around the world into a tighter and more cohesive network. (p. i)

George Otero (1982), in discussing the success of the Mid-America Program (MAP) at Indiana University states:

The success of the MAP Project lies in what the staff learned about staff development as a process. These insights about the process of staff development should be considered by any group or organization attempting staff development in global education.

1) A major lack in many projects is understanding schools. The culture of the school ought to be a required lesson or course for all project heads.

2) Empire building vs. helping schools change. Everyone wants to coordinate, centralize our decentralized system, or get control over some part of it. Change this way is in our view impossible and undesirable.

3) There is a fetish for clean, neat, slick-looking operations and products. The world is complex, a mixed bag, and seldom permits one to stay in touch with reality and still be "slick and clean."

4) You can seldom help bring about change and take credit for it. You must decide which is more important.

5) Learn to be sensitive to and capitalize on the natural events in the schools and other educational agencies -- this affects the timing and tempo of project efforts and is crucial in determining whose needs will be served.

6) Start evaluating your efforts from the beginning of of the project.

Taking these insights to heart would result in better staff development programs. The success of MAP lies in what they learned not just in what they did. (p. 5)

There are several reasons why the proposed study has the potential of generating the kinds of valuable information to which Tucker and Otero have alluded:

- Although a variety of school-based global education programs have been funded, these programs have typically been of short duration with little follow-up (e.g. the one year federal grants through the Citizen Education for Cultural Understanding program.) The proposed study has the advantage of documenting the process of continuous planning and implementation across a four-year period.

- Since the Global Education Project of this study was supported by ESEA Title IV C funds as part of the Michigan Department of Education's Experimental and Demonstration Centers program, there are ample documents from which to draw -- annual proposals, mid-year and end-year evaluation reports prepared by an external evaluator, as well as a variety of other archival data such as letters, program agendas, workshop evaluation summaries, seminar pre- and post-tests, slide/tape programs, etc.

- Since the teaching population of that area is quite stable, a large number of "core teachers" and key administrators remain in the area. Thus the use of personal interviews would yield a wealth of valuable information regarding both the processes and impacts of the the Project.

-Finally, this program claimed to have impacts on both teacher development and curriculum development, two prime areas of concern to educators.

For these reasons, this study is of importance to the field of global education and education generally.

Description of the Program to be Studied

The Dover County Intermediate School District (DCISD) Global Education Project (GEP) was developed and implemented in elementary and secondary schools in Dover County, Michigan from July 1977 through June 1981. The program was administered by a project staff consisting of a project director, a resource coordinator, and a secretary. The project staff worked with voluntary elementary and secondary teachers to infuse a more global perspective into regular classroom instruction. The scope of work of the Global Education Project is summarized in its 1980-81 brochure. It states that the project is

> A multi-disciplinary professional development program
> to help elementary and secondary teachers to better
> teach about:
>   cultural understanding;
>   global issues;
>   local links with the rest of the world.

Growing out of needs identified in the fall of 1976 and through the assistance of ESEA Title IV C funding, the Project began its work during the 1977-78 school year. The initial core group of twenty-two teachers set project goals, received in-service training, and wrote initial teaching units incorporating global perspectives (Global Education Project, 1981).

During the second year, a more formal in-service learning program was established to expand the core group of teachers. Teachers learned about the classroom implementation of global perspectives through a thirty-two

hour summer seminar. As part of the seminar, each participant developed a teaching unit incorporating global concepts for use in his/her specific teaching situation. Follow-up was done with teachers throughout the year as units were taught and data were collected. Additional workshops were also presented focusing on specific global topics. "A Global Festival" was held at the end of the second school year. It consisted of displays, demonstrations, and presentations by students, teachers, area industries, and community members.

During the third year of the program, 1979-80, a similar format was used. According to the Project's culminating document (Global Education Project, 1981), "Thus the model emerged--a training and resource utilization program for professional development of teachers to foster the teaching of global perspectives in elementary and secondary classrooms."

An earlier Project brochure (Global Education Project, 1980) succinctly summarized the project components.

> SEMINAR--An intensive seminar to provide teachers with in-service training in areas of global perspectives, global issues, cross cultural understanding, unit development, teaching strategies, and resource identification.
>
> WORKSHOPS--Follow-up workshops to provide additional in-service training in teaching methods and global topics.
>
> CONSULTATION--Individual teacher consultations with project staff to reinforce teacher commitment to the goals of the project and to suggest resources and strategies.
>
> A GLOBAL FESTIVAL--A culminating activity of global

displays and demonstrations by teachers, students and the community.

After three developmental years in Dover County, the Michigan Department of Education designated the Project as a Dissemination/Technical Assistance site for the 1980-81 school year to offer its services to school districts throughout the State of Michigan. The following services were made available through the Project (Global Education Project brochure 1980-81):

MINI-WORKSHOPS--Workshops provide and overview and specific teaching methods about global topics.

SEMINAR--A 30-hour seminar combines many of the individual workshop topics into a comprehensive, practical format entitled "Teaching with a Global Perspective". Optional graduate credit available.

CONSULTATION--Individual teacher or curriculum coordinator consultations with project staff acquaint teachers with the goals of the project and suggest global resources and teaching strategies.

RESOURCES--A simple community survey process can be used to identify people in your area for possible classroom use to foster cultural understanding.
--A process for planning and implementing an end-of-year Global Festival.
--Teaching units and other project developed classroom aids.

Limitations of the Study

As with any study of this sort, there is a potential problem of built-in bias of the researcher. The researcher, after all, must make decisions, in some cases subjective, of what data to include and what to leave out of the final report. This researcher acknowledges this

limitation as endemic to the methodology and weighs it against the advantages of this method, which will be enumerated in chapter three.

The issue of bias in this study is futher complicated by the previous personal involvement of the researcher with the program being studied. The researcher was the Project Director which certainly is a source of bias. This, too, is recognized at the outset and must be measured against the researcher's access to the data and people resulting from his prior involvement with the program.

A further limitation of this study also relates to the researcher's previous involvement with the project studied. Since the interview respondents knew the researcher, there may have been a tendency on the part of some respondents to tell the researcher only positive things or to tell the researcher what they thought he wanted to hear. This limitation may be partially offset by the counter viewpoint--that since the respondents did know the researcher, a rapport existed which may have allowed others to freely express their opinions both positive and negative. Nevertheless, this source of bias is acknowledged and also emphasizes the need for the researcher to weigh the interview information against the other sources of data. It also put an increased responsibility on the researcher to push for specifics in the interview questioning process.

Overview of the Dissertation

The remainder of this dissertation will be presented in the following manner. In chapter two the researcher will review the literature related to the field of global education. The primary foci of this literature review will be on the social context within which global education has developed, the curricular dimensions of global education, and global education and the preparation of teachers.

The methodology used in this study will be presented in chapter three. The two selected methods, the analysis of archival data and the use of personal interviews, will be discussed along with the five major research questions. These major research questions are then divided into sub-questions which can be directly answered through the archival data and the personal interviews.

The findings of the research will be covered in chapter four. This will include a complete description of the birth, development, and dissemination of the global education program which is the focus of this study. This chapter will also document the immediate and long range impacts of the program and analyze the teacher in-service and curriculum improvement "model" produced by the Project.

Based on the findings in chapter four, the researcher will draw his conclusions and recommendations of his study in chapter five. The findings of this study should be useful to curriculum developers, teacher educators, as well as those in the field of Global Education.

CHAPTER TWO

REVIEW OF THE LITERATURE

This review of literature related to global education will include:

- A brief examination of its conceptual roots;

- A review of definitions of global education;

- A discussion of global education goals;
- Various rationales for using a global approach;

- A review of where support and opposition to global education seem to lie;

- An examination of the social context within which global education has developed;

- An overview of the curricular dimensions of global education;

- An examination of global education and the preparation of teachers;

- An overview of different methods of implementing global education programs at different levels; and

- A review of the literature related to the selection of the methodology for this particular study.

Each of these topics are presented in a separate heading and are subdivided where necessary for further clarity. Each section will also conclude with a statement summarizing or synthesizing the information included therein. Through this literature review, the reader can

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gain a greater understanding of the the field of global education and the context within which the Dover County Global Education Project operated.

It must also be mentioned at the outset that this literature review includes information up through 1986. Within the field of global education this Project was one of the early efforts initiated at the school district level. The presentation of this literature is not meant to judge the Project outside the era in which it developed. Rather it can help the researcher and reader to view it more clearly and also help the researcher to describe and explain it more effectively.

Conceptual Roots of Global Education

What is presently known as global education has its conceptual roots in at least three distinct yet interrelated concerns:

- Foreign language and international studies as exemplified by the involvement in the global education work of the Title VI area studies centers at selected major universities and more recently by the establishment of the National Council for Foreign Language and International Studies (NCFLIS);

- Environmental education which has taken on more of a global scope with such transnational concerns as the world food supply, acid rain, environmental effects of

nuclear testing, pollution of the oceans, territorial
limits related to the mining of ocean resources, and
concerns about the environmental impact of the continued
rapid growth of the world's human population; and

.   - War/Peace studies and international relations as
exemplified by the change in name of the major independent
organization in the field from the Center for War/Peace
Studies to the Global Perspectives in Education, Inc., as
well as the strong involvement of the Center for Teaching
International Relations (CTIR) at the University of Denver.

With voices from these diverse curricular areas
calling for a more global or international focus to
elementary and secondary education, it is not surprising
that global education has taken on a decidedly
interdisciplinary tone. The relationship of these
conceptual roots and to larger social and curricular
frameworks will be explored later in this chapter under
"Social Context within which Global Education has
Developed" and under "Curricular Dimensions of Global
Education."

The conceptual roots from which global education
developed reflect the diversity of the foci and thus the
breadth of the field. This diversity can also be seen in
the definitions presented below.

Definitions of Global Education

In drawing from these diverse conceptual roots, a global approach to education is an attempt to provide a more holistic view of the planet in relating it to young people in our schools. James Becker, who has become known in the field as the "Father of Global Education" has stated that global education is basically designed "to find some sensible educational response to the realities of change and interdependence," (Olson, 1981). To see the relationship of the above three conceptual areas to global education, an examination of global education definitions is appropriate.

The definition used by the Dover County Global Education Project has been presented earlier. (See page 2.) It was adopted after examining a variety of definitions including some of the following.

The Michigan Department of Education in its Guidelines for Global Education (1978) offered this definition:

> Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems -- social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global Education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.

In the November 1976 issue of Intercom, David King,

Margaret Branson, and Larry Condon offered the following

definition:

> Global perspectives are ways of looking at the world
> and our relationship to it. Intrinsic to such
> perspectives are: (1) an understanding of the earth
> and its inhabitants as parts of an interrelated
> network; (2) an awareness that there are alternatives
> facing individuals, nations, and the human species,
> and that the choices made will shape our future world;
> and (3) an ability to recognize that others may have
> different perceptions and may prefer different
> choices. Such understandings, awareness, and
> abilities are, among others, essential building blocks
> for effective functioning as individuals and as
> citizens in a democratic society.

A somewhat shorter definition was adopted by the

Farmington Public Schools, which developed another of

Michigan's four global education projects funded by the

Michigan Department of Education from 1977-1981:

> Global Education is the awareness of the
> interdependence and interrelationship of the world's
> population and the ability to take effective action
> through cultural and/or technological components to
> insure our present and future survival.

Although the term global education has not caught on

in Europe, it may nevertheless be helpful to broaden our

scope to examine a couple definitions outside U.S.

education. The Swedish Education Committee has stated:

> International Education is an education which provides
> insight into conditions in other countries, the
> interdependence among countries and peoples, their
> common problems and the relativity of the values of
> one's own country with respect to other cultures. It
> should aim at creating understanding for other people
> and a feeling of responsibility in the face of world
> problems.

In a UNESCO working paper (1975) the following

definition was presented:

> International education must be education for

international action having citizen involvement in world affairs if it is to achieve three of the most important goals set forth in the UNESCO Recommendations on international education. These are: the development of abilities to communicate with others; the development of an awareness of rights and duties of individuals, of social groups, and of nations toward one another; and the development of readiness on the part of the individual to participate in solving the problems of his community, his country, and the world at large.

In addition to the terms "global education" and

"international education", the term "development education" is often seen in the literature especially in Canada and in Europe. K.F.Prueter (1976), the editor of the Canadian publication Development Education: Education for a Global Community, expressed the following viewpoint to the Committee on Multiculturalism of the Ontario Ministry of Education:

> Development Education to me implies a recognition that the strength of Canada (or any nation) has become dependent upon an awareness that no nation can be an island isolated from a world which has become a very small planet. Conditions of civilized living for any national group have become dependent upon a true concern for the attainment of conditions of civilized living for all peoples.
>
> Development education then seeks to develop a Canadian awareness that each person as a Canadian must see himself as a Canadian citizen of the world. This requires:
>
> a) an educational approach which assists in developing an understanding of the world and particularly of its peoples. The overall objective is to seek to develop an understanding, appreciation, respect, etc. for peoples from all cultures;
>
> b) a study of citizenship in a dependent and interdependent world which necessitates an identification and an examination of world issues upon which dependency and interdependency are based. We need to learn of these issues; of how peoples in different cultures are approaching similar issues; and

the development of awareness that we can learn from each other in our attempts to find Canadian approaches for the maintenance of conditions for civilized living for Canadians.

This statement on development education not only includes a definition but goals and a rationale as well. By comparing this statement with the definitions of global education offered above and the goals and rationales to follow, one can see that development education is indeed remarkably similar to global education. When commenting on the use of the term, Preuter added in an Editor's Note in the same publication:

> The editor is still inclined to favor the term 'development education', simply because the term is more frequently used in international circles than any other and therefore, presumably, more understood. The development of a national program of development education will require considerable discussion with other world educational groups and it is important that we find common nomenclature.

More recently Eugene Gilliom (1986) discussed what he sees to be the similarities and differences between global education and development education, and, in the process, presents an additional definition for each term.

> Global education, it seems, is more sweeping, seeking to develop, by one definition, "...the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence." Development education, while not at odds with these goals, tends to focus more on specific issues related to economic, social and political development, particularly as the issues pertain to less developed nations. "It begins with a recognition of global interdependence and the continuing need for justice and equity in the world. Its programs and processes convey information, promote humanitarian values, and stimulate individual and community action aimed at improving the quality of life and eliminating the root causes of world

poverty." (p. 6)

Gilliom goes on to add that global education has tended to mirror

> the dominant passive nature of American education.
> Development education, on the other hand, has been
> more inclined to extend beyond education and to
> encourage action, ranging from raising funds to aid
> famine victims in Ethiopia to collaborating on·action
> based programs with groups involved in the
> environmental and the nuclear control movements.
> (p. 6)

It is the emphasis which development education has placed on stimulating action as described in the last four lines of the definitions above which, Gilliom believes, could provide the global education movement with a new stimulus and fresh purpose. He adds:

> What seems clear, however, is that both movements will
> benefit from cooperation and collaboration if their
> shared goal of impacting on American education is to
> be attained. (p. 6)

These definitions, while worded differently, reflect some common themes:

1) An emphasis on understanding the people and cultures making up today's world;

2) An understanding of the reality of interdependence of global systems;

3) The need for responsible participation to help solve problems facing the planet.

It is this complexity of definitions which has allowed many to acknowledge the importance of global education. At the same time, the diversity within a single definition may also lead to misunderstanding or partial understanding of

the field. For instance, advocates acknowledging the importance of cultural understanding might focus on single countries just as they always did without using the study as a means to also identify "cultural universals" or other major concepts to use as "pegs" on which to "hang" facts for purposes of comparing similarities and differences among people in various cultures. In other words, definitions such as these have left the door open for well-meaning people to take from them what they see as important without necessarily seeing the whole--i.e. understanding the earth as a single entity made up of many interdependent people and systems.

Having explored various definitions of global education and alternative or related terms for global education, it is now appropriate to move beyond definitions to goals, rationales, and other aspects within the global education literature.

Goals of Global Education

Moving from definitions to goals and objectives of global education, two early writings have served as groundwork for future developments in what is now called global education. In the mid-1960s the Foreign Policy Association (FPA), through a contract with the U.S. Office of Education, undertook a study of "the objectives, needs and priorities in international education in American

elementary and secondary schools." (Leestma, 1968)

According to Leestma:

> The study was a pioneering effort to lay before educators in clear and challenging fashion some fresh approaches to analyzing the nature of the modern world and some of the implications for education.

In conjunction with this study, the Foreign Policy Association held a conference in 1967 to draft an international education dimension of a K-12 curriculum. At this conference Hilda Taba presented a list of objectives which made a significant contribution to the development of goals for global education. Collins and Zakariya (1982) have reproduced this list of objectives in their entirety.

> We wish to produce, Taba said, an individual who:

> 1. Has a certain kind of knowledge; that is, organized sets of concepts, ideas, and/or generalizations that enable him to put masses of data in order.
> 2. Can process information; that is, analyze data, form generalizations, ask pertinent questions, make inferences, use data to hypothesize, to predict causal change, and as a useful model for inquiry, for analysis, and for probing problems.
> 3. Has a genuine sense of participation; that is, involvement and commitment.
> 4. Has a capacity to put himself in other peoples' (or nations') shoes; that is, has equivalent feelings and has the sensibilities that are necessary to live in a pluralistic world.
> 5. Has a capacity to transcend his own ethnocentric skin; that is, sees equivalents in values and sees universals in the human condition.
> 6. Can keep on learning; that is, is a self-learner and has the intellectual tools and desire to do his own data processing.
> 7. Can face change without trauma; that is, can grasp, take hold of, influence, and control in a constructive manner the change processes underway in society.
> 8. Can handle international situations objectively; that is, can treat other peoples' (nations') feelings or value patterns as "facts" or "givens" in a situation.
> 9. Has loyalties; that is, realizes that loyalty is not a finite quality and that he can be loyal to a

range of institutions simultaneously.

10. Has a sense of the complexity of global issues.

The Foreign Policy Association study was completed in 1968 under the leadership of James Becker as the project director and Lee Anderson as the project coordinator. The study was the focus of the November 1968 issue of Social Education and also the 1968 National Council for the Social Studies Yearbook. In the Introduction of the Social Education issue, Becker questions the appropriateness of the continued use of the term "international".

> This conceptual lag evident among many Americans, including their schools, is especially noticeable in perception of the term "international".

> While at the moment this may seem to be the only term available for describing the whole gamut of relations that transcend national boundaries, as a concept "international" is losing its accuracy and utility. The word must either be discarded or radically altered to fit the new realities of relationships among members of the human race.

Also in this November 1968 Social Education issue, Lee Anderson wrote "An Examinatin of the Structure and Objectives of International Education". In it he responded to the question, "What Should be the Objectives of International Education?"

Anderson's 'Objects of International Understanding' include the following main categories:

> I. The development of students' understanding of global society implies developing students' understanding of the planet among many entities in the larger cosmic system.

> II. The development of students' understanding of global society implies developing students' understanding of mankind viewed as one species of life among many forms of life.

III. The development of students' understanding of global society implies developing students' understanding of the international social system viewed as one system among many social systems in which they participate and through which human values such as wealth, health, power, safety, respect, and enlightenment are created and allocated.

Anderson's 'Dimensions of International Understanding' include the following:

I. The curriculum should develop students' world-mindedness.

II. The curriculum should develop the capacity of students to consume discriminately and process critically information about their world environment.

III. The curriculum should develop the capacity of students intellectually and emotionally to cope with continuous change and marked diversity in their world environment.

IV. The curriculum should develop the capacity of students to accept and constructively cope with "the realities of the human condition."

Since each of the above categories is even further subdivided and since this is the earliest effort of which this writer is aware to lay out specific global understandings for students, it stands as a very important contribution to the development of global education.

Moving to later goal statements for global education, one of the simplest and directly applicable statements is that of John Cogan (1977):

The ultimate goal of global education (is) the development of an internationally informed citizenry.

Cogan offers a good starting point. By focusing on the information level, he keeps his sights realistic. However, in its simplicity it also lacks the specificity of other goal statements.

Other authors expand beyond the information level to attitudinal and decision making levels. Cogan's goal of the "development of an internationally informed citizenry" corresponds to what Robert Hanvey (1976) calls a "state of the planet awareness," which is the second of five dimensions of "An Attainable Global Perspective". Hanvey's five dimensions include:

Dimension One: Perspective Consciousness
The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from from one's own.

Dimension Two: State of the Planet Awareness
Awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g. population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

Dimension Three: Cross Cultural Awareness
Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

Dimension Four: Knowledge of Global Dynamics
Some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

Dimension Five: Awareness of Human Choices
Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

In discussing goals of global education, some mention must be made of the Intercom volume #84/85 (1976) published

by Global Perspectives in Education, Inc. This particular
volume has served as required reading for courses in global
education and, in fact, was used by the Dover County Global
Education Project in developing its "Student Goals for the
Global Education Project". Intercom 84/85, among other
things, presents in chart form a list of four main
'competencies' which it then breaks into over twenty
'capacities' which are then broken into over eighty
'abilities'. Space does not permit the inclusion of the
entire chart. However, due to the significance of this
document the four competencies and component capacities are
listed below.

COMPETENCE in...perceiving how one is involved in the
world system...requires the CAPACITY to...
1) perceive oneself and all other individuals as
members of a single species of life--a species whose
members share:
-a common biological status;
-a common way of adapting to the natural environment;
-a common set of biological and psychological needs;
-common existential concerns; and
-common social problems...
2) perceive self and all humans as a part of the
earth's biosphere...
3) see how each person, and the groups to which that
person belongs, are participants in the world's
socio-cultural system...
4) perceive that people at all levels of social
organization--from the individual to the whole
society--are both "cultural borrowers" and "cultural
depositors"; they both draw from and contribute to
a "global bank of human culture" that has been and
continues to be fed by contributions from all peoples,
in all geographical regions, and in all periods of
history...
5) perceive that people have differing perceptions,
beliefs, and attitudes about the world system and its
components...

COMPETENCE in...making decisions...requires the
CAPACITY to...
1) make "creative" personal decisions regarding one's

own lifestyles, in adjusting to "imposed and
uncontrollable" changes.....
2) perceive and identify the transnational
consequences of one's personal decisions and of the
collective decisions of the groups to which one
belongs...
3) "take into consideration" the interests of others
when making decisions with transnational
consequences...
4) perceive and identify long-term consequences of
individual and collective decisions...
5) "take into active consideration" the interests of
future generations when making personal and collective
decisions...

COMPETENCE in...making judgments...requires the
CAPACITY to...
1) perceive the choices confronting individuals,
communities, nations, and the human species, with
respect to major world problems...
2) acquire and process information analytically and to
use reflective moral reasoning when making judgments
about world problems...
3) identify, describe, and analyze one's own judgments
about world problems...
4) perceive that human experience, earlier and
elsewhere, may possibly be more useful for dealing
with contemporary problems than beliefs dominant
today...
5) perceive the world system in a systematic manner...
6) analyze, evaluate, and create models of alternative
futures...
7) analyze controversy surrounding an issue, problem,
or policy...

COMPETENCE in...exerting influence...requires the
CAPACITY to...
1)exercise influence through
    a) lifestyle decisions...
    b) work-related activities...
    c) social action...
    d) political activities...
    e) modeling and other forms of education...

This final goal area is significant in that it goes

beyond Cogan's "informed citizenry", beyond Anderson's

dimension of "constructively cope with 'the realities of

the human condition'", and beyond Hanvey's "Awareness of

Human Choices" to actually stating that education should

develop competence in "exerting influence" through one's

own personal actions in the various arenas of one's life.

The Michigan Guidelines for Global Education (1978)

advocates the following goals for global education within a

school system. These goal statements are particularly

important to look at not only because Michigan was the

first state to develop such guidelines and because the

program to be studied also used these goals in developing

its own project goals, but goals E, F, and G below also

emphasize personal actions as did the Intercom 84/85 goals

mentioned immediately above.

> Global education in a school system will equip the
> student with an understanding and an awareness of
> global interdependence by providing encouragement and
> opportunity to:
> A. Acquire a basic knowledge of various aspects of the
>   world: geographic, cultural, racial, linguistic,
>   economic, political, historical, artistic,
>   scientific, and religious.
> B. Develop a personal value and behavior system based
>   on a global perspective, particularly as it relates
>   to aspects listed above.
> C. Understand problems and potential problems that
>   have global implications.
> D. Explore solutions for global problems.
> E. Develop a practical way of life based on global
>   perspectives.
> F. Plan for alternative futures.
> G. Participate responsibly in an interdependent world.

In a footnote below these goals, the following

emphasis is added:

> These goals are meant to encourage and stimulate
> participation with emphasis on active experience.
> An interdisciplinary approach is highly encouraged.

Building on writings of many people in the field, Mary

Soley (1980) has developed a set of goals specifically

aimed at social studies with a global perspective. While

social studies is not the sole curriculum area of concern

in global education, it certainly is a prime area and thus

worthy of some examination at least.

> Given the interdependent nature of the world, social
> studies education with a global perspective seeks to
> help students develop the knowledge, skills, and
> values necessary for effective communication,
> decision-making, and participation. Students need to
> learn how the world, including its various systems,
> works. They need to develop critical thinking skills
> that can be used effectively today and in the future.
> They also need opportunities to examine and develop
> certain critical values.

Thus Soley includes knowledge, skills (or

competencies) and values components in her statement as did

the goal statements in Michigan's Guidelines for Global

Education. Elaborating on each of these, Soley continues:

> The social studies with a global pperspective is
> marked by several elements. Knowledge of the
> interdependent and changing nature of
> the world is important. Interdependence, a critical
> concept, refers to those existing political, economic,
> physical, and social connections that interrelate
> people at various levels...

> Knowledge of the changing and complex nature of global
> issues and conditions is another necessary element of
> the social studies with a global perspective...

> Understanding multiple perspectives is important.
> "Domestic" policy can no longer be separated from
> "foreign" policy. The two are necessarily
> interconneted. The presentation of world realities
> that reflect this fact is another element of the
> social studies with a global perspective...

> Basic competencies for the social studies with a
> global perspective begin with those typically found in
> existing programs. They include decision-making/
> critical thinking, communication, and participation.
> In addition, cross-cultural awareness and perspective
> consciousness skills help students understand various
> points of view based on different frames of reference.

> Value objectives for the social studies with a global
> perspective include being able to identify one's own

values and those of others. The most important values to be offered to students include a desire to work towards conditions that can promote planet-wide survival, and respect and dignity for all people.

These then are some of the goal statements on which global education stands. One can see that they range from simple to complex and include a wide range of topics from cultural understanding, ecological awareness, planetary survival, and the role of the individual within all of these.

Yet they hold in common the goal that individual people through the American educational system must broaden their knowledge and their perspective to be able to see the world as a single entity made up of various social, ecological, and technological systems. Unfortunately, this overarching goal can be lost in the implementation of the aforementioned component parts.

This section on the goals of global education has examined what people advocating global education believe should be learned in the schools. The next section dealing with rationales explains why those advocating global education believe such goals are necessary.

Rationales for Global Education

Having identified definitions and goal statements for
global education, it is now appropriate to examine
rationales for teaching with a global perspective. Rather
than citing a myriad of rationales offered by individuals
and groups, three have been chosen for presentation here.
The gist of all three of these and many other rationales
for global education focus on one premise: American
education must change because world conditions have changed
drastically. These conditions demand a change in what we
teach and how we teach. The three rationales which will be
presented are those offered by James Becker, Lee Anderson,
and the Dover County ISD Global Education Project.

In his "Introduction" to "International Education for
the Twenty-First Century" (Social Education, November
1968), James Becker wrote:

> ...For the first time since the emergence of our
> species, mankind now lives in what Raymond Areon and
> others aptly term as an "era of universal or global
> history." Robert Harper makes the same point in
> noting that "throughout most of history, mankind did
> exist in separate, almost isolated cultural islands...
> (and) now most of humanity is part of a single
> world-wide system." Today, most of us live in a
> physical, psychological and moral neighborhood that
> has an international color and dimension. Indeed the
> world seems well along to becoming a kind of tribal
> village, as Marshal McLuhan put it, but the natives
> are armed with nuclear weapons instead of spears.
>
> Preparing young people to live creatively and
> cooperatively instead of destructively in this village
> is a major responsibility of schools. This assumption
> makes imperative a review of developments in
> international affairs education and continuous
> clarification of educational goals and objectives.

While the term "global education" is not used anywhere in the above statement since the term was not in use in 1968, Becker here lays out one of the early rationales on which global education rests.

In presenting his rationale for global education, Lee Anderson (1981) also focuses on the tremendous change occurring in world social, economic, and political conditions. He utilizes the reality of geometric growth which, when graphed, resembles a J-shaped curve. His "catechism",

> Question: Where, my child, do you live in time?
> Answer: I live around the bend of many J curves.
> (p. 12)

succinctly summarizes the state of world conditions which he believes dictate changes in our educational system. The format he advocates for elementary social studies is embodied in the Houghton-Miflin Windows on Our World series (1976, 1980).

Since the Dover County Global Education Project is the program to be studied, it is appropriate to examine its rationale for a global approach to education as presented in a Project brochure (1981):

> Today's world is characterized by rapid social change, instant world-wide communication, pressing complex issues to be addressed, and economic interdependence among nations. It is therefore more urgent than ever before that students understand our international links, the issues facing our planet and develop a respect for and understanding of the diversity of the earth's people and cultures.

As mentioned, these three succinct rationales for global education all focus on the change in world

conditions which these global educators believe demand a change in American education. But what are these changes in world conditions? In other words, what is the social context within which global education has developed? Let us now turn our attention to this question.

Social Context Within Which Global Education Has Developed

It is high time our acting as well as our thinking get founded on pertinent facts, and not continue to be ruled by propagandistic reassurances or exhortations. Piecemeal approaches based on flashlight perceptions are disastrous. A broad, relevant education clarifying the true survival base of each American in terms of land, water, food, and energy requirements needs to be inculcated....A major goal of education is...to engender a broadly conceived awareness of the prime prerequisites for human survival.

Georg Borgstrom (1977)

Just as no social or educational movement just happens the movement toward a more global approach to educating our country's young people didn't just happen. Events, trends, and technological changes occuring within our nation and world resulted in a perceived need for changes in our education system. In order to understand global education as an educational movement, it is important to understand the social context within which it developed. In the previous section, various rationales for global education were presented. Once again, the gist of these rationales is that world conditions have changed so drastically and are continuing to change at such a rapid

pace, that these conditions demand that education reflect these changes. As is indicated by Professor Borgstrom's quote above, this section will elaborate on the major substantive issues identified in the rationales just presented. Through the following lengthy presentation of analyses of world conditions, the reader will understand more precisely the pressing social issues facing the planet which have aroused the educational response known as global education.

In 1969, then Secretary-General of the United Nations U Thant declared:

> I do not wish to seem overdramatic but I can only conclude from the information that is available to me as Secretary-General, that the Members of the United Nations have perhaps ten years left in which to subordinate their ancient quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion, and to supply the required momentum to development efforts. If such a global partnership is not forged within the next decade, then I very much fear that the problems I have mentioned will have reached such staggering proportions that they will be beyond our capacity to control. (Meadows, et al, 1974, p.17)

While the ten years to which U Thant referred have now come and gone, the problems he outlined are as real if not more so than in 1969. These problems and those mentioned by Borgstrom are some of those pressing global concerns which are arousing teachers and scholars to seek an appropriate educational response.

One method of examining the social context within which global education has developed would be to identify and elaborate on specific global issues facing the planet

such as:

1) world population growth;

2) world food supply and global hunger;

3) pollution of the environment;

4) the depletion of both renewable and nonrenewable resources;

5) the growing threat of nuclear war; and

6) the issue of geometric growth rates pertaining to many of these issues.

However, a global perspective purports to view the world as a single entity made up of many interdependent systems. It seems, therefore, more appropriate to examine these issues in the context of interdependent systems. Thus, the following discussion will focus mainly on the writings of those who have presented analyses of world conditions in a holistic manner. Two such major analyses, both of which involve actual models of the interdependence of systems, are those of Professor Georg Borgstrom (1969, 1973, 1978) and the Club of Rome's Project on the Predicament of Mankind conducted by Donella H. Meadows, Dennis L. Meadows, Jorgen Randers and William W. Behrens III (1972). These models have been selected not only for their intellectual integrity but also for their graphic nature which makes them useful even in junior and senior high schools.

The Borgstrom model demonstrates the global interdependence of world food issues including ecological, economic, and political aspects. The model by Meadows, et al. examines the earth's natural limitations to continued

industrial, agricultural, and population growth. Other
writings to be examined in this section include the work of
Lester Brown (1978), and the Global 2000 Report to the
President: Entering the Twenty-First Century (1980).
Together these works cover a wide range of ecological and
social issues currently facing the planet which constitute
the social context within which global education has
developed.

The first analysis of world conditions and the
interaction thereof to be presented here was developed by
Professor Emeritus Georg Borgstrom, a food scientist and
geographer formerly of Michigan State University now
serving on the Nobel Board. While he had presented an
analysis of the world food problem in his book The Hungry
Planet: The Modern World at the Edge of Famine (1965) and
another analysis of the earth's limitations in his book Too
Many: A Study of the Earth's Biological Limitations (1969),
he has more recently devised a useful model for examining
the interdependent aspects of the world food system. He
calls this model "The Hexagon of Survival". (1979)

Before examining Borgstrom's "Hexagon of Survival", it
may be enlightening to examine "Four Mighty Forces" which,
Borgstrom states in the videotape of the same name, set the
"scene within which we should view the food issue."
(Borgstrom, 1978) *

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* All quotes related to the "Four Mighty Forces" or "The
Hexagon of Survival" unless otherwise noted are taken
from the videotape recording of Georg Borgstrom entitled
"The Four Mighty Forces". (Borgstrom, 1978)

There are four mighty forces which are dominating the world scene and completely reshaping the world society already today but increasingly in the future.

The first force is the rising population of the earth's people--"more than seventy-five million per year which means every three years we add a new United States" to the world population.

The second mighty force is the growing affluence of the "satisfied world" which constitutes one-third of the world's people. "This growing affluence is a priviledge of a dwindling minority" of the world's population.

The third force is the growing number of destitute people in the world. "This army of one and one-half billion is growing at a greater rate and largely affecting the world scene with regard to the economy and the plight of these numbers."

Finally, the fourth mighty force is the "growing number of people, the avalanche, I would say, which are moving to the cities." This movement "which we call urbanization..." is "the biggest migration in human history.. " and is "not under control." Provisions for food, housing, sewage facilities, and water are sorely lacking.

As we examine Borgstrom's "Hexagon of Survival" let us consider that the six dimensions of the issue are compounded by the above "four mighty forces".

Borgstrom's "Hexagon of Survival" incorporates the six most important dimensions of the world food problem and

interrelationships of these dimensions to each other as
well as to the hub of the hexagonal wheel--ecology and
economy. An analysis which ignores any of these aspects is
incomplete.
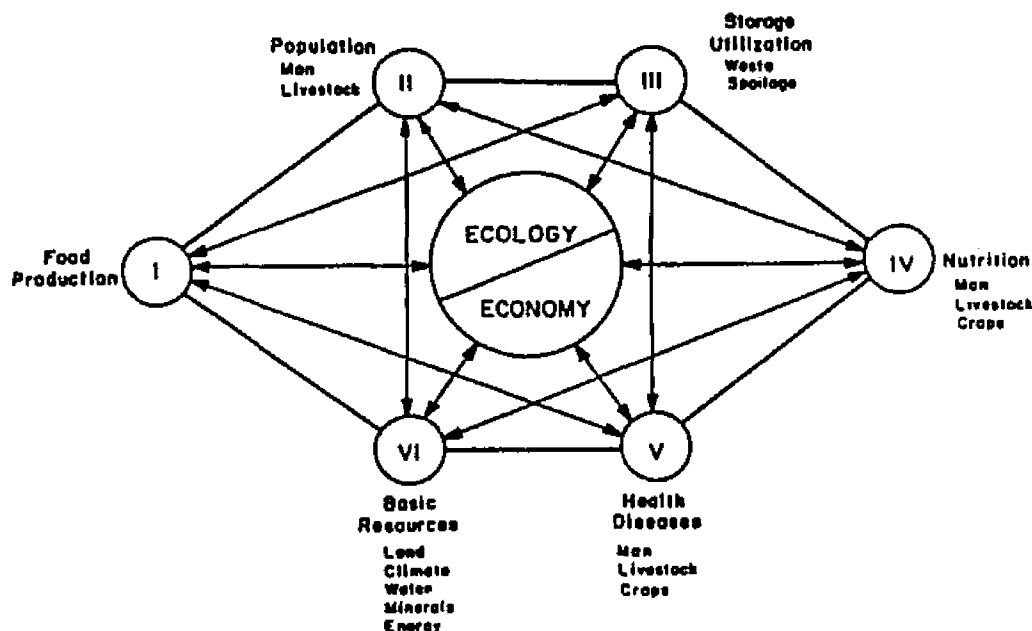
Figure 1. The Hexagon of Survival
The Six Dimensions of Food

Note. From "The Hexagon of Survival", a color transparency
prepared by Georg Borgstrom, Michigan State University,
1979. Reprinted by permission.

Let us examine each of Borgstom's "Six Dimensions of
Food". First of all, the seemingly logical response to
hunger in the world is to produce more food. However,
increased food production without an equally strong effort
toward population control has historically yielded more
people. Thus food production and population control can be
viewed as twin issues. However, other aspects must also be
considered. Waste and spoilage is an "enormous dimension
which never has been added into the planning until

recently". (Borgstrom, 1978) Borgstrom calculates that waste and spoilage ranges from thirty to fifty percent between harvesting and consumption. "Without producing one single more ton of food, we can feed millions more people" by better taking care of what is produced.

In terms of nutrition, the question again is not gross tonnage of food but getting the right kind of food. In some countries it has been "more profitable to produce high tonnage with disregard to nutritive content." The issue of feed crops for animals versus food crops for people has also come up. In many cases "malnutrition has been a consequence of more production."

Poor nutrition paves the way for diseases in man, animals, and crops. This disease dimension is not only related to nutrition but to all other dimensions also. Crowding increases the opportunities for diseases. In addition, "More food production has actually meant more diseases indirectly through irrigation." Malaria, schistosomiasis, and river blindness are three diseases which Borgstrom points to as being indirectly related to attempts to produce more food through greater damming of rivers and irrigation practices. Similarly, the "Blue Revolution, the raising of fish in ponds, etc., has actually led, both in Africa and India, to the spread of gastrointestinal diseases."

Finally the sixth dimension, the basic resources of land, climate, water, minerals, and energy, need to be

taken into consideration when considering the aspects of the world food situation. For instance, recent agricultural history, especially in the More Developed Countries,

> has been predicated on the greater input of
> non-renewable resources...to get greater return from
> the renewable resources. In fact, this is itself a
> limiting factor. All the energy in the world today
> would not suffice to allow those countries outside
> ourselves to copy this because it would take all
> energy available.

Attempts at increased food production have also led to the erosion of topsoil and depletion of groundwater supplies.

Borgstrom goes on to conclude that no food program could be considered efficient unless all six areas are considered simultaneously. With this conclusion, he then raises the questions of how the dimensions of the food issue should be coordinated and what should be the criteria. Borgstrom points to the hub of the wheel of his model--to ecology and economy.

> Systems we create have to be functional and have to
> pay attention to rules governing the living world, the
> bioshpere...and can not be allowed to jeopardize that.

The traditional view of ecology as a conservation measure must be changed to include giving guidelines for balancing the system.

Regarding the economy, Borgstrom indicates that you have to have the right kind of economic analysis,

> "not merely registering the number of tons produced
> and how much land you are using and energy you are
> producing. The question is seeing that the accounts
> are being paid. In most of our discussions, we've
> listed only the credit accounts and...have chosen to
> disregard the costs in terms of lost land and lost

water. When you get a complete accounting taking into
account the debits... you see we need to make
tremendous adjustments. (Borgstrom, 1978)

This insistence on a "true" cost accounting in terms of

basic resources (land, water, minerals, energy) for the

food that is produced is one of the most enlightening

aspects of Borgstrom's analysis and is an issue which he

discussed at greater length in earlier works. As indicated

above, Borgstrom has said that economists have for too long

presented only the credit accounts, that is, how much is

produced in terms of weight and monetary worth, without

acknowledging the debit accounts, that is, the economic and

ecological costs.

For instance, consider the importance of water:

At a temperature of 76 degrees F. an adult man
consumes on the average around 1,100 pounds of water
contained in his "solid" food per year. He drinks an
additional 900 pounds of water in its liquid form and
in beverages in order to maintain the liquid balance
of the body. This adds up to a water requirement of
2,000 pounds annually (around 5.5 pounds, or 2.5
quarts, daily). The metabolic water formed
constitutes 200 pounds per year.

Behind our daily need of water, about 2.5 quarts
(2.5 liters), regardless of whether it is taken
directly from the faucet or in the food we eat, there
is for food a chain where water is required at every
stage: on the field, in the cattle barn, in harvesting
and hauling, in storage, in slaughterhouses, dairies,
and processing plants, in the large food distribution
network, and also at the preparation in the kitchen,
whether at home or in institutions. This indirect
water account is staggering... (Borgstrom, 1969, p.
132)

...The following data give an idea of the heavy
taxation that takes place in water to provide our
food. (The figures also take into account the water
needed to make the feed going into animal production.)

one egg---120-150 gallons

> one quart of milk---1,000 gallons
> one pound of beef---3,500 gallons
> one 16-once loaf of bread---300 gallons

> Once again, please remember that this water is lost to
> the hydrological cycle and cannot be subject to reuse!

> Only when man clearly realizes these ominous
> relationships, and particularly when we in the rich
> wasteful world recognize that our daily life has
> similar tremendous cost accounts, can we expect a more
> realistic, meaningful, and constructive approach to
> world food issues. We will then better understand the
> imperative need for creating balance. We cannot
> continue to live on dwindling bank accounts, heading
> for catastrophe. The water crisis, consequently is
> far more than a calamity--it is the birth pains of a
> new civilization. (Borgstrom, 1969, pp 148-49)

In addition to Borgstrom's insistence on "true cost

accounting" and understanding the interrelationships among

the various dimensions of his model, he also examines the

term "overpopulated" and insists that we Americans (and

others in the more developed countries) take on

responsibility for our own actions. Dr. Borgstrom (1977,

p.11) has stated:

> The most critical aspect is that we label this other
> world overpopulated which in major parts is undeniably
> true--but in many regards we are the overpopulated,
> due to or excessive worldwide consumption of
> resources. Look at the U.S. in Indian gauges. What
> the U.S. takes from the world household would suffice
> to provide for the following number of Indians:

> Food   950 million
> Water (in food production)   1.5 billion
> Resources (excluding water)   10.5 billion
> Energy   15 billion

Some elaboration on this point may be useful by

quoting from a study which this writer did under the

direction of Dr. Borgstrom:

> In a recent conversation with Dr. Borgstrom, he noted
> that in terms of "resources excluding water", this

means that the average American consumes 50 times the resources of an Indian. Updating the above figures with today's U.S. population (220.8 million x 50 = 11,490 million), we see that we consume the resources equivalent to 11.49 billion Indians.

If we further note that there are currently just under 4.5 billion people on the entire planet, we can easily see the sheer folly of the hopes of bringing the rest of the world up to our standard of living (or should we call it "standard of wasting"?) Those hopes are neither economically nor ecologically viable. (Hultgren, 1981, p.38)

To conclude arguments related to the interdependent nature of the world food issue, Borgstrom's bottom line is really quite simple. He asserts:

The politics of food needs to be based on the question of providing the survival basis for each individual. (Borgstrom, 1978)

Borgstrom's analysis of the interdependent nature of the world food system ties together many issues which are often viewed independently of one another. To highlight a few of the most salient points:

- Increased food production alone will not solve the problem of world hunger. It must be linked to population controls.

- Economic analyses of food production must account for the true cost of food production in terms of water, land, and resources.

- Reducing waste and spoilage through better care of what is produced could feed millions more people.

- Proper nutrition is a key element in the food system and can be addressed through the production of nutritious foods for people rather than the production of feed or cash

crops.

- Systems created by humans must be harmonious with "rules governing the living world, the biosphere."

Added to the conclusions drawn from the six dimensions of the world food issue are the following four mighty forces which further complicate the problem:

- The growing human population;

- The growing affluence of the "satisfied" one-third of mankind.

- The growing number of destitute people in the world;

- Urbanization--the growing numbers moving to the cities.

These arguments taken together have implications for government domestic and foreign policies. More importantly for this dissertation, they have implications for the education of American youth so that education can, as Borgstrom suggests, "engender a broadly conceived awareness of the prime prerequisites for human survival." (Borgstrom, 1977)

It is at this point, when one begins to question the "prerequisites for human survival" in terms of land, water, food, energy and other resources, that the question arises regarding the limits to growth which our planet may possess. Here the second model by Meadows, et al. becomes extremely useful. Let us now turn to a discussion of this

model, the comprehension of which will also contribute to an understanding of the social context within which global education has developed.

To address issues such as those raised by U Thant, Borgstrom and others, the Club of Rome, in 1970, commissioned a study called the Project on the Predicament of Mankind. The study, which has become a classic in the field and seems to be cited continually in the literature, utilized a world model developed by Professor Jay W. Forrester of Massachusetts Institute of Technology.

> It [the model] constitutes a preliminary attempt to improve our mental models of long-term, global problems by combining the large amount of information that is already in human minds and in written records with the new information-processing tools that mankind's increasing knowledge has produced--the scientific method, systems analysis, and the modern computer.

> Our world model was built specifically to investigate five major trends of global concern--accelerating industrialization, rapid population growth, widespread malnutrition, depletion of nonrenewable resources, and a deteriorating environment. These trends are all interconnected in many ways, and their development is measured in decades or centuries, rather than in months or years. With the model we are seeking to understand the causes of these trends, their interrelationships, and their implications as much as one hundred years in the future. (Meadows, et al, p.21)

This study will be examined here at some length because it raises many of the issues with which global educators are now grappling--food, population, depletion of nonrenewable resources, pollution, and the geometric growth of all of these. Furthermore, it is indeed a holistic study in that it raised to the forefront the need to view

these issues collectively rather than individually.

The results of this study were first published in 1972 in a book entitled The Limits to Growth. The conclusions drawn from the study are three:

> 1. If the present growth trends in world population, industrialization, pollution, food production, and resource depletion continue unchanged, the limits to growth on this planet will be reached sometime within the next one hundred years. The most probable result will be a rather sudden and uncontrollable decline in both population and industrial capacity.

> 2. It is possible to alter these growth trends and to establish a condition of ecological and economic stability that is sustainable far into the future. The state of global equilibrium could be designed so that the basic material needs of each person on earth are satisfied and each person has an equal opportunity to realize his individual human potential.

> 3. If the world's people decide to strive for this second outcome rather than the first, the sooner they begin working to attain it, the greater will be their chances of success. (Meadows, et al, p.24)

One of the most interesting and alarming aspects of the study was the graphically portrayed power of exponential growth. All five of the elements of the study --population, food production, industrialization, pollution, and consumption of nonrenewable natural resources are increasing at exponential rates. By feeding data on these five factors into the global computer model, the research team was then able to test the reaction of the model to various sets of assumptions to obtain alternative patterns for mankind's future. One result was overwhelmingly clear. There was no technological "fix" which would substantially alter the results of the data.

> The basic behavior mode of the world system is
> exponential growth of population and capital, followed
> by collapse. (Meadows, et al, p.142)

For example, even in a situation assuming "unlimited"

resources such as that in Figure 2, growth is eventually

stopped by rising population.

The reader will note that in this figure there are no

labels on the horizontal or vertical axes.

> Each of these variables is plotted on a different
> vertical scale. We have deliberately omitted the
> vertical scales and we have made the horizontal time
> scale somewhat vague because we want to emphasize the
> general behavior modes of these computer outputs, not
> the numerical values, which are only approximately
> known. (Meadows, et al., 1974, p. 123)

The authors also offer the following caution regarding

their findings.

> ...technological optimism is the most common and the
> most dangerous reaction to our findings from the the
> world model. Technology can relieve the symptoms of a
> problem without affecting the underlying causes.
> Faith in technology as the ultimate solution to all
> problems can thus divert our attention from the most
> fundamental problem--the problem of growth in a finite
> system--and prevent us from taking effective action to
> solve it. On the other hand, our intent is certainly
> not to brand technology as evil or futile or
> unnecessary....We strongly believe...that many of the
> technological developments mentioned here--recycling,
> pollution control devices, contraceptives--will be
> absolutely vital to the future of human society if
> they are combined with deliberate checks on growth.
> We would deplore an unreasoned rejection of the
> benefits of technology as strongly as we argue here
> against an unreasoned acceptance of them. Perhaps the
> best summary of our position is the motto of the
> Sierra Club: "Not blind opposition to progress, but
> opposition to blind progress." (Meadows, et al, p.
> 154)

Clearly, according to these researchers, changes in

human values and priorities are necessary if a global

calamity is to be averted. They go on to suggest that
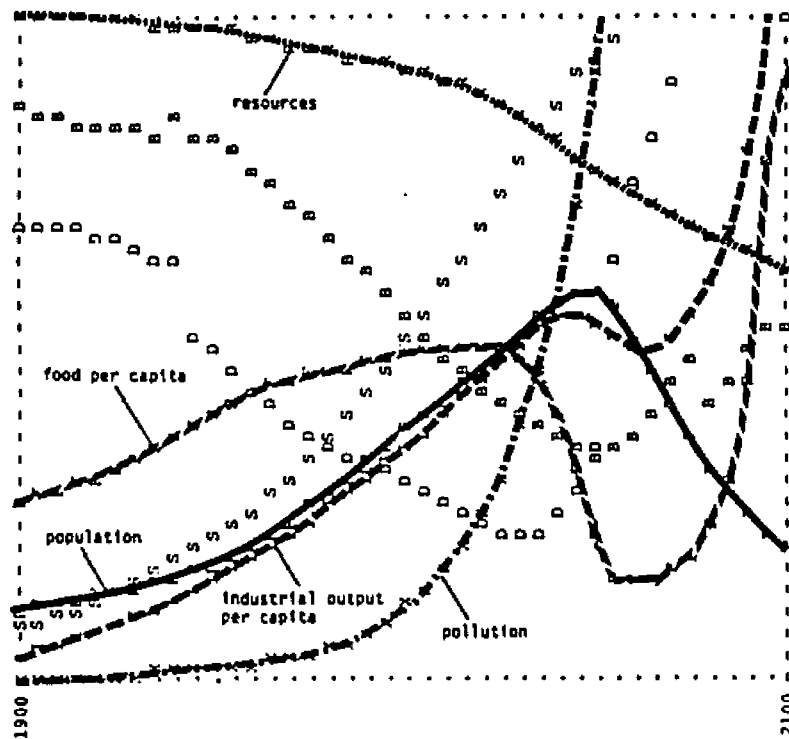
The problem of resource depletion in the world model system is elimi-nated by two assumptions: first, that "unlimited" nuclear power will double the resource reserves that can be exploited and, second, that nuclear energy will make extensive programs of recycling and substitu-tion possible. If these changes are the only ones introduced in the system, growth is stopped by rising pollution.

Figure 2. World Model with "Unlimited" Resources

Note. From Limits to Growth (p. 132) by D. Meadows, et al., 1974. New York: Universe Books. Copyright 1974 by Dennis Meadows. Reprinted by permission.

Explanation of Abbreviations Used in Figure 2.

B = Crude Birth Rate; births per 1000 persons per year
D = Crude Death Rate; deaths per 1000 persons per year
S = Services Per Capita; dollar equivalent per person per year
resources = Non-renewable Resources; fraction of 1900 reserves remaining
population = total number of persons
industrial output per capita = dollar equivalent per person per year
pollution = multiple of 1970 level

a "state of global equilibrium" is possible.

> ...the most basic definition of the state of global
> equilibrium is that population and capital [service,
> industrial, and agricultural capital combined] are
> essentially stable, with the forces tending to
> increase or decrease them in a carefully controlled
> balance. (Meadows, et al, p. 171)

The minimum set of requirements for the state of

global equilibrium to arrive include:

> 1. The capital plant and the population are constant
> in size. The birth rate equals the death rate and the
> capital investment rate equals the depreciation rate.

> 2. All input and output rates--births, deaths,
> investment, and depreciation--are kept to a minimum.

> 3. The levels of capital and population and the ratio
> of the two are set in accordance with the values of
> the society. They may be deliberately revised and
> slowly adjusted as the advance of technology creates
> new options. (Meadows, et al, p. 173-74.)

How then could technological advances be useful in the

equilibrium state? Meadows, et al. (p. 177) point out

several examples:

> new methods of waste collection, to decrease pollution
> and make discarded material available for recycling;

> more efficient techniques of recycling, to reduce
> rates of resource depletion;

> better product design to increase product lifetime and
> promote easy repair, so that the capital depreciation
> rate would be minimized;

> harnessing of incident solar energy, the most
> pollution-free power source;

> methods of natural pest control, based on more
> complete understanding of ecological
> interrelationships;

> medical advances that would decrease the death rate;

> contraceptive advances that would facilitate the
> equalization of the birth rate with the decreasing
> death rate.

Some critics particularly economists have argued that
the model used by Meadows, et al. was basically flawed.
In fact the authors some ten years after their original
computer model runs, admitted that if they did it over,
they would do it differently, but argue that their basic
point is still valid. By whatever model is used or
whatever variable is examined, eventual collapse in the
system results unless changes in human values and
priorities are made.

As noted above, one may take issue with the basic
model itself or with specific arguments or recommendations
of this research team. At the very least, however, their
conclusions point the need for a greater understanding of
the problems facing our planet and the synergistic nature
of the problems in combination. A piecemeal or bandaid
approach to problem solving will not be effective in the
long run. A holistic or global approach is necessary.

While the focus within this section thus far has been
on the works of Borgstrom and Meadows et. al., other
writers have also contributed to the present understanding
of world conditions which have caused people to see the
need for global perspectives in education. To get at the
concept of geometric growth, Lester Brown begins his book
with a riddle originally shared by M. Robert Lattes with
Meadows et al. in The Limits to Growth (1972):

> A lily pond, so the riddle goes, contains a single
> leaf. Each day the number of leaves doubles--two
> leaves the second day, four the third, eight the
> fourth, and so on. "If the pond is full on the

thirtieth day," the question goes, "at what point is
it half full?" Answer: On the twenty-ninth day.
(Brown, 1978, p 1)

Apparently Brown believed that the concepts of geometric

growth and doubling time are so crucial to the

understanding of world systems that he entitled his book

The Twenty-Ninth Day. He continues:

A careful reading of the signals indicates that
pressures on the earth's principal biological systems
and energy resources are mounting. Stress is evident
in each of the four major biological systems--oceanic
fisheries, grasslands, forests, and croplands--that
humanity depends on for food and industrial raw
materials...

Discussions of long-term economic growth prospects in
recent years have concentrated on nonrenewable
resources, especially minerals and fossil fuels. They
have been undergirded by the implicit assumption that
because biological resources were renewable they
were of little concern. In fact, both the
nonrenewable and renewable resource bases have been
shrinking. (Brown, 1978, p 2)

Brown's analysis then focuses on these four principal

biological systems on which we all depend--fisheries,

forests, grasslands, and croplands--and shows that the

pressures on these systems produced by our present

population and current levels of per capita consumption

often exceed the long-term carrying capacity of these

systems. With careful documentation he presents his

analysis. He then goes on to suggest the "inevitable".

Accomodating our needs and numbers to the earth's
natural capacities and resources will affect virtually
every facet of human existence. In terms of its
effect on human values and institutions, the coming
transformation could ultimately approach the
Agricultural and the Industrial Revolutions. Like
these earlier momentous changes, it will surely give
rise to new social structures and to an economic

> system materially different from any we know today.
> (Brown, p 272)

He includes in his discussion of these "inevitable accomodations" the following topics:

> Stabalizing World Population
> The Energy Transition
> Recycling Raw Materials
> Reform in the Countryside
> The Changing Roles of Women
> Redefining National Security
> Coping with the Complexity of Global Interdependence

Once again we see from Brown's analyses the need for understanding the interdependent nature of the world's biological and social systems to fully comprehend the current state of the planet.

On May 23, 1977, President Carter in his Environmental Message to the Congress directed the Council on Environmental Quality and the Department of State working in cooperation with other appropriate agencies to conduct another such study, this one dealing with

> the probable changes in the world's population, natural resources, and environment through the end of the century. This study will serve as the foundation of our longer-term planning. (Global 2000 Report, 1980, p. vii)

The result of this directive was The Global 2000 Report to the President: Entering the Twenty-First Century (1980) completed by a staff under the leadership of Dr. Gerald O. Barney. The major findings and conclusions of the study highlighted below are quite similar to those presented by Meadows et al.(1972), Borgstrom (1969, 1972, 1978), and Brown (1978). Since this was an official U.S. Government study calling on the resources of the various U.S.

government agencies, it is important to examine its

findings and conclusions to confirm or refute those already

presented. It will also help the reader to more fully

appreciate the context within which global education has

developed.

> Our conclusions...are disturbing. They indicate the
> potential for global problems of alarming proportions
> by the year 2000. Environmental, resource, and
> population stresses are intensifying and will
> increasingly determine the quality of human life on
> our planet. These stresses are already severe enough
> to deny many millions of people basic needs for food,
> shelter, health, and jobs, or any hope for betterment.
> At the same time, the earth's carrying capacity--the
> ability of biological systems to provide resources for
> human needs--is eroding. The trends reflected in the
> Global 2000 Study suggest strongly a progressive
> degradation and impoverishment of the earth's natural
> resource base.
>
> If these trends are to be altered and the problems
> diminished, vigorous determined new initiatives will
> be required worldwide to meet human needs while
> protecting and restoring the earth's capacity to
> support life. Basic natural resources--farmlands,
> fisheries, forests, minerals, energy, air, and water
> must be conserved and better managed. Changes in
> public policy are needed around the world before
> problems worsen and options for effective action are
> reduced.
>
> ...given the urgency, scope, and complexity of the
> challenges before us, the efforts now underway around
> the world fall far short of what is needed. An era of
> unprecedented global cooperation and commitment is
> essential. (Global 2000 Report, pp. iii-iv)

Looking at individual findings within the report, 92%

of the population growth will occur in less developed

countries. A comparison of population growth rates

indicate that developed countries' rates will drop from

0.7% in 1975 to 0.5% by 2000, while the LDC population

growth rates will decline from 2.2% to 2% over the same

period. This means that the LDC's share of world population will have increased from 66% in 1950, to 72% in 1975, to a projected 79% by 2000. (Global 2000 Report, p.9)

> In addition to rapid population growth, the LDCs will experience dramatic movements of rural populations to cities and adjacent settlements. If present trends continue, many LDC cities will become almost inconceivably large and crowded...

> Rapid urban growth will put extreme pressures on sanitation, water supplies, health care, food, shelter, and jobs...The majority of people in large LDC cities are likely to live in "uncontrolled settlements"--slums and shantytowns where sanitation and other public services are minimal at best. (Global 2000 Report, p. 12)

The report further forcasts that income disparities between the poorest and wealthiest nations will widen with the industrialized countries in 2000 having a per capita GNP of nearly $8,500 (in 1975 dollars), the wealthiest industrialized countries averaging more than $11,000, and the LDCs averaging less than $600. "For every $1 increase in GNP per capita in the LDCs, a $20 increase is projected for the industrialized countries." Thus the rich are projected to get richer and the poor poorer. (Global 2000 Report, p. 13)

In terms of resource projections, the Global 2000 Report included food, fisheries, forests, nonfuel minerals, water, and energy. A capsule summary of each is included below.

> Food:
> On average, world food production is projected to increase more rapidly than world population...In LDCs, however, rising food output will barely keep ahead of population growth...

...In...LDC regions--South, East, and Southeast Asia,
poor areas of North Africa and the Middle East, and
especially Central Africa, where a calamitous drop in
food per capita is projected--the quantity of food
available to the poorest groups of people will simply
be insufficient to permit children to reach normal
body weight and intelligence and to permit normal
activity and good health in adults. (p.17)

Fisheries:
Unfortunately, the world harvest of fish is expected
to rise little, if at all, by the year 2000...Harvests
of traditional fisheries are not likely to increase on
a sustained basis, and indeed to maintain them will
take good management and improved protection of the
marine environment. (pp. 21-23)

Forests:
If present trends continue, both forest cover and
growing stocks of commercial-size wood in the less
developed regions (Latin America, Africa, Asia, and
Oceania) will decline 40 percent by 2000. In the
industrialized regions...forests will decline only 0.5
percent and growing stock about 5 percent. (pp.25-26)

In the LDCs 90% of wood consumption goes for heating

and cooking. Thus, loss of woodlands would force people to

either pay much higher prices for wood and charcoal or

simply do without. (p.26)

Perhaps the most encouraging developments are those
associated with heightened internatational awareness
of the seriousness of current trends in world forests.
(p. 26)

Water:
The study forcasts rapidly increasing demands for

fresh water up through the year 2000.

Regional water shortages and deterioration of water
quality, already serious in many parts of the world,
are likely to become worse by 2000...

Much of the increased demand for water will be in the
LDCs of Africa, Souh Asia, the Middle East, and Latin
America, where in many areas fresh water for human
consumption and irrigation is already in short
supply... In the industrialized countries competition
among different uses of water--for increasing food
production, new energy systems...,increasing power

generation...and increasing needs of other industry--will aggravate water shortages in many areas. (p. 26)

Nonfuel Minerals:
The projections suggest that the LDC's share of nonfuel mineral use will increase only modestly...The three-quarters of the world's population living in these regions in 2000 are projected to use only 8 percent of aluminum production, 13 percent of copper production, and 17 percent of iron ore production. The one-quarter of the world's population that inhabits industrial countries is projected to continue absorbing more than three-fourths of the world's nonfuel minerals production. (p. 27)

Energy:
Per capita energy consumption is projected to increase everywhere. The largest increase--72 percent over the 1975-90 period--is in industrialized countries other than the United States. The smallest increase, 12 percent, is in the centrally planned economies of Eastern Europe. The percentage increases for the United States and for the LDCs are the same--27 percent--but actual per capita energy consumption is very different. By 2000, U.S. per capita energy consumption is projected to be about 422 million Btu (British thermal units) annually. In the LDCs, it will be only 14 million Btu, up from 11 million in 1975...(pp. 27-29)

These are indeed disheartening forcasts, but they are, nonetheless, in general agreement with projections based on other modeling procedures. To make matters worse, the Global 2000 study warns that its projections may, in some cases, be too optimistic.

It should also be noted at this point that the Global 2000 Report is based on three major assumptions:

1. Present public policies in relation to population, environmental protection, and natural resource conservation will continue.

2. Rapid technological development will continue and that the rate of technological development will be further

inspired by efforts to deal with problems identified in the study.

3. There will be no major disruptions in international trade due to war, political disruption, or problems in the international monetary system. (pp. 7-8)

Thus the findings and conclusions need to be considered with these three assumptions in mind. World conditions in the year 2000 could be substantially better or substantially worse based on changes in the above three factors. However, given the amount of agreement with five other global studies with which the Global 2000 Report compared itself, one is led to conclude that the projections are quite accurate. As the Global 2000 Report states:

> Up to the turn of the century, all of the analyses, including the Government's, indicate more or less similar trends: continued economic growth in most areas, continued population growth everywhere, reduced energy growth, an increasingly tight and expensive food situation, increasing water problems, and growing environmental stress. (p. 43)

It is interesting to also note that the Global 2000 study uncovered a significant limitation in the Government's ability to conduct long-term global analyses using the models which were currently in use in the various agencies. Since the agencies' forcasting models were created at different times, for different purposes, and with limited geographical scope, they were not "interactive".

> Little thought has been given to how the various sectoral models--and the institutions of which they

are a part--can be related to each other to project a
comprehensive, consistent image of the world. (p. 6)

Thus, the federal government and the agencies thereof
were themselves lacking a global perspective on which to
base the policies of this country.

Having examined the substantive issues facing the
world today and in the years to come, it is, hopefully,
more clear to the reader why some educators believe that it
is in the best interests of our elementary and secondary
schools, our community colleges and universities including
those involved with the preparation of teachers, our
nation as a whole, and indeed our world, that greater
attention be given within educational systems to helping
students understand the interdependence of the world's
people and systems. The educational response which has
resulted from such an awareness has come to be known as
global education.

Curricular Dimensions of Global Education

Under such dramatically changed circumstances which
deeply affect our lives there is an urgent need for
more global education. This is very important for the
future of mankind. How can our children go to school
and learn so much detail about the past, the geography
and the administration of their country and so little
about the world, its global problems, its
interdependencies, its future, and its international
institutions?...A child born today will be faced as an
adult, almost daily, with problems of a global
interdependent nature, be it peace, food, the quality
of life, inflation, or scarcity of natural resources.
He will be both an actor and a beneficiary or a victim
in the total world fabric, and he may rightly ask:

> "Why was I not warned? Why was I not better educated?
> Why did my teachers not tell me about these problems
> and indicate my behaviour as a member of an
> interdependent human race?" (Muller, circa 1979, p.7)
>   Robert Muller, Secretary
>   Economic and Social Council
>   United Nations

Muller captures the sense of urgency which matches the urgency of the global situation addressed in the above studies. Furthermore, he outlines some of the global problems which today's students will need to address in their lifetime.

It is this realization that students need to be prepared to make the kinds of decisions required to deal with issues such as those enumerated by Muller and by the analyses of global conditions just presented, as well as to be able to understand the values and priorities of the various cultures of the world that have prompted educators to turn to more global approaches to education. These educational responses attempt to address some of the basic questions which can be inferred from the above studies. How can schools help students to see the world as a single entity with finite resources? How can schools help students understand the systems (social, economic, biological, etc.) within which they live and the interdependence among these systems? How can schools help students to appreciate the diversity of cultures among the earth's people and the need for international cooperation to solve existing global issues? What are the responsibilities of the teacher in relation to school

curricula for global awareness and understanding?

Frank Rosengren, a high school teacher and former president of the Institute for Global Education (IGE) in Grand Rapids, Michigan, emphasized the importance of systemic analysis and pointed out what he considers to be his responsibilities as a global educator in a speech at the National Council for the Social Studies Annual Conference in November 1980:

> The global educator should be concerned with helping students become liberated from misleading perceptions through a student directed systemic inquiry approach...
>
> My job is to expose my students to the realities of the world, because they are controlled by those realities. Through exposure to world realities, the student will gain information which can start a liberating process. Students should have the opportunity to become personally empowered, self-actualizing, and self-sufficient. They should be given the opportunity to have experiences, gain skills and develop a perspective which will help them to understand and effectively deal with their world.
>
> I would like to focus on the student's acquisition process of a liberating world perspective. An important element in this process is an anational approach to the subject matter...As an educator, the proper approach is to expose our students to as many different perspectives as possible...If we are successful in our effort to do the above, our students will surely become aware that there are many perceptions of the world and ask, "Which is the real world?"
>
> The answer to this question requires that teachers have an understanding of analytical skills needed to examine the interdependent world systems. It is not our job to define the real world for our students, but to empower them by offering skills which they can use to find answers.
>
> Students must be exposed at this time to methods of systemic analysis. They will not find the answer to a systemic problem by analyzing only individuals and situations...

Individual and situational analysis will help us
discover that a hunger situation exists and who it is
that is hungry...Students with an awareness of systems
and the ability to do systemic analysis will discover
that we need to deal with systems if the hunger
problem is ever to be solved.

At this point a student with the ability to do
systemic analysis is faced with ethical and moral
problems. If people are not hungry because they are
lazy or because there isn't enough food, but instead
because of a food system, a new application of
morality is in order. Through systemic analysis
applied in a scientific manner, the student is asked
to discover who or what created this system, and who
or what and how the system is perpetuated. Real
global education demands that we examine even our most
sacred systems and make moral and ethical decisions
about them...

...For those students who feel the need to act on
their knowledge we must provide even more skills.
They have a right to expect us to help them develop
the skills to act effectively and to alert them to the
possible consequences of their actions....They should
be exposed to change and how it occurs and what could
happen to those who attempt to effect change. They
also have the right to learn about conflict because
they surely will experience it. They will need
conflict resolution skills so they can choose a course
of action which is consistent with their level of
consciousness--not their teacher's. (IGE Newsletter,
1980, p. 1)

While not all educators would agree with Rosengren's

approach, he points out the scope of responsibility which a

teacher dedicated to helping students understand global

systems might take on. Rosengren also reinforces the

interdisciplinary nature of global education mentioned

earlier and elaborates on some of the major concepts

involved. Furthermore, a careful reading of the above

quote leads one to recognize and appreciate the controversy

which may be inherent in accepting the responsibility of

teaching about global systems. Whatever analytical tools

are used in examining world systems, some people may disagree with the results of such analysis, or even that such analysis is being carried out. This potential for controversy will be discussed again in this chapter under "Support for and Opposition to Global Education".

Thus, to effectively engage in global education, both what one teaches (content) and how one teaches (process) are important. This section on curricular considerations of global education and the next section on global education and teacher education will deal with both content and processes. Let us now further explore some of these curricular dimensions of global education.

When considering the appropriateness of a global orientation within the precollegiate curriculum, one might take into consideration various views on the purposes of the public schools and thus the conceptions of curriculum which follow.

Eisner's Orientations to Curriculum and Their Relation to Global Education:

Elliot Eisner (1979) presents five basic orientations to the curriculum. He believes that by understanding the various orientations to schooling, one's options in curriculum planning are expanded. The first of the five orientations is the Development of Cognitive Processes.

> In this view, the major functions of the school are (1) to help children learn how to learn and (2) to provide them with the opportunities to use and

strengthen the variety of intellectual faculties that they possess. (p. 51)

The second is Academic Rationalism, one of the oldest orientations to curriculum.

> This orientation argues that the major function of the school is to foster the intellectual growth of the student in those subject matters most worthy of study. (p. 54)

Academic Rationalism emphasizes careful study of traditional or even classical academic disciplines with importance placed on enduring concepts such as justice, wisdom, truth, beauty, and duty. (pp. 54-57)

The third orientation to curriculum described by Eisner is Personal Relevance. This orientation

> is one that emphasizes the primacy of personal meaning and the school's responsibility to develop programs that make such meaning possible...The curriculum is to emerge out of the sympathetic interaction of teachers and students within a process called teacher-pupil planning. (p. 57)

The fourth orientation is called Social Adaptation and Social Reconstruction which

> derives its aims and content from an analysis of the society the school is designed to serve. In this orientation it is argued that schools are essentially institutions created to serve the interests of the society. As such their mission is to locate social needs, or at least to be sensitive to those needs, and to provide the kinds of programs that are relevant for meeting the needs that have been identified.

Upon further examination, one can see that this category really includes two orientations within this one category. The Social Adaptation side is an attempt to help the student acquire the skills to fit into the existing society. Career education, for example, seeks to raise the

consciousness of students to the types of jobs and the

whole world of work as it exists. The Social

Reconstructionist viewpoint, however, is

> basically aimed at developing levels of critical
> conciousness among children and youth so that they
> become aware of the kinds of ills that the society has
> and become motivated to learn how to alleviate
> them...The aim of such programs is not primarily to
> help students adapt to a society that is in need of
> fundamental change but rather to help them to
> recognize the real problems and do something about
> them. (p. 63-64)

The fifth orientation, Curriculum as Technology, is

different from the others in that it

> ...conceives of curriculum planning as being
> essentially a technical undertaking, a question of
> relating means to ends once the ends have been
> formulated...The curriculum of the school is to be so
> designed and evaluated that teachers will be able to
> provide evidence of educational effectiveness.
> (pp. 67-68)

In this orientation the expectations operating in industry

are transferred to the schools. It is believed that the

schools' product--learning--can be improved through

procedures used in industry to increase efficiency and

effectiveness. (p. 68)

So which among these five conceptions of curriculum

does global education reflect? Ron Schukar (1983)

offers some answers to this question through an article

entitled "Curriculum Development and Global Perspectives:

Challenges and Responses". First of all, he reminds us

that "the purpose and direction of formal education in

every society is a function of the ideals, values, and

behaviors that each society seeks to perpetuate." (p. 91)

Schukar goes on to argue that the global education represents a reconstructionist view toward curriculum and the schools in general. Since, as we have seen above, social reconstructionists believe that the purpose of schools is not to reproduce the present society but to correct the social ills and thus transform it into a new social order, the

> ... curriculum, according to this view, must be geared to the transformation of the rising generation so that it may embrace the contemporary national and global problems of war, poverty amidst affluence, crime, racial conflict, political oppression, environmental pollution, disease, and hunger. (Schukar, 1983, p. 93)

Not everyone, however, agrees what should constitute this new social order or even that society is in need of change. Schukar points out:

> Schools and curricula do change, but generally only in response to a major values shift in the society at large. Education is a reactive system, dependent upon external forces and events to guide it. It is for these reasons, more than any others, that global perspectives education has had only minimal impact on the schools. (p. 92)

Thus, this social reconstructionist orientation of global perspectives education and its resulting proactive stance in relation to knowledge, skills, and attitudes necessary for life in the twenty-first century may indeed have worked against its adoption in American school curricula.

While it is useful for global education advocates to be aware of the problems they may face in introducing global education into school curricula, it does not follow that they need be deterred. Society is not stagnant and schools are not simply involved in social reproduction/

social adaptation. After all, the word "educate" comes from the Latin verb "duco" meaning to "lead". Should not the schools take on some leadership in helping students prepare for the future? Schukar continues:

> We canot ignore the changes that global interdependence has wrought nor does it appear that we can control such change. We can, however, attempt to respond and prepare for it. To this end we must enter into a dialogue with our community, our colleagues, and our students to determine the purposes and directions of the schools. If, as has often been my experience, we hear a call for a curriculum that develops student world mindedness, that helps students critically to process information about the international system, that helps students to cope with change and diversity, and that helps students to accept and cope constructively with the realities of the human condition, we as educators must respond. (pp. 93-94)

Thus, Schukar acknowledges the political realities of school curricula. Educators alone can not make lasting curricular changes. These changes must be perceived by the public as being good and necessary.

Perhaps, then, the role of the global educator in curriculum development is threefold: arousing public awareness of global realities; involving the public in educational goal setting; and then responding to these goals with appropriate curricula. By doing so, the perception of global educators may also begin to change from that of radical Social Reconstructionists to somewhere closer to those espousing Social Adaptation since the public would have changed their perspective at least to the point of requesting this type of education to more effectively adapt to present world (not just local)

realities and to more effectively adapt to changing conditions in the future.

The contention above begins to outline a process for school curricula development with a global perspective. Having examined global education in relation to Eisner's five orientations, let us now examine global education in relation to an existing curriculum development model.

Global Education as Compared to the Wesley-Wronski Curriculum Development Model:

One such curricular model, presented in Figure 3, is "A Systems Analysis Model of the Social Studies Curriculum" developed by Edgar Wesley and Stanley Wronski (1973). One of the most intriguing elements of this model is its fundamental premise. Wesley and Wronski assert that before objectives are written or materials selected or the teaching process determined, an analysis of society must first take place. This analysis of society is necessary because societies change over time and curriculum must change with them. The authors point out a number of significant social changes that have affected American society over the years. (Wesley & Wronski, 1973, p. 35) Taking into consideration these significant social changes is an important part of this analysis. Another important part of this analysis is the consideration of basic values of the society. Three which Wesley and Wronski point out as examples of fundamental American values are:
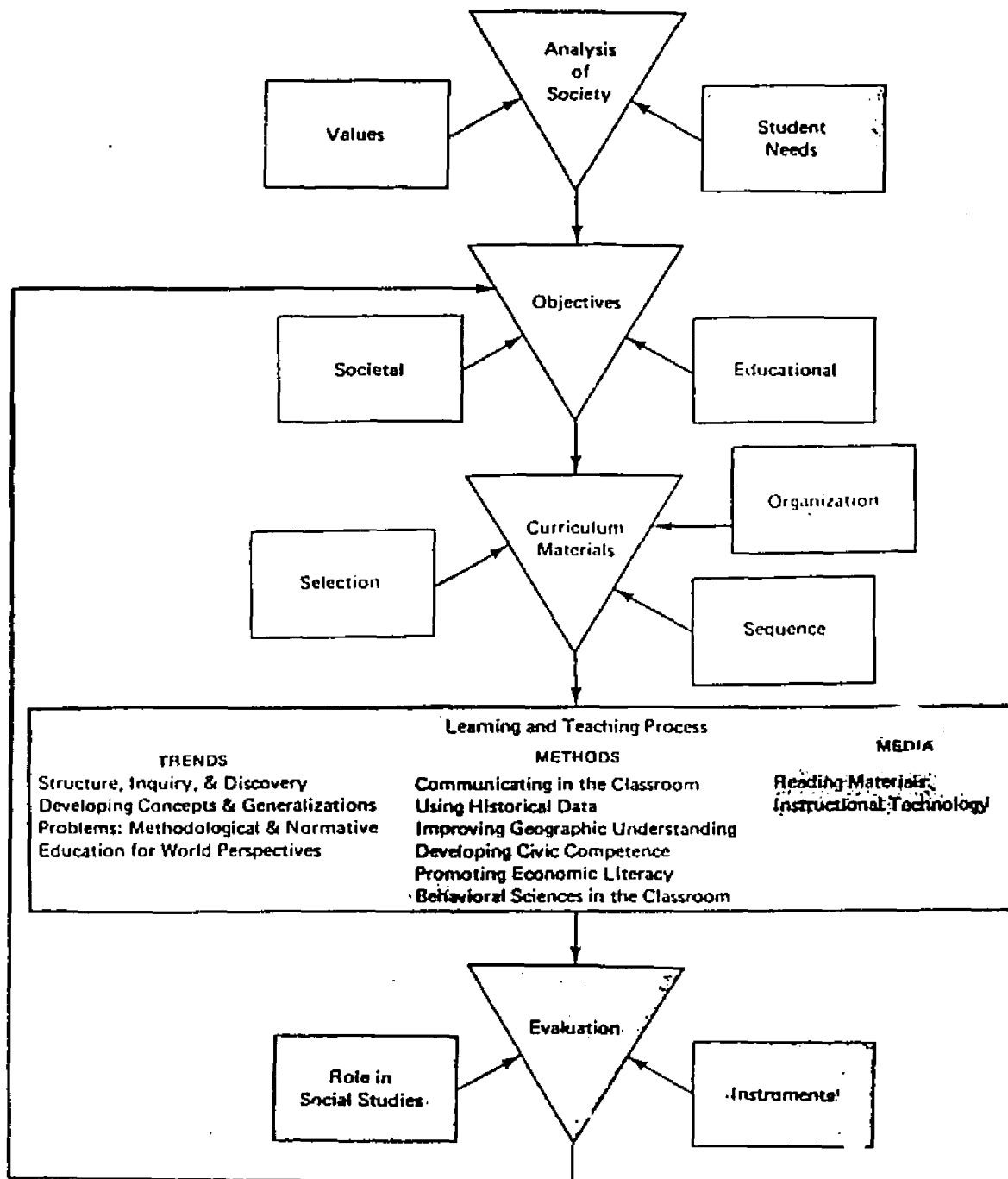
Figure 3.
A Systems Analysis Model of the Social Studies Curriculum

1. The dignity of the individual;
2. Maximum individual freedom consistent with the general welfare.
3. Equality before the law. (p. 39)

Finally, student needs contribute to this analysis of society. The authors point out:

The objective of the social studies is to prepare students for intelligent membership in society. (p.42)

The authors add that this is a double-edged objective. Both individual needs and societal needs are served. Student needs are not seen only in terms of their relationship to one's membership in society or soley in terms of

...adult expectations of the young. The teacher is also obligated to view these needs as seen by the student. (p. 42)

This assertion rests on the basic principles of respect for the views of others as well as understanding the nature of the learner.

Since the Wesley-Wronski model begins with an analysis of society, it could easily be classified into the Social Adaptation and Social Reconstructionist orientation as defined above. However, one must also note the emphasis placed on the needs of the student just mentioned above, which indicates at least some Personal Relevance orientation as well.

This model, by the way, should not be seen strictly as a social studies model. Stanley Wronski himself has used the model for curriculum construction in general, particularly when considering curriculum construction from

a global perspective.

There is no doubt that the emphasis by Wesley and Wronski on the need for an analysis of society as the first step in curriculum development coincides very well with the notion of global education. The very title of the book, Teaching Secondary Social Studies in a World Society is indicative of their concern with world or global perspectives. There are numerous statements throughout the book emphasizing the need to focus on issues facing the planet, cultural understanding, and world systems, all of which are key concepts in today's global education.

Examining the development of global education in relation to the Wesley-Wronski model, it becomes clear that the definitions, goals, and especially the rationales for global education examined earlier are based on analyses of society such as those of Becker, Anderson, Borgstrom, Meadows et al., and the Global 2000 Report to the President. It is thus important to recognize the value of such upfront analysis of society in the curriculum development process. By utilizing this analysis before constructing or reconstructing a curriculum, objectives could be developed and curriculum materials selected which would most accurately reflect global realities and thus be most relevant and useful to the society. By doing so, a scenario of the continued use of outdated curriculum such as that pointed out in The Saber-Tooth Curriculum could be avoided. (Benjamin, 1939)

Having introduced the Wesley-Wronski model and having examined its relevance to global-oriented curriculum development, this model will be used again in chapter four as a tool to analyze the curriculum development aspects of the project model developed by the Dover County Global Education Project.

Other Views on the Curricular Aspects of Global Education:

Viewing the relationship of global education to change within school curricula from a somewhat different angle, George Otero (1983) makes several good points regarding school improvement through global education as opposed to strictly curriculum improvement.

> Helping schools improve will mean assisting the local school in responding to changes that have yet to occur. For global educators such a goal means a new definition of school improvement in that schools will understand the nature of change and utilize existing human resources to manage that change. Schools will come to know that improvement is not simply a matter of adding a new program or adopting a particular innovation. Rather, improvement is a process of becoming sensitive and responsive to the individual school's culture and condition.

> A school with the capability and capacity to manage the change process by assessing itself and determining its own process will become a school which is self-renewing, one which is responsibly receptive to change, one which is truly involved with school improvement. Such schools are the only places where the message of global education can hope to be realized. (p. 99)

While Otero's general advocacy of global education agrees with those above, it seems to indicate that "only" through a total school improvement process can global

education be implemented. While such an approach may be highly desirable and, indeed, necessary for lasting schoolwide or districtwide change, global education programs certainly have been implemented on other bases as well.

One approach similar to that advocated by Otero was developed by the Kettering Foundation in cooperation with the North Central Association. Called School Improvement Through Global Education (1979), this program included "A Step-by-Step Guide for Conducting a 'Consensus and Diversity' Workshop in Global Education" designed for schools to use when undergoing their North Central Association accreditation process. This particular program, while seemingly well conceived, has had very limited acceptance among school districts.

Summary of the Curricular Dimensions of Global Education:

This section has examined curricular aspects of global education. The interdisciplinary nature of the field established earlier was reinforced by Rosengren's comments. Rosengren also emphasized the importance of systemic inquiry and analysis in a global approach to curricula and the responsibilities of the teacher in this process. By then examining global education in relation to Eisner's five basic orientations to curriculum, it was shown that global education strongly reflects a Social Adaptation and

Social Reconstruction orientation. The field also reflects

a Development of Cognitive Processes orientation which

Rosengren's arguments also strongly support.

By then viewing global education in relation

to an existing curriculum development model, we see

that, like the Wesley-Wronski model, the field of global

education began with an analysis of society. The thrust of

the rationales for global education is that world society

has changed and continues to change so rapidly that

education must change to reflect the global reality in

which we live. Global education rests on analyses such as

those of Becker, Anderson, Borgstrom, Meadows et al., and

the Global 2000 Report to the President.

From this discussion we can see that the major

curricular dimensions of global education are:

1. Proactive by preparing students to live in an

ever-changing world through the development of their

cognitive processes;

2. Concerned with helping students both to cope with

such a world (Social Adaptation) and also to act as

responsible citizens to make the world a better place in

which to live (Social Reconstruction); and

3. Holistic in that global systems are to be analyzed

and understood and also in the interdisciplinary nature of

the field.

Whether such curricular concerns are implemented

through the use of curriculum development models such as

the Wesley-Wronski model or through staff development

processes such as those advocated by Otero or the Kettering

Foundation or by other means are matters to be determined

by individual school districts. Methods of implementing

global education programs are discussed in the following

section.

Methods of Implementing Global Education Programs

To address the concerns and needs of people in

different geographical areas and acedemic settings, many

methods have been used to implement programs in global

education. The list below is not exhaustive. Rather it is

designed to give the reader an idea of the variety and

scope of responses which address the concerns and

challenges of global education. Responses include:

- A single course or series of courses in Global

Affairs at the high school level;

- The addition of global-oriented teaching lessons or

units to existing courses by individual teachers;

- A magnet elementary school such as the Potter Global

Village in Flint, Michigan;

- An alternative high school-within-a-school such as

the School of Global Education in Livonia, Michigan, which

is a

> team-taught alternative educational plan [which]
> involves students in an interdisciplinary 10th-12th
> grade curriculum focused on the interrelationships of

nations, their people and their problems. (Michigan Projects in Global Education brochure, 1980)

- A K-12 curriculum coordination effort to infuse global concepts in various curriculum areas across grade levels;

- A professional development and curriculum improvement program such as the Global Education Project studied in this dissertation;

- The establishment of an International College such as that at Rockland Community College in New York State

> whose major charge is to stimulate all aspects of curriculum and co-curriculum studies, programs and activities related to international/intercultural developments. Under its administration come Foreign Languages and Literature, English as a Second Language, Admission of International Students, and Intercultural Program development. Its basic function is to bring these elements together into an articulated and interacting totality, allowing international/intercultural offerings to be a visible and ongoing part of the campus and community. (Berry, 1984, pp. 176-77)

- A concerted effort at curriculum development to develop new courses of an international nature or revise existing courses to include more international and non-western material such as that done through the Broward Community College International Education Program in Coconut Creek, Florida, from 1981-83; (Greene, 1984, pp. 226-232)

- A program to strengthen global/ international aspects of teacher education programs such as those currently underway at Florida International University and Michigan State University;

- University outreach programs including the development of and dissemination of instructional materials such as the Stanford Program on International and Cross Cultural Education (SPICE). (Kennedy, 1984)

Each of these methods has its own advantages and limitations. It is beyond the scope of this study to elaborate on each of these or to evaluate the relative effectiveness of one over the other. Any of these has the potential to be effective. A few factors which those considering a program in global education would need to keep in mind are the ease of implementation, degree of administrative and staff commitment, and costs.

Global Education and the Preparation of Teachers

Since the program to be studied was concerned with the growth of teachers, it is appropriate to pose the question, "Are teachers prepared to teach from a global perspective?" H. Thomas Collins (1981) in answering this question has stated:

> This is a problem that should not be dismissed casually. Many teachers -- like all adults -- were educated in an entirely different age, and consequently they do not feel entirely at ease with some of the content being emphasized in global studies.

Furthermore, according to Jan Tucker (1982) citing previous studies, less than five percent of teachers trained today have had any exposure to internationally

oriented courses. Thus, there exists a gap in knowledge of teachers about the world beyond the borders of the United States.

Is this situation likely to improve without some intervention as new teachers leave our undergraduate teacher education programs? The results of the often-cited study by Barrows, Klein, and Clark (1981) are not optimistic. They show that education majors scored lowest of all majors on the 101 item test about global affairs.

In 1981 the Council on Learning published the Task Force Statement on Education and the World View which was the result of a two-year study "by a national task force on American responsibliities as a global power and appropriate educational directions." (Council on Learning, 1981, p. 1) This statement and recommendations cover a variety of areas including recommendations to college and university faculty, to trustees and college administrations, to scholarly societies, teacher education, to corporate and philanthropic donors, to the States, and to the federal government. Of these, the most relevant here are those recommendations regarding teacher education. (p. 3) The three are included below in the entirety.

> 1. There is an urgent need for colleges of education and teacher training institutes to give high priority to a more appropriate preparation of teachers. According to an American Council on Education study, only five percent of all certified teachers in the United States have received education or training in international subjects. College faculty who have been exposed to global issues through study, foreign travel, and international exchanges also need to be given broader opportunities to review their

professional interests in light of now dominant global issues.

2. The relatively poor quality of student knowledge of global affairs inheres in part in the limitations of primary and secondary school curricula, and the lack of teachers' international exposure or experiences. The elimination of foreign language arts and basic social studies from many elementary school curricula must be reversed. In the secondary school curriculum, a reemphasis on social studies, history, geography, and foreign language arts, as well as an infusion of cultural information, insights into language instruction, and the imparting of crosscultural awareness in social studies instruction, becomes necessary.

3. These opportunities to enrich teacher education with global perspectives come at a particularly good moment. A new generation of apprentice teachers will enter education programs within a few years when teacher shortages are likely to develop in many areas of the country. It is important to begin curricular plans now, so that revised course offerings are in place before these teacher cohorts enter their undergraduate experience. In this process, the states' teacher education requirements should be upgraded to include requirements on global perspectives in education.

In considering this third point, it is important to note that these recommendations were made in 1981. The influx of new students into teacher education programs has already begun. One wonders how many teacher education programs or state departments of education have moved to implement the above recommended changes in their teacher education requirements.

Using data such as the above to bolster its appeal for federal funding for "Strategies for Strengthening International Aspects of Teacher Education" (1984), the Michigan State University funding proposal concludes

Accordingly, it seems appropriate as part of our overall effort to revitalize teacher education to give

more attention to international studies so that
increasing numbers of teachers will have the
understanding of international affairs that is so
desirable in our culturally diverse and increasingly
interdependent world.

As this two year project draws to a close in July 1986,
the following accomplishments were reported by one of the
co-directors of the project. An analysis of
University-wide courses for international content has been
completed. The purpose of this undertaking was to use the
results as a resource for teacher education students when
considering courses for the liberal arts component of their
course of study. Faculty development seminars were held
within the College of Education. Several teacher education
courses were revised to include more
international content. Two of these were Teacher Education
Department-wide courses, Introduction to Teacher Education
and School and Society, usually the first and last Teacher
Education courses a student takes. The other revised
courses are included within the Heterogeneous Classroom
Program, an alternative program within the Department.
Courses revised to include more international content
within this program include the social studies methods
course, the children's literature course, and the teacher
pro-seminar. In addition an assessment of international
knowledge was created and continues to be administered.
The dissemination product of this project, a teacher
educator's handbook, will be available in October 1986.
This will include a report about the project documenting

the successes and problems encountered in attempting to internationalize a teacher education program at a large university. (Richard Navarro, personal communication, July 2, 1986)

One aspect in the acquisition of such an international understanding is elaborated on by Maxwell King and Seymour Fersh (1984, p. 49) in relation to general education at the community college level. It is certainly even more applicable for would-be teachers.

> ...our wisdom and actions must now include an awareness of how we affect others and are affected in turn. A better understanding and recognition of the interrelatedness of the human family and ecology are now essential.
>
> What is urgently called for is an "adstructuring" of our perspectives--"ad" rather than "re". We can benefit from the Hindu way of thinking that allows one to add perspectives without substituting them for earlier ones. And this adstructuring need not be an "agonizing reappraisal" but a joyful one. We can be elated because our world is so rich in talents and materials.
>
> To add to our perspectives is not as difficult as is may seem at first. The ways in which we view the world, other people, and ourselves are, after all, the result of training and education, formal and informal. Humans are not born with perceptions; we learn them.

Opportunities to gain more global or international understandings at the undergraduate level appear to be increasing, perhaps as a result of some of the aforementioned studies indicating the lack of knowledge among U.S. college students. This may also be a result of a general realization that the rest of the world does matter and, as Congressman Paul Simon (1980) points out

with numerous examples, it is in our own national self

interest to extend our knowledge and language abilities

beyond the borders of the United States.

In this regard, David S. Hoopes (1986) reports:

While current studies show a decline or at best
leveling off in the funding support for international
area studies, these statistics and other
impressionistic data...indicate that international
studies—as represented by certificate, degree, or
departmental major programs at institutions of higher
education in the U.S.—is healthy and probably
growing.

Another area of growth appears to be in outreach,
consulting, and resource organizations serving
elementary, secondary, and undergraduate education.

...When it comes to institutional concentration of
international studies programs and research centers,
Columbia, Cornell, Indiana University, the University
of California/Berkeley, Harvard, the University of
Wisconsin/Madison, and the Ohio State University stand
out. (p. 2)

While course opportunities on university campuses may well

exist outside colleges of education, a question to consider

is how many teacher education students are now selecting

such courses or are being required to select such courses.

Furthermore, what is really being done within colleges of

education to modify existing teacher education courses to

include more global perspectives?

While preservice opportunities for more global

perspectives in the education teachers receive may be

limited depending on the institution from which one

graduates, inservice opportunities abound for the

interested teacher. Seminars, workshops at conferences of

professional organizations, travel opportunities, graduate

courses all are available. The publication Access, published eight times per year by Global Perspectives in Education, Inc. is one of the best sources of such information. The rub, of course, is that teachers themselves must seek out this kind of information. Few school districts themselves provide or require programs to broaden their teachers understanding of or ability to teach from a global perspective.

Realizing the decrease in federal support for programs in global and international education, Rose L. Hayden (1986) has developed a new proposal to regain federal support for international education based on the assumption that

> enhancing American competence in world affairs
> requires an ambitious and innovative initiative to
> ensure long-term, stable and broader-based federal
> funding of international education efforts at all
> levels. (p. 4)

She proposes the establishment of a new federal entity, a National Foundation for International Education, which would be a private institution with a federal charter, analogous to the Smithsonian Institution or the National Academy of Science. In enumerating the proposed functions of this National Foundation, one can easily see the opportunities and assistance it could provide for teacher education with a global perspective.

> In addition to absorbing and securely funding extant
> Title VI and Fulbright-Hays (102)(b)(6) functions, the
> new federal Foundation would expand programming to
> support: (1) foreign language research, service and
> teaching centers; (2) professional/functional as well
> as academic fellowships; (3) teacher pre- and

in-service institutes; (4) state education agency
planning and selected project activity with local
education authorities; (5) short-term innovative
undergraduate projects (including those in junior and
community colleges); (6) selected national association
and citizen education efforts; and (7) research,
planning and assessment activities. (pp. 4-5)

One of the most interesting and innovative aspects of

Hayden's proposal is the funding of such a foundation.

Realizing that financing this Foundation from tax dollar

appropriations with current federal cutbacks and

Graham-Rudman-Hollings, Hayden proposes an "off budget"

alternative.

> Over $4 billion dollars reflows to the U.S. Treasury
> from the PL 480 Food for Peace Program, AID soft loan
> repayments and foreign military sales. The Congress
> could authorize and make appropriations for a National
> Trust for International Education or National Defense
> Education Trust Fund....A set aside of 3% of military
> sales would guarantee $90 million per annum in support
> of the National Foundation. Once again, the unique
> virtue of this strategy, in addition to its appeal of
> "swords into ploughshares" and national defense and
> economic security is that non-appropriated dollars are
> involved. This exempts the Trust from current
> Congressional budgetary ceilings, and conceivably from
> any Graham-Rudman-Hollings automatic reduction
> mechanisms.

> ...if the Congress is convinced of the wisdom of, and
> national need for, educating Americans about the world
> and ensuring a high-level supply of experts and
> professionals, then the creation of a federal trust
> fund is an appropriate response. (p. 5)

While this is admittedly an ambitious plan, it has the

potential of providing the financing, national leadership,

services to American educators, and national exposure to

further the nation's commitment to providing a

global/international orientation to American education at

all levels.

This section has demonstrated the lack of preparation of teachers and would-be teachers to teach about global or international affairs and has documented recommendations by a Council on Learning task force as to how to improve the situation. The remainder of the discussion focused on such efforts. Both pre-service and in-service actions appear to be necessary to affect both future and present teachers if more global-oriented teaching is to evolve.

Finally, this section has documented another means of improving teacher competencies in global/international education through a proposal by Rose Hayden for the establishment of a National Foundation for International Education.

So far in this review of literature, we have examined a variety of aspects of global education--conceptual roots, definitions, goals, rationales, social context within which it has developed, curricular dimensions, methods of implementation, and global education and the preparation of teachers. It is now appropriate to examine the bases of support for and opposition to global education, for it is these forces which can help to sway individual teachers, school districts, the public, and state and federal agencies to promote, obstruct, continue or abandon such programs.

Support for and Opposition to Global Education

Global education has a long list of supporters.
Distinguished social studies educators have been advocating
its key concepts for years, e.g. Leonard Kenworthy, author
of Social Studies for the Eighties (1979), James Becker,
editor of Schooling for a Global Age (1979), Edgar Wesley
and Stanley Wronski, authors of Teaching Secondary Social
Studies in a World Society (1973), and Lee Anderson, author
of Schooling and Citizenship in a Global Age (1979).

Numerous articles and studies have also been written
which support global education. In 1980 the National
Council for the Social Studies published a position paper
in support and even before that devoted an entire issue
of its monthly publication (Social Education, January 1977)
to the topic of global education. Likewise, the National
Council of Teachers of English (NCTE) has issued a position
statement in support of global perspectives in education.
The Ohio Council of NCTE devoted its Winter 1982 issue of
its journal to this topic as well. Further support
statements have come from the Council of Chief State School
Officers, National Association of Secondary School
Principals (NASSP), and the National Association of
Elementary School Principals (NAESP). Recent doctoral
dissertations such as those by Wayne Olson (1981), Donald
Wieber (1982), and Jonathan Swift (1983) have contributed
additional insights.

Moving from written works to actual projects

implemented in schools, the State of Michigan was a pioneer in the field when, in conjunction with its publication of the Guidelines for Global Education (1978), it funded four model projects in local and intermediate school districts to address these concerns. The projects in Farmington and [Dover] provided extensive in-service training for K-12 teachers desiring to become involved. The Livonia project developed a school-within-a-high-school called the School of Global Education. The fourth project in Grand Rapids focused on the development of teaching units.

Other states have also begun to fund projects in local school districts, e.g. Ohio, Indiana, New York, and Wisconsin. The federal government prior to the 1980 budget cuts had funded projects through a program known as "Citizen Education for Cultural Understanding", under Title VI, Section 603 of the Elementary and Secondary Education Act.

Several states have taken the initiative of mandating programs in global education at the elementary and/or secondary level. Oregon, New York, and Florida have met with mixed reaction in this top-down method of promoting change in schools.

Recently the federal government awarded a Title VI grant to the College of Education at Michigan State University to develop "Strategies for Strengthening International Aspects of Teacher Education" (1984). This program is of particular interest because it shows a concern by both the federal

government and a major university to make internal changes to improve undergraduate teacher education to reflect international issues and world conditions, rather than trying to change teachers once they are already in the classroom.

Several centers have been set up around the United States specifically to assist educators through in-service education, curriculum development, etc. Global Perspectives in Education, Inc. in New York and the Center for Teaching International Relations at the University of Denver are two of the most well known and effective organizations. Their materials are used by many of the state and local programs addresssing global concerns.

Although there appears to be a broad base of support for global education, one should not assume that everyone is in favor of it. Thomas Popkewitz (1980) has referred to global education as a slogan system, essentially arguing

> that it is systématically ambiguous and can have
> multiple meanings. In particular, I sought to
> consider different and possible social interests that
> might be legitimated in a global education or multi-
> cultural curriculum...Three possible interests that
> might be reflected in global education are
> (1) political pluralism, (2) manifest destiny, and
> (3) scientific rationality.

He goes on to define each of these three possible interests:

> (1) (Regarding political pluralism) the discussion is
> to suggest that while applauding multiculturalism,
> global education may provide a pedagogical device to
> accept uncritically particular political assumptions,
> rules, and biases.

> (2) The idea of manifest destiny has assumed a

different meaning in contemporary society. No longer concerned with territorial expansion, the term refers to the belief that the cultural and economic developments in the United States and Europe are naturally superior and provide the norm by which other societies are judged as being "developed".

(3) A third possible interest in global education is related to the ideal of rational, "scientific discourse". There is a contemporary belief that methods of scientific inquiry enable people to identify, analyze, and offer possible solutions in the struggles confronted in daily life.

There is, however, a much stronger opposition to the notion of global perspectives in education and for different reasons than those just mentioned. This opposition comes from some conservative political and fundamentalist religious groups. To them global education smacks of one-worldism, world government, and anti-American propagnda. This kind of opposition is more difficult to deal with than the intellectually stimulating arguments of Popkewitz for example, since the arguments of these groups are often based on emotion rather than logic. This group while vocal has tended to be small. However, documents such as that by the conservative think-tank the Heritage Foundation (1980) recommended a cut-off of federal funding to programs in global or international education. These recommendations were followed, at least for a time, by the Reagan administration.

As a recent example of political opposition to global education, a 29-page report "Blowing the Whistle on 'Global Education'" was written by Gregg L. Cunningham of the

Denver office of the U.S. Education Department. Discussing

this report in Education Week, James Crawford (1986)

states:

> [Cunningham's report] criticizes "globalist"
> curriculum materials as "pacifistic, capitulationist"
> and biased toward"radical political change." It
> accuses global educators of "parroting the Soviet
> propaganda line" and of encouraging students to
> become"liberal political activists."... (Crawford,
> 1986, p.1)

The main target of this attack was the Center for Teaching

International Relations (C.T.I.R.) at the University of

Denver which has produced many global-oriented teaching

materials and conducted extensive teacher in-service

training over the past eighteen years.

The report has been distributed throughout the Rocky

Mountain region by the Education Department's regional

director, Thomas G. Tancredo. In response to this action,

U.S. Representative Patricia Schroeder who represents

Denver "called on Secretary of Education William J. Bennett

and a House education subcommittee to investigate the

[Education Department regional] director's activities."

Secretary Bennett's office stated that Cunningham was

presenting his personal opinion and this report was not

Education Department policy.

> Secretary Bennett has taken no public position on
> global education, according to his spokesman.
>
> Undersecretary of Education Gary Bauer and Assistant
> Secretary Chester E. Finn Jr., however, writing in the
> current issue of The American Spectator, echo one of
> Mr. Cunningham's themes: "the maudlin one-worldism
> that has seized the social-studies establishment."
> They criticize textbooks for a stance of "moral
> equivalency"--to the detriment of American values.

By contrast, former Secretary of Education Terrel H.
Bell was an outspoken proponent of global education
who appointed a panel to develop standards for
international studies in the United States. (Crawford,
1986, p. 11)

These charges, of course have been disputed by several

people including the director of the Center for Teaching

International Relations, Barry D. Simmons.

The idea that we're pro-Soviet or advocate a
'one-world government' is patently false... Phyllis
Schlafly has accused global educators of being 'the
new authoritarians.' The reality is, we're
anti-doctrinaire. (Crawford, 1986, p.11)

Simmons added that CTIR continues to flourish and that its

materials and workshops are as popular as ever, if not more

so.

Andrew F. Smith, director of Global Perspectives in

Education, Inc. in New York, speaking about the controversy

in Denver noted that some global educators deserve some

criticism for having a liberal bias.

"But he [Cunningham] wasn't very clever in choosing
his target, Mr. Smith said, arguing that the C.T.I.R.
has "bent over backward" to maintain balance.

Global education "hasn't been a Democratic or a
Republican issue," he added. "It has transcended
Administrations. (Crawford, 1986, p.11)

While part of the reason for criticism by these groups

and individuals could be attributed to misunderstanding,

the notion of education, especially social studies

education, with a global perspective does carry with it

certain assumptions and objectives which may conflict with

those of the aforementioned groups. Olson (1981) when

discussing substantive social issues related to global

education focuses on the concept of international

understanding and particularly the concept of avoiding

violence. He argues that global education's concern with

the United Nations as a forum for the resolution of

conflict may, in the eyes of conservative political groups,

be associated with

> ...a 'one-world' approach that envisioned preparing
> the next generation to go beyond nationalism and
> proclaim loyalty to a world organization or
> government. At various times, the United Nations and
> even NATO were suggested as being the foundation for
> such an organization. It can be contended that the
> reaction against this concept has been a part of a
> conservative challenge and rejection of the United
> Nations. It is seen as an organization which
> threatens American national interests and which is
> suspect because it permits too much opportunity for
> communist and third-world nations to express their
> views and to take part in decision-making that
> ultimately affects the United States. (p. 21)

Leonard Kenworthy (1970) addressed this issue of

conflicting loyalties when he wrote:

> Loyalty to the international community should not
> supplant loyalty to the nation. It should supplement
> it. Loyalty to the international community should not
> contradict loyalty to the nation. It should
> complement it. All of us have multiple loyalties.
> (Kenworthy, as cited in Olson, 1981, p. 21)

Kenworthy's statement is very similar to Hilda Taba's ninth

objective cited earlier. (See page 22.) This notion of

multiple loyalties continues to be either misunderstood or

rejected by conservative political groups.

Several global education publications, in part to

alleviate concerns of conservative political groups,

address this issue in a straight-forward manner. H. Thomas

Collins (1981) in addressing questions and answers about

global education cites an excerpt from a speech Thomas

Shannon, executive director of the National School Boards

Association:

> Global education is not a thinly disguised attempt to
> sell some vague form of "one-worldism" or "world
> citizenship" to American schools. On the contrary, its
> purpose is to assure that our citizens are adequately
> prepared to function intelligently as decision makers
> in the marketplace and at the ballot box in their
> local communities, in their own states, and as
> citizens of the United States of America. Good
> citizenship has always been a major goal of the
> schools. Recent polls of both the general public, as
> well as professional educators, indicate that this is
> still a central purpose of public education. Adding a
> global dimension to a solid background of local,
> state, and national citizenship can only enhance, not
> detract in any way from, a major mission of our
> schools. (p. 18)

These then are some of the groups and forces working

for and against the implementation of global perspectives

in American education. In conclusion, one might also take

note at this point that the implementation of global

education within a classroom or district may indeed bring

controversy. This is not to discourage its implementation,

but rather to encourage solid rationales for its

implementation along with clear definitions and goals of

what is to be accomplished, and an understanding of global

and local contexts within which one is operating.

Review of Literature Related to the Methodology
of This Study

> Global educators face a dilemma. Our field is
> expanding; new materials and projects are continually
> emerging, evolving or disappearing. What are we
> learning from our experiences that can facilitate
> future developments? How can we judge the effects of
> our efforts? (Merryfield, 1982)

Merryfield's statement not only documents the dilemma faced by global educators today, but her questions appropriately lead one to focus on what type of methodology will yield the most useful results in examining various efforts to incorporate global perspectives in school programs.

While the specific research methods selected for this study (the analysis of archival data and the use of personal interviews) will be explored in the following chapter, it may be useful for the reader to examine the literature from which these methods were chosen, thus providing the reader with a greater insight into the rationale for their selection. This section will identify the relevant literature and also the thinking of the researcher as he attempted to match his research methods to the nature of the topic at hand.

Literature Related to the Use of Archival Data:

Patton (1980) supports the use of archival data when he states:

One particularly rich source of information about many

programs is program records and documents. The nature
of program records and documents will vary from
program to program, but in contemporary society all
programs leave a trail of paper that the evaluator can
follow and use to increase knowledge and understanding
about the program.

Furthermore, Glaser and Strauss (1967) in discussing

"New Sources for Qualitative Data" argue:

> But sociologists need to be as skilled and ingenious
> in using documentary materials as in doing field work.
> These materials are as potentially valuable in
> generating theory as our observation and interviews.

There are also distinct advantages of using archival

records and of combining the use of archival records with

personal interviews. Webb, Campbell, Schwartz, and

Sechrest (1972) point out:

> Besides the low cost of acquiring a massive amount of
> pertinent data, one common advantage of archival
> material is its nonreactivity. Although there may be
> substantial errors in the material, it is not usual to
> find masking or sensitivity because the producer of
> the data knows he is being studied by some social
> scientist. This gain by itself makes the use of
> archives attractive if one wants to compensate for the
> reactivity which riddles the interview and the
> questionnaire. The risks of error implicit in
> archival sources are not trivial, but, to repeat our
> litany, if they are recognized and accounted for by
> multiple measurement techniques, their errors need not
> preculde use of the data. (p.53)

The above statement eloquently lends further

justification to the chosen research methods--the analysis

of archival data and the use of personal interviews. The

two methods complement each other in that archival data is

non-reactive whereas personal interview is reactive.

The fact that archival records are non-reactive is not

to say that they are free from bias. Pitt (1972) discusses

two types of bias when dealing with archival data. The
first is "observer bias", i.e. the viewpoint of the author
of the document itself. Pitt notes:

> There is always a viewpoint. In reporting there is
> always a bias, a priority in the order in which
> details are noted, a selectivity in impressions
> recorded, the choice of words, the tone of the
> writing, and a hundred other subtle points. (p.50)

The second is "interpretational bias", i.e. bias in
the researcher's interpretation and analysis of the
documents. Pitt defines this type of bias as:

> the point at which the writer's total interests spoil
> the objectivity of his analysis. (p.51)

In dealing with "observer bias" Pitt recommends
knowing the context in which the document was written, the
author and his/her background as being "...essential
prerequisites for accurate interpretation." (p.52)

Regarding "interpretational bias", Pitt suggests that

> ...the best the research worker can do is be aware of
> the bias, and constantly adjust theoretical
> approaches as new empirical material emerges. (p.52)

In seeking answers to his research questions through
the analysis of archival records in the present study, this
researcher would do well to keep in mind the information
and suggestions offered by these researchers.

Literature Related to Sampling Procedures:

In selecting people to interview, McCall and Simmons
(1969) suggest three types of sampling procedures
appropriate for field research--"quota sampling", "snowball

sampling" and "deviant cases". Quota samples include persons representing all different participation categories. Snowball samples grow as each interviewee suggests others to be interviewed. The use of deviant cases often helps the researcher to further his/her understanding of regular patterns by examining cases which do not fit the regular pattern. (Babbie, 1979) Babbie suggests an additional type of sampling, "purposive sampling", i.e. selecting persons for interviewing whom the researcher believes "will yield the most comprehensive understanding of the subject of study, based on the intuitive feel for the subject that comes from extended observation and reflection." (Babbie, 1979) Of those reviewed, purpose sampling was selected for this study.

Types of Personal Interviews:

In addition to selecting the most appropriate people to interview, the researcher must also consider and select the most appropriate type of interview to use to yield the kinds of information relevant to the study at hand.

One type of interview arising from the field of ethnography is described by Spradley (1979) in The Ethnographic Interview. Describing ethnography, Spradley states:

> Ethnography is the work of describing a culture. The essential core of this activity aims to understand another way of life from the native point of view...

> Field work, then, involves the disciplined study of
> what the world is like to people who have learned
> to see, hear, speak, think, and act in ways that are
> different. (P.3)

Thus, an ethnographic interview is used to help the
researcher discover the culture or world of a given group
of people. The purpose of the proposed research is not to
discover the world of the teacher or even the world of the
global education teacher. The purpose of the proposed
research is to document the development and impacts of a
global education project which has completed its work. It
involves reconstructing a past series of events and
describing past impacts and residual impacts. Thus the
purpose of this type of research is inconsistent with the
purpose of the ethnographic interview.

Considering another type of interview, Denzin (1978)
offers a definition of an interview and then goes on to
describe three general types of sociological interviews.
Quoting the definition of Maccoby and Maccoby (1954,
p.499), an interview is "a face to face verbal interchange
in which one person, the interviewer, attempts to elicit
information or expressions of opinions or belief from
another person or persons." This type of interview is
consistent with the purpose of the proposed research and,
therefore, deserves further elaboration.

Denzin goes on to describe three types of interviews
according to the degree of their structuring or
standardization originally classified by Richardson,
Dohrenwend, and Klein in 1965.

The "schedule standardized interview (SSI)" is the most structured of the three and consists of questions given in exactly the same order and wording to all respondents. This type of interview rests on four assumptions:

- It is assumed that all respondents share the same vocabulary so that the same question will mean the same thing to each respondent;

- It is assumed that it is indeed possible to find a uniform wording which will be equally meaningful to all those interviewed;

- It is assumed that if identical meaning for each respondent is to be achieved that the sequence of the questions must be identical;

- Finally, it assumes that careful pretesting of the developed instrument will result in a final instrument which can meet the requirements of the above three assumptions.

Denzen (1978) cautions that, "These four assumptions of the schedule standardized interview are largely untested articles of faith." (p. 114)

The second type of interview described by Denzen is the "nonschedule standardized interview, or unstructured schedule interview (USI)", in which certain kinds of information are desired but the exact phrasing of the questions and their order are arranged to fit the characteristics of each respondent. The assumptions

underlying this type of interview are:

- If the meaning of the question is to be the same for each respondent, it must be asked in words familiar to those interviewed;

- The most effective sequence for any respondent is determined by the respondent's readiness and willingness to deal with a topic as it comes up;

- Each respondent, nevertheless, is exposed to a uniform set of stimuli (i.e. questions) though the order and exact wording may have changed.

A third type of interview mentioned by Denzen is the "nonstandardized interview, or unstructured interview (UI)", where no pre-arranged set of questions is used, questions are not asked in a specific order, nor is any schedule used. An outgrowth of the nonschedule standardized interview, it rests on several of the same assumptions except that there is no intention of standardizing the interview. Thus each interview is unique.

Denzen adds, "These three approaches to the interview rest on assumptions that are largely unverified." (p. 117)

Selecting the Most Appropriate Interview Type:

Of the three interview types suggested by Denzen above, clearly the third one, the nonstandardized interview is inappropriate for this research. The researcher in the

proposed study is looking for specific information and thus much more structure is necessary.

The schedule standardized interview has several characteristics which make it desirable to use in the proposed research. It forces the researcher to be extremely precise in the wording and order of his questions thus removing, as much as possible, opportunities for varied interpretations of the question by the respondent. As compared with the nonstandardized interview, it insists that the researcher be extremely clear on exactly what he is looking for. However, it does not cater at all for variations in the characteristics of the respondents. For instance the wording of the questions for the proposed study will be aimed at teachers since they are the majority of those who will be interviewed. The schedule standardized interview does not allow for variations due to grade level or subject area. More importantly, it does not allow for adaptation of the questions to fit school administrators, librarians, or Project staff members whose insights are also important to the proposed research.

Finally, let us consider the nonschedule standardized interview. While the specific kinds of information required for the research are arranged beforehand, this type of interview allows the researcher to vary the order depending on the respondent. This appears to be the most useful for the study at hand.

Selection and Sequencing of Questions:

Once the overall research questions have been
determined, the interview type has been selected, and the
interview target audience has been selected, it is time to
consider the wording and sequencing of the interview
questions. Denzen (1978) offers considerable advice in
this regard. He notes that typically questions that
capture the interest and mood of the respondent come first,
followed by those which may be less interesting. Questions
likely to be highly emotional would come near the end, so
that if the respondent were to discontinue the interview
the researcher would have already completed most of the
interview. (p.114)   Interviews should not include
ambiguous questions; the questions should be worded in ways   .
that have meaning for the respondent. (p.119)   The
interview should be approached as a conversation, the main
focus of which comes from the interview questions. (p.120)
The respondent "should have the upper hand in determining
when and where the interview shall take place." (p.120)

Denzen (1978) also suggests six criteria for
evaluating the three interview types which can also be
applied to the developed interview schedule. It must (1)
convey meaning, (2) secure respondents' interest, (3)
ensure clarity to the interviewer, (4) make intentions
precise, (5) relate each question to the overall intent,
and (6) handle the problem of fabrication.

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Triangulation:

There are four types of triangulation described and recommended by Denzen (1978) as a means of obtaining greater validity in one's research. These four basic types of triangulation are:

Data triangulation--the use of a variety of data sources in a study;

Investigator triangulation--the use of several different researchers or evaluators;

Theory triangulation--the use of multiple perspectives to interpret a single set of data; and

Methodological triangulation--the use of multiple methods to study a single problem or program.

Pitt (1972), in his discussion of the use of archival data, also supports the use of triangulation. As applied to the analysis of archival data, Pitt indicates that the three points of the triangle would be the research worker, the historical observer, and the objects which he describes.

A discussion of the selected types of triangulation used in this study along with a complete discussion of the selected research methods are presented in Chapter Three.

Summary and Conclusions of Literature Review

This review of the literature has drawn from a wide variety of writings to document key elements, concepts, and issues related to global education. In examining this field, it has documented the conceptual roots of global education, as well as the definitions, goals, and rationales on which it is based. Furthermore, it has examined the social context within which global education developed, its curricular dimensions, methods of implementation, and issues related to the preparation of teachers to teach from a global perspective. Finally, this review of literature has discussed areas of support for and opposition to global education and the literature related to the methodology of the study at hand.

From this review of literature this writer has drawn the following conclusions about the educational priorities of global education.

- A global approach to education places a high priority on the acquisition of a global perspective, i.e. seeing the world as a single entity with limited resources and made up of many interdependent systems. It is essentially a holistic view of the planet.

- A second priority is on knowledge. There are certain things about the world that students in the United States need to know--information about people, issues, conditions, and systems which affect all of our lives. However, knowledge in isolation of other knowledge is not

sufficient. Global education stresses the further
importance understanding the interdependence of the world's
people, issues, conditions, and systems.

-There are also attitudinal dimensions--the
development of an ecological ethic, a tolerance for
ambiguity, and an acceptance and appreciation of different
beliefs, attitudes, and ways of doing things. These are
seen as essential for life today and in the future.

- Finally, a global approach to education places a
high priority on the development of critical thinking
skills. With the explosion of knowledge in recent years,
teachers can not hope to teach kids all they need to know.
However, they can help students develop the skills
necessary to learn independently and thus make informed
decisions and reasoned judgments as consumers, in deciding
their own life styles, as responsible citizens of the
United States, and as members of the world community.

This review of literature and the above conclusions
suggest the importance of global education in American
elementary and secondary education and in the preparation
of teachers. The study at hand focuses on one such
program and describes the processes by which the Dover
County Global Education Project sought to address global
concerns such as those mentioned above and how effective it
was in doing so. While this literature review included an
overview of the literature related to the methodology this
study, let us now turn to the Methodology chapter to gain a

greater insight into the specific methods of inquiry chosen for this study.

CHAPTER THREE

METHODOLOGY

Methods of Inquiry

The methods of inquiry selected for this study were the analysis of archival data and personal interview. These methods were particularly appropriate since the purpose of the study was to describe and explain the process through which the Global Education Project developed and changed and to document the immediate and long range impacts that it has had. The analysis of archival records and the use of personal interviews yielded the kinds of rich description necessary to accomplish the purpose of this research.

Not only were these research methods appropriate for yielding the kinds of description desired in this study, these methods are also compatable with global education itself. Examining some characteristics of global education, Merryfield (1982) noted that the field was not well defined, that projects varied widely, that global education was holistic thus reaching into all disciplines and grade levels, that it concerned a perspective that influenced a person's thinking, that perceptions about global education were widely diverse, and that global education is complex. It is this sort of diversity, complexity, and holistic nature that these research methods used in combination are capable of uncovering and elucidating.

Perspective of the Researcher

The researcher was in an advantageous position of being both an insider and an outsider. The researcher was integrally involved in the four year life of the Global Education Project. (The limitations inherent in this position were discussed under "Limitations of the Study" in Chapter One.) Thus the researcher as an insider had a feel for the Project, easy access to the records, an established rapport with the participants, as well as the knowledge, insights and biases that go along with being an insider. At the same time the researcher needed to remember that his perception of the Project and its development is only one of many.

The researcher is now an outsider in that he has been physically removed from the geographic area for over three years. Thus he was more able to return to the area and through examination of documents and through personal interviews with Project particpants piece together the various perceptions and understandings of the program to tell the story of the development and impacts of the Global Education Project.

The Research Questions

In the "Purpose of the Study" (pages 1-3), the five major research questions were presented and the importance

of each was discussed. To answer these questions it was necessary to break them down into more specific questions which could be answered through the analysis of the archival data and questions which could be answered through the personal interviews. The major research questions are thus listed below with the sub-questions listed under each research question. Note that these are divided according to which can be answered from the archival data and which can be answered through the personal interviews. Both the archival and interview questions are listed here in this form to give the reader a complete overview of how each of the major research questions would be answered.

The complete "Interview Schedule" appears in Appendix A. There the interview questions will be found in the order in which they actually were asked during the interviews.

The major research questions and corresponding sub-questions appear below.

A. How, why, and to what extent did teachers become involved in and committed to global education?

    Archival Data:

        What recruitment strategies did the Project staff use?

        What data, if any, exist to show that teachers moved from the stage of awareness of global education to integration of global education?

    Personal Interviews:

        What prompted you to become involved with the program?

        Did you ever reach the point of feeling committed to

using a global approach in your classroom?

B. What procedures/techniques (bureaucratic, programmatic, interpersonal) did the Project staff utilize in implementing the program?

Archival Data:

What were the major inservice activities carried out by the Project?

How was communication maintained with participating teachers, administrators, and community?

What was the chronology of events in the development of the Project?

Personal Interviews:

In what ways did the Project staff work with you personally?

C. What changes occurred in teachers personally and professionally as a result of their participation in the program?

Archival Data:

What qualitative and quantitative data exist regarding the impacts of the Project on teacher development?

Personal Interviews:

Some educators believe that one of the goals of global education is the development of a global perspective. Could you describe ways, if any, that your participation in the Project helped you to see the world any differently?

Do you remember any teaching technique which you learned as a result of the Project? If so, could you describe how you used this technique in your classroom?

Besides the in-service sessions, what other opportunities did the Project provide for your personal or professional growth?

D. In what ways and in what areas did the program influence curriculum development and use of global-oriented resources?

Archival Data:

What qualitative and quantitative data exist regarding the impacts of the Project on curriculum development?

What impacts did the Project have on the classroom use of global materials?

How did the Project affect the classroom use of global-oriented resource people?

Personal Interviews:

During the years the Project existed, did you involve global perspectives in your teaching? If so, how?

In which subject areas did you include these global teachings? Were any of these interdisciplinary lessons or units?

Were there any new sources of information or curriculum materials that you learned about through the Project? (If yes) What were they?

Could you describe now any ways that you used resource people in your classroom to foster global perspectives during the life of the Project?

How well did a global approach fit into your regular curriculum at that time?

E. What residual impacts has the Project had, i.e. what impacts remain three and one half years after funding has ceased?

Archival Data:

What materials purchased or created by the Project continued to be used once the Project ended?

Personal Interviews:

What does the term "global education" mean to you?

Do you feel it is important to teach from a global perspective? Why or why not?

(Referring to the "Participation Checklist" [See Appendix A]) Do you recall any workshops or

presenters who were of particular educational significance to you?

What kinds of global or international "things" (activities, units, etc.) do you now do in your classroom or school?

Are you aware of any influence you might have had on any other teachers regarding the use of global perspectives in their classrooms?

Have you continued to use these [global materials] since the Project ended? If so, please give examples.

Have you identified any new global materials you'd like to recommend to others?

Have you used any resource people to foster global perspectives in your classroom since the Project ended? Who have you used and for what topic(s)?

What prevents you from doing more global or international activities in your classroom and/or school?

What, do you think, could have been done to continue and strengthen any momentum or impact of the Project had begun?

Has what you have done in your classroom to foster global awareness had any impact on the curriculum of your school or district?

Besides the effects we've already discussed, are you aware of any unanticipated or surprising spin-offs of the Project?

It must also be pointed out that "Findings" of the research (chapter four) is not simply a listing of the questions with their answers. Rather these questions were designed to be focal points for writing the description and explanation of the development and impacts of the Global Education Project which generally will be presented in a chronological order. The answers to these questions both individually and collectively provide the kind of rich

description necessary to tell the story of the Global

Education Project.

Analysis of Archival Data

It is essential to this study that the archival

records be reviewed at the outset. These include

proposals, evaluation reports, workshop agendas, speeches,

teaching units, field notes, etc. The research questions

and sub-questions listed above related to archival data

will be used as the foci of the analysis of documents. The

researcher also remained open to other pertinent facts,

trends, or inconsistencies he saw in the data.

Contribution of Archival Data to Personal Interviews

The analysis of archival data described above not only

contributed to the answering of the research questions, but

also provided information useful for the personal

interviews. For example, these documents unveiled

information useful to the researcher in refining his

interview questions. The analysis of the archival data

also assisted the researcher in identifying the most

appropriate people to select for in-depth personal

interviews. Finally, an analysis of the archival data was

essential to developing the "Participation Checklist", a

chronological list of all Project-sponsored inservices and other events from 1977-81. The use of this checklist is explained further in an upcoming section of this chapter entitled "Additional Tools to Assist the Interview Process" on page 115.

Sampling Procedures

The researcher engaged in purposive sampling, which, as discussed in Chapter Two, is a sampling procedure whereby the researcher selects persons for interviewing who he believes "will yield the most comprehensive understanding of the subject of the study based on the intuitive feel for the subject that comes from extended observation and reflection." (Babbie, 1979) Achieving the "comprehensive understanding" of which Babbie (1979) speaks necessitated interviews with elementary, middle, and high school teachers who partcipated in the Project, along with some building administrators, Michigan Department of Education contact people, Project staff and external evaluators. Twenty-five interviews were conducted focusing mainly on those people who were directly involved with the Project. The primary data collection site was the Dover County ISD.

The dissemination year (1980-81) was documented through both the analysis of archival data and some personal interviews. Personal interviews were conducted

with participants at the Remington County ISD, the

replication site, since a complete summer seminar was

conducted there and followup contact was maintained with

participating teachers throughout the 1980-81 school year.

Although the Project did engage in dissemination

throughout the State of Michigan during this 1980-81 year,

much of this dissemination was in the form of "one-shot"

awareness sessions at various school districts. This

dissemination effort was reviewed mainly through the

archival data although a few of the interviews added

further information about possible impacts of this effort.

Selection of the Interview Type

Of the three types of sociological interviews

discussed in the Review of Literature, the type selected

for this study was the "nonschedule standardized

interview".

In this type of interview, the specific kinds of

information required for the research are arranged

beforehand. However, this type of interview allows the

researcher to vary the order of the questions depending on

the respondent. Applying this to the proposed study, if a

teacher in answering one question elaborated so as to begin

answering another question, the researcher could continue

with the respondent's train of thought and move on that

other question. It also enabled this interviewer to adapt

his questions for administrators or Project staff. Such a format also allowed the researcher to rephrase the question if the respondent seemed confused. It also allowed the interviewer to add followup prompts to elicit additional information to briefly answered questions. By rephrasing questions and requesting additional elaboration, the researcher was able to uncover useful information which might not have been uncovered in a strictly formalized schedule standardized interview.

It was with the above considerations in mind that the "Interview Schedule" was developed. It appears in its entirety with supporting documents in Appendix A.

Additional Tools to Assist the Interview Process

At the beginning of each interview, the researcher asked each respondent to complete a "Participation Checklist" (See Appendix A), which is a chronological record of all in-service activities and other events conducted by the Project from 1977-81. By having each respondent fill this out prior to asking the interview questions, the resulting information could be used both on its own for description and as a springboard for further discussion during the interview. It also served to re-acquaint the respondent with the Project and the degree of his/her involvement.

Each respondent was also asked to complete a short

"Personal Data Sheet" (See Appendix A), which provided additional descriptive information about that program participant. While the extent of the use of this data sheet was small, it was useful to the researcher in analyzing the data before writing up the "Findings". All respondents, of course, have remained anonymous in the dissertation.

Triangulation

As can be seen, the researcher used both a combination of research methods and a variety of data sources in conducting his research. These are two of the four types of triangulation described and recommended by Denzen (1978) as a means of obtaining greater validity in one's research. These two types of triangulation selected for this study are:

> Data triangulation—the use of a variety of data sources in a study;

> Methodological triangulation—the use of multiple methods to study a single problem or program.

Two research methods were used in the study—the analysis of archival data and the use of personal interviews. Methodological triangulation was used in that information gathered using each of these methods was weighed against the information gathered using the other method. Both consistencies and discrepancies have been included in the "Findings".

The review of the archival documents included a variety of data sources—Project proposals, brochures, teaching units, correspondence, and evaluation reports. Data triangulation occured when data from these various sources were checked against each other for accuracy and consistency.

By comparing and contrasting the results from the various methods (methodological triangulation) and data sources (data triangulation), this researcher hopes he has presented a more complete picture of the processes and impacts of the program under study than could have been done using only one data source or method.

Pilot Testing the Interview Instrument

To lend a greater degree of validity to the instruments, the interview process and the "Interview Schedule" were reviewed by several people in addition to the researcher's dissertation committee. In January 1985 the researcher used a draft of the "Interview Schedule" to interview two participants in the Global Education Project, one teacher and one Project staff person. Several changes and additions were suggested and incorporated in the next draft. To lend further validity to the interview instrument, three experts then individually reviewed the instrument with the researcher. The director of another of Michigan's global education projects was extremely helpful

with organization, wording as well as content. The *former* director of all Michigan Title IVC programs provided helpful insights from the perspective of the overall Title IV C process as practiced in Michigan and also made valuable suggestions regarding the administration of the instrument. A university professor who is also well versed in global education also reviewed the document and provided additional helpful suggestions. All three were supportive of the overall methodology and approved of the "Interview Schedule".

Summary of the Methodology

The Methodology of this study included data gathering using the analysis of archival data and the use of personal interviews. Archival documents included Project funding proposals, evaluation reports, workshop agendas, notes from speeches, teaching units, field notes, etc. Twenty-five interviews were conducted utilizing a nonschedule standardized interview format. Personal interviews were conducted with people who were involved with the Project. The Dover County area was the primary data collection site with interviews being conducted mainly with participating teachers, though some interviews were conducted with non-teaching people who were also involved with the Project. In addition, interviews were condu .ed with

participating teachers at the replication site in Remington County.

To ensure the greatest possible accuracy, both data triangulation and methodological triangulation were used.

CHAPTER FOUR

FINDINGS

Introduction

The subject of this research is one educational

project spanning a four-year time period. The "Findings"

of this researcher are, therefore organized chronologically

for the most part to give the reader a sense of the

development and impacts of the Dover Global Education

Project over time. This chapter consists of three main

parts. It begins with a discussion of the creation of the

Project and a year by year account of the program's three

developmental years and the one dissemination year. In

essence this portion, the longest portion, of the

"Findings" tells the story of the Global Education Project

from beginning to end. As mentioned in the Methodology

chapter, this information has been drawn from the Project's

archival data and from the personal interviews conducted by

the researcher with former Project participants. This

chronological account is then followed by a discussion of

the residual or remaining impacts of the Project which the

researcher found through the personal interviews conducted

several years after the program ended. The third and

concluding part of this chapter is an analysis of the

teacher in-service and curriculum improvement model created

by the Project over its four year existence. This chapter

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is intended to describe what the researcher found through his research. Conclusions and recommendations based on these findings are then presented in chapter five.

To remind the reader of the five major research questions which are addressed through the presentation of the "Findings", they are:

A. How, why, and to what extent did teachers become involved in and committed to global education?

B. What procedures/techniques (bureaucratic, programmatic, interpersonal) did the Project Staff utilize in implementing the program?

C. What changes occurred in teachers personally and professionally as a result of their participation in the program?

D. In what ways and in what areas did the program influence curriculum development and use of curriculum materials?

E. What residual impacts has the Project had, i.e. what impacts remain several years after funding has ceased?

However, this chapter will not be a question by question account of answers to these questions. Rather these "Findings", as mentioned above, give a chronological account of Project and its immediate and residual impacts. In the process of telling this story, the above major research questions are answered.

Creation of the Project

The Global Education Project was created in response to a preliminary set of guidelines set forth by the Michigan Department of Education in 1976. To better understand the growth of this particular project, a brief examination of the development of these guidelines may be helpful.*

Under the leadership of then Superintendent John W. Porter, the Michigan Department of Education identified global education as a priority area for funding of competitive projects utilizing federal funds available to the States under Title IV C of the Elementary and Secondary Education Act (ESEA). These projects were to begin in July 1977 under the administration of the Evaluation and Dissemination (E & D) Centers Program of the Michigan Department of Education. Through this program local and intermediate school districts were invited to submit proposals for projects in global education as well as in other areas identified as priority areas for funding.

Before funding began, it was necessary for some guidelines to be written. The Michigan Global Education Guidelines Committee was created to respond to this need. This task force was headed by co-chairpersons, Stanley Wronski of Michigan State University and Nadal Dostal

* For an in-depth look at the historical development of the Michigan Guidelines for Global Education, see The Development of Global Education in Michigan, a doctoral dissertation by Wayne David Olson, Michigan State University, 1981.

of Detroit who retired soon after the committee began its
work. In the process of writing and review, the guidelines
received input from a broad range of interests and
viewpoints. The results of the work of this committee
received final approval of the Michigan State Board of
Education on December 7, 1977. (Olson, 1981)

Although the Guidelines for Global Education did not
receive final approval until December 1977, the request for
proposals was issued in 1976 along with some preliminary
guidelines. Informational meetings were held during the
fall of 1976 to further explain the funding priorities for
the 1977-78 year. It was at one such meeting in Marquette
where the future director of the Global Education Project
became more familiar with the guidelines and the
possibility of funding for a global education program.

There were several steps leading to the development of
the original Dover County project proposal. According to
this proposal:

> At a meeting of the Dover County School Administrators
> on November 9, 1976, the matter of global education
> and the need therefore was raised. In the discussion
> that followed, the administrators raised issues which
> pointed out the needs of teachers and students in the
> area of global understanding as well as the paucity of
> global materials within individual school districts.
> Unanimously, the group acknowledged a problem in the
> area and offered their encouragement and backing to
> pursue the matter further. (Global Education Project
> Proposal, 1977)

In subsequent discussions with teachers and
administrators and through a meeting of area teachers to
assist in the development of the funding proposal the

problem was further elaborated. Perceived needs centered

around:

> (a) The problem of coordination of area resources
> (human and material) with global implications for
> classroom use.
>
> (b) The need for teacher in-service training in
> dealing with global concepts.
>
> (c) The need to increase student interest and basic
> skill levels for processing global concepts. (Global
> Education Project Proposal, 1977)

It was in response to these needs that the original project

proposal was developed. The two overarching goals set

forth in that proposal which continued throughout the three

developmental years were:

> 1. To build a cooperative model among the school
> districts served by the [Dover] County I.S.D. that
> will enhance the global knowledge and skills of
> participating school staff members.
>
> 2. To develop local community human and material
> resources to be utilized by participating staffs in
> the integration of global concepts into the
> curriculum. (Global Education Project Proposal, 1977)

The emphasis of the Project during the first year was

to be on increasing the awareness, knowledge, and

commitment of a "core group" of twenty to thirty volunteer

K-12 teachers from school districts throughout the county.

These teachers would receive inservice training coordinated

by the Project staff consisting of a Project Director, a

Community Resource Agent, and a Secretary. The "core

teachers" would then write sample global oriented teaching

units for use in their own classrooms. To support global

oriented teaching, the Community Resource Agent would

develop a "Global Resource Catalog" of materials available

in area school libraries and media centers. He/She would further develop a "Resource Sharing Plan" whereby teachers throughout the county could borrow materials from other school districts within the county. (Global Education Project Proposal, 1977)

The original proposal was submitted on January 12, 1977. In April the district was notified that the proposal had been tentatively accepted. The Global Education Project began operation on July 1, 1977.

Definintion of the Area

Dover County is located in a rural area in the State of Michigan. The Dover County Intermediate School District serves four public school districts and two parochial school districts across an area of 900 square miles. The largest school district is located in the City of Brewster, a city of approximately 11,000 people with four elementary schools, one middle school, and one high school. Brewster is also served by the Brewster Catholic Central School, a K-8 school consisting of two school buildings. The second largest school district in Dover County is the Bethlehem Consolidated School District which consists of three elementary schools, one in each of three small villages, and one combination junior high and high school. The Robertsville Public School District consists of one K-12 building for the village of Robertsville and surrounding

area. Finally at the north end of the County lies the
Northwestern Public Schools serving the communities of
Leonardstown and Gladly with one K-8 school and one K-12
school. There is also one K-8 Protestant religious school
near Leonardstown which chose not to participate in any way
with the Global Education Project. All other school
districts chose to particpate.

Year One--1977-78

Recruitment of a Core Group of Teachers:

From the outset, it was the firm belief of the Project
Staff that teacher participation in the Global Education
Project would be strictly voluntary. Therefore, providing
awareness among the five participating districts and
thirteen school buildings was an important early
consideration.

Awareness brochures, personal contacts with
administrators and teachers, and building meetings were
used to recruit teachers from various grade levels and
subject areas. Much of the first four months, July through
October, was devoted to this recruitment effort. (Project
Director's Log, 1977-78) The fact that the Project
Director was a native of Brewster, the largest district,
and had his contacts within that district, and the
Community Resource Agent was a native of Bethlehem and had

many contacts throughout the northern part of the county
helped in the recruitment of initial "core teachers",
though several difficulties needed to be faced.
Information from the researcher's personal interviews
indicate occasional skepticism or even resentment toward
funding for special projects "when my district hardly has
money for pencils and dittos." (S.C., personal interview,
March 20, 1986) * Others expressed concern about extra
work involved. Several people had been involved previously
with other projects, which set certain negative
expectations about what this program might be like.

Of the 25 people interviewed, seven were involved with
the Project during the first year. How did people first
hear about the Global Education Project? From the
interviews with these seven people, two indicated that they
remember first learning about the existence of the Project
from the awareness brochures, two recall personal contacts
with the Project Coordinator or Community Resource Agent,
while the other three remember formal presentations either
at their schools or to the county administrators as their
first awareness of the Project's existence.

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* Note regarding interview citations: To protect the
anonymity of the twenty-five educators interviewed and yet
allow the researcher to easily identify an individual
respondent, coded initials have been used instead of giving
each one a fictious name. The same initials are used for
the same person throughout the dissertation. The dates
cited are the actual interview dates. The term "personal
interview" is used instead of the standard term "personal
communication" to distinguish the interviews from other
forms of personal communication cited elsewhere in the
dissertation.

All in all twenty-three teachers were identified as "core teachers" that year. Table 1 shows a breakdown of participating teachers by school district.

Table 1. Breakdown of 1977-78 Global Education 'Core Teachers' by District and Grade Levels.

District	K-5	6-8	9-12
Brewster Public Schools	3	3	4
Brewster Catholic Central	1	1	
Bethlehem Consolidated Sch.	2	3	1
Robertsville Public Schools	1	1	
Northwestern Public Schools	1	1	
TOTALS	8	9	5

One administrator in the Brewster Public Schools noted that teacher recruitment and involvement in the Brewster Public Schools was complicated by a teacher contract dispute in the largest school district. The teachers adopted a "work to rule" policy whereby they would do only what the contract called for and no more. (N.M, personal interview, March 20, 1986) This contention was supported by a teacher in the same district (T.A., personal interview, March 29, 1986) and the 1977-78 Evaluation Report which states:

> Also, it should be noted that teachers in the largest of the four school districts served by the [Dover] ISD were involved in a Board/Union dispute that focused attention away from Global Education. The dispute ended in a strike, which nearly brought global education to a standstill in that district. (1977-78

ESEA Title IV-C Evaluation Report, [Dover] County ISD, 1978, p. 10)

This labor dispute apparently contributed, to some degree, to the limited number of teachers from this district participating in the project during the first year, ten in all which is still much larger than any other district. Perhaps more so, it affected the degree to which they did participate. Thus the Project relied on greater participation from the parochial district and the three outlying school districts during this first year.

Year One Core Group Activities:

The initial core group served several functions. Core group members were involved in planning program goals, methods of implementation, further activities, and recruitment of additional teachers. These functions were carried out through individual conferences with these teachers and through a series of meetings of core group members during the 1977-78 school year.

Table 2. Core Group Meeting Topics--1977-78

October	"Exploring Alternatives"
November	"Cultural Awareness"
February	"Global Education Goal Rating Process"
March	"Global Interdependence: An African Perspective"
April	"A Bicycle Trip Around the World"
May	No meeting. "Sun Fair" (alternative energy display and celebration)

Through these meetings and individual contacts, the
Project Staff consciously attempted to help these core
teachers through the steps of the change acceptance process
as outlined by Havelock (1973, p. 115) The use of
Havelock's change acceptance process was a formal part of
the Project in that activities as recorded in the logs of
the Project Director and Community Resource Agent were
categorized as to which stage a particular activity applied
toward. These logs were later analyzed by the Project
Evaluator as part of the formal evaluation process for the
first year. While the Project Director found the

Change Agent Activities   Client Activities

Change Agent Activities	Client Activities
Promote	Awareness
Inform, Tell	Interest, Information-Seeking
Demonstrate, Show	Evaluation
Train	Trial, Test
Help, Service	Adoption
Nurture	Integration
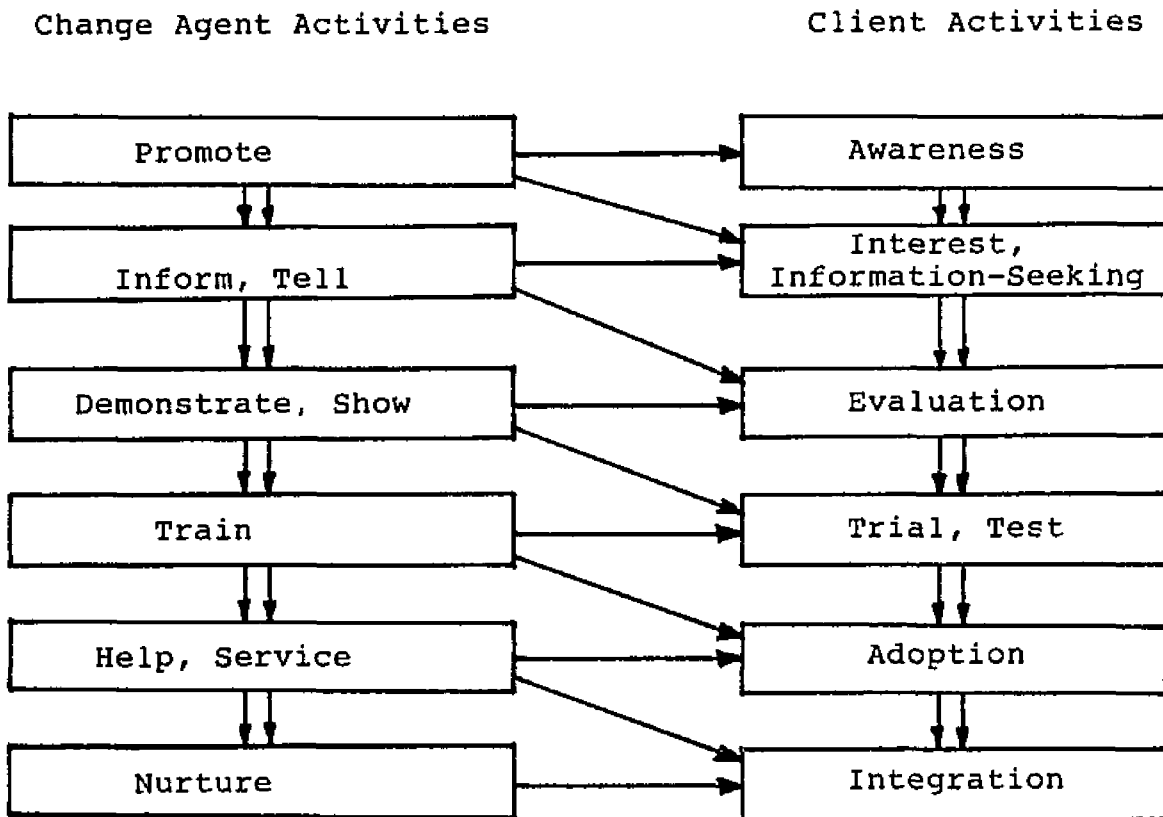
Figure 4.   Coordinating Change Agent Activities with the
            Client's Adoption Activities

documentation of activities in such a manner a bit

cumbersome, it nonetheless demonstrates the importance

placed by the Project Staff on helping teachers move

through the adoption process.

Since this change acceptance model served as a main

factor in the development of the project model, the

following statement from the 1978 Project Evaluation Report

is quoted at length. It demonstrates how Havelock's model

was implemented by the Global Education Project. (1977-78

ESEA Title IV-C Evaluation Report)

> The model includes building awareness among a core
> group of teachers, who would in turn seek information
> upon which to evaluate the relevancy of Global
> Education for their classrooms. Upon reaching a
> positive reaction to the innovation, teachers would be
> encouraged to try the concept out by producing and
> teaching a unit. Finally, the teacher who decides to
> integrate the concepts of Global Education into
> his/her classroom's planning and activities must be
> identified and given further support. So, in order to
> develop awareness of the need for and the nature of
> Global Education, the early "core" group meetings
> highlighted resource people who could give the group
> first-hand presentations with a global perspective.
> During this time, the CRA [Community Resource Agent]
> was gathering information concerning commercial and
> local media that could be used to further enlighten
> teachers concerning Global Education concepts. A
> newsletter highlighting their resources was started.
>
> To develop continuity for the trial stage, a
> definition of Global Education for Menominee County
> was reached, as well as a set of goals [See "Student
> Goals of the Global Education Project" on page 2].
> Through individual and group work, the project staff
> allowed and encouraged the core teachers to evaluate
> the concepts of Global Education and think about the
> most appropriate ways to try out the ideas. A
> formalized lesson plan outline was developped to
> facilitate communication once the lessons were
> written. At this point, teachers were encouraged to
> field test their units and record the results on a
> reaction form. The CRA distributed a Global Education
> Resources catalogue that lists the availability and

nature of global resources throughout the county. Also a means of sharing the resources was set up to insure the cooperative use of resources. Local human and material resources were also recruited and developed by the CRA. In addition, the CRA sought support and publicity for the project through the local news media.

The Project Coordinator and CRA made visits to classrooms to encourage or support the teachers using global units. Teachers who were ready to integrate the innovation were given the support and resources to do so while others who moved through the process more slowly were supported at the appropriate levels. Over 30 units were developed, and all but six were field tested by the end of the year.

In summary, the [Dover] County Global Education Project is using an in-service model that seeks to support teachers who wish to innovate by integrating Global Education concepts in their classroom curriculum. Project staff seeks to support the teacher with human and material resources that are appropriate to their progress through the change process. (pp. 2-4)

One question asked of each teacher interviewed, which relates closely with this change acceptance process, was "Did you ever reach the point of feeling committed to teaching with a global perspective?" Seven of the Dover County teachers interviewed were core group members that first year. All seven responded "yes", although three of the seven indicated that they were "already committed" (X.R. and T.A., personal interviews, March 18, 1985 & March 29, 1986 respectively) or "semi-committed" (N.J., personal interview, March 18, 1986) to the concepts before the Project began. Several teachers pointed to specific speakers who influenced them. One fourth grade teacher shared the following recollection of how her original commitment to teaching with a global perspective came

about.

> ...I think it was...hearing the reaction of the kids
> when you would have all these different people, like
> Dr. Akinola [of the African Studies Center at Michigan
> State University]...and these kids just sat
> spellbound, and most of them had never seen a black
> man before....he brought in some really neat things
> and showed slides of Africa and made sure that they
> knew that it just wasn't lions and tigers running
> around. I saw the reaction there. Then we had
> somebody from France that had come and [the students]
> asked such strange questions to these people that I
> just felt that we really have not done enough of this.
> (S.D., personal interview, March 21, 1985)

This example also demonstrates how the Project used

outside consultants during the developmental years both for

teacher in-services and, while they were in the area, also

used them to speak to classrooms of students. Project

Staff often shuttled an outside consultant from one school

to another to make several presentations in one day. Using

consultants in this way was not only cost effective, but

contributed to student knowledge and also contributed to

the recruitment of future core teachers and infusion

teachers by giving visibility to the Project. For example,

when a Project teacher such as the woman quoted above was

scheduled to have a person such as Joshua Akinola come into

her classroom, she would invite one or two other classrooms

to join them. Occasionally, a small auditorium was used.

Thus, providing high quality speakers for teacher workshops

and student presentations, especially during the first

couple years helped build the Project's visibility,

credibility and also helped in the recruitment of

additional teachers.

Summary of Year One:

During the first year of the Project, a core group of 23 teachers was recruited, student goals were set, core group in-service sessions were held featuring presentations by outside consultants, a teaching unit plan format was developed, global-oriented teaching units were written and field-tested by core teachers, and human and material resources were identified.

Year Two--1978-79

The Summer Seminar:

Building on the work that was done by and with the core group teachers the first year, the Project Staff sought to concentrate its in-service education component on a two-week (thirty hour) summer seminar for area teachers. The seminar was designed to reach out to more teachers, to provide more in-depth information over a shorter period of time than was possible in monthly meetings, and to address teacher concerns about other time commitments during the school year. The idea for such a seminar was originally suggested to the Project Director in a telephone conversation by the Director of one of the other three global education projects funded during those years.

Through the cooperation of Michigan State University, the University of Wisconsin at Green Bay--Marinette County

Campus, and Northern Michigan University such a seminar was arranged. Professor Stanley P. Wronski of Michigan State University served as the instructor of record while the Project Director and the Community Resource Agent handled the local arrangements. Together they determined the seminar speakers drawing on variety of local, regional, and national people including several major names in the field of global education to address the various topics of concern. A copy of the seminar agenda including topics and speakers is located in Appendix B. In all eleven speakers were used including the Project Director and Community Resource Agent. Of these, six were brought in from outside the local area. Such a reliance on outside consultants in the presentation of content was expensive, but it proved useful in two ways. A successful seminar was presented (See Table 3 and subsequent documentation.) which helped build teacher commitment and further the Project's credibility. The seminar was also a learning experience for the Project Staff since they would be taking on a greater share of the teaching in subsequent seminars. While the Project Staff took on greater teaching responsibilities in subsequent seminars in 1979 and 1980, the major topics to be addressed remained quite similar.

Since the summer seminar became the major inservice training vehicle for the Project, the following information is presented regarding the seminar and its effectiveness. Twenty participants attended the 1978 summer seminar

entitled "Developing Curriculum in a Global Age", fifteen
of whom were teachers in schools served by the Dover County
ISD. ("Developing Curriculum in a Global Age" seminar
participant list) All of these teachers indicated an
interest in continuing to work with the Global Education
Project during the school year. ([Dover] County Teachers
Post Seminar Survey, 1977) Since only three of these
teachers had been members of the 1977-78 core group, the
Project added twelve new teachers to work with during the
following school year.

Seven of the twenty people interviewed in Dover County
had attended this summer seminar. While three of these
seven participants had been core teachers the previous
year, three of the four new participants indicated that the
opportunity to earn graduate credits locally was the most
important factor in prompting them to become involved with
the Global Education Project. The Global Education Project
subsidized the course fees of participating Dover County
teachers in the sum of $50 which meant that the
participating teacher would be responsible for between $26
to $37 depending on the institution with which the teacher
was registering, either Northern Michigan University,
University of Wisconsin--Green Bay, or Michigan State
University. ("Developing Curriculum in a Global Age"
seminar brochure, Global Education Project, 1978)

Although several of the teachers interviewed indicated
they liked the opportunity to earn graduate credits

locally, none of them attributed their participation to the fact that the Project subsidized the course, nor for that matter, that the Project reimbursed teachers for their time at in-service workshops during the school year. One typical comment was that it was "an incentive but not a big deal." (N.J., personal interview, March 18, 1986)

1978 Summer Seminar participants reacted positively to both the presenters and the seminar itself. Using a five point Likert scale with a score of 5 being high, the mean score for the eleven presenters including the Project Staff was 4.46 with individual scores ranging from 3.11 to 5.00. A summary of the participant ratings of the seminar itself is presented in Table 3. (Final Report, Year II, 1979, p. 11)

Table 3. Participant Ratings of Workshop
Evaluation Criteria   (1=Low; 5=High)

Organization	4.55
(Excellent - Poor)	
Objectives	4.55
(Clear - Vague)	
Presentations	4.27
(Excellent - Poor)	
Materials & Programs	4.58
(Interesting - Dull)	
Scope	4.52
(Adequate - Inadequate)	
Attendance	4.82
(Beneficial - Not Beneficial)	
Content for Classroom Teaching	4.58
(Important - Not Important)	

To summarize from the 1978-79 final evaluation report:

The participants in the summer workshop have given uncommonly high marks to the workshop concept,

organization and implementation and have given uniformly high marks to the various consultant/speakers. This indicates that the [Dover] County Global Education Model has been an effective tool for teacher development. The positive responses expressed and the lack of any negative responses is indicative of the acceptance of the concept of global education by the teachers and increases the probability that global education will indeed become an integrated part of the curriculum. (Final Report, Year II, 1979, p.9)

Project Activities during the School Year:

During the 1978-79 school year, the Project Staff focused its efforts on follow-up services to the core teachers from year one, the new core teachers from the summer seminar, and other interested teachers (who became known as "infusion teachers" to be discussed shortly).

Follow-up took the form of individual conferences with teachers regarding materials, field-testing of units developed during the first year or at the summer seminar, advising teachers on community resources available for their use, or discussing additional global oriented teaching ideas. (Project Director's Log, 1978-79) All of these reflected specific objectives which the Project had outlined in its continuation proposal with the Michigan Department of Education. (ESEA Title IV-C Project Proposal, 1978)

The teacher interviews documented the importance of this follow-up done by the Project Staff regardless of the year. When asked to recall ways the Project Staff

worked with them personally, two referred to classroom

presentations by the Project Staff, three referred to the

Global Festival, and 15 of the 20 referred to resources

they provided, many citing specific materials or people.

In response to this question, a high school foreign

language teacher declared:

> What didn't you do? You helped me in lots of ways.
> The filmstrips, you got a lot of them on preview. I
> never had time to do those kinds of things myself.
> Teachers are just ragged with working and you don't
> have time...[Y]ou would have us look at them
> and...you'd say, "Is this worthwhile keeping?" And I
> thought that was a real good method of doing
> things....you would keep those that you thought your
> teachers in your Project could use. (N.J., personal
> interview, March 18, 1986)

Similarly, a fourth grade teacher cited several examples of

how the Project Staff worked with her.

> Telephone calling. They would come and bring
> materials. People were brought to my classroom
> anytime I had a special need on something I was
> doing....Materials, I got a lot of materials!
> Filmstrips, books to use. [The Community Resource
> Agent] came in and did some artwork and games in my
> class. (S.D., personal interview, March 21, 1985)

To expand the Project's impact beyond the "core group"

the Project Staff arranged a series of "Materials Displays"

in area schools in conjunction with a short "Methods and

Materials Workshop" for the teaching staff. Generally the

materials display was set up for one week in each school

with the workshop taking place sometime during that week

put on by the Project Director and the Community Resource

Agent. These were held throughout the Fall of 1978,

beginning the week of September 17 and running through the

week of December 3 with materials displays in a total of

nine schools. ("Materials Displays & Workshops" schedule,
Global Education Project 1978-79 file folder) Thus more
teachers became aware of the types of materials that could
be borrowed from the Global Education Project office. They
also heard at least one introductory workshop on global
perspectives and how they could be implemented "hands-on"
in the classroom. Sample teaching units developed during
the first year or during the summer seminar were also
distributed to those in attendance.

Whether as a result of these "Methods and Materials"
workshops and displays or through other contact with the
core teachers and the Project Staff, other teachers, called
"infusion teachers" by the Project staff, became involved
in the Project. "Infusion teachers" were those teachers,
other than core teachers with whom the Project Staff worked
in a variety of ways--providing materials, consultation,
etc. Expansion beyond the core group during this second
year had been negotiated as an objective with the Michigan
Department of Education. (The 1978-79 objectives of the
Project are included as samples in Appendix C.) This
objective was met as is reported below.

> The results of the infusion efforts...show that all
> eight teachers had successfully implemented global
> education topics within their existing curriculum.
> While it is difficult to pinpoint the mechanism that
> triggered the interest in global education, most of
> the teachers indicated that some association with the
> in-service program was either responsible or useful in
> their development. Contact with the global education
> personnel also contributed directly to these efforts.
> In some cases a fellow teacher provided the impetus to
> move ahead and that move usually was to take part in

an in-service program. (Final Report, Year II, 1979, p. 32)

During this second year of the program, five additional workshops were held which were open to any interested people. Topics ranged from global education ideas in general to more specific topics such as "Teaching with a Global Perspective in the Language Arts Classroom", "Teaching about Southeast Asia", and "World Food and Hunger". Although these workshops were consistently rated high by those attending, attendance at these workshops averaged only 13.3 people. (Final Report, Year II, p. 24) This may have been one of the reasons that workshops during the school year were reduced during year three.

An important aspect of the Project from the outset was responding to the perceived need to get good, up-to-date, global-oriented materials into the hands of teachers. (Global Education Project Proposal, 1977, p.2) As was previously mentioned, the Community Resource Agent spent much of her time the first year identifying global types of materials in all area school libraries and public libraries in Dover County.

In addition she and the Project Director both previewed a variety of commercially available materials. With monies set aside for curriculum materials each year, the Project was able to purchase some materials. These purchased materials were housed at the Project Office in the ISD building and were available to teachers upon request.

The Community Resource Agent catalogued all of these into a Global Resource Catalog which was made available to all core teachers. In addition, a copy of the catalog was placed in every library and teachers' lounge in the county.

Making these materials available to teachers county-wide was part of a larger plan. This plan was to initiate a Resource Sharing Program among all the school districts in Dover County whereby any teacher could borrow global materials from any other district. Members of the ISD professional staff, since they drove throughout the county on a regular basis, agreed to deliver materials. This was coordinated through the librarians in individual school buildings and the Global Education office.

During the second year of the Project, the extent of the use of this Resource Sharing Plan was assessed.

> The librarians' report...indicates extensive use of the resource materials from the Global Education office. [469 requests had been received and processed.] This indicates a high level of awareness among teachers within the district. The report also suggests that the high level of use of the materials from the Global Education office is at least in part related to the quality, relevance and recency of these materials as opposed to the materials available within the respective school libraries. It should be noted that the "interschool" sharing of materials was at best modest. Only [Brewster's Circle Elementary] reported seventeen requests by teachers outside the district. One other school reported two requests and one school, one request. No other requests were logged by other schools.

> Conclusions:
> The level of use of resource materials suggests a significant need for this type of teaching material within the local school. Clearly the Global Education offfice has povided this important assistance to teachers within the district.

Project Evaluation Summary:
The importance of resource utilization in global education should not be underestimated. The high level of use received by resources from the Global Education office attests to this as do the comments made by teachers both in interviews and on written summaries. Provision should be made in future years for resources for teachers. It appears that interschool loans will not meet the needs, so either a centralized resource distribution system should be considered or duplicate resources made available within the respective schools and districts.
(Final Report, Year Two, 1978-79, p. 35-36)

Thus, the extent to which materials were borrowed from the Global Education office confirmed the need for global oriented materials, and the number of requests processed during the year indicated that the resource delivery system worked. In his "Project Evaluation Summary" above, the Evaluator suggested that a centralized resource distribution system be set up or duplicate resources be purchased for individual buildings or districts. The Project was in the process of setting up the centralized lending system.

For reasons which will be discussed in "Residual Impacts", this centralized lending system did not get used once the Project ended. Suffice it to say here that the personal interviews conducted by this researcher showed that the material resources which continued to be used once the Project ended were those which were put directly into the hands of individual teachers. As mentioned earlier in these "Findings" 15 of the 20 people interviewed in Dover County pointed to the importance of the Project in providing resource materials. The personal interviews

showed that 12 of the 15 teachers continued to use those

resources that they had in their own files or classrooms.

Only one of the teachers interviewed indicated that she

had borrowed resources from beyond her own building. (E.D.,

personal interview, August 20, 1985) With this exception,

the findings by the external Project Evaluator are

supported by the interview data gathered by this

researcher.

Emergence of the Project Model:

It was during this second year that the Project

"model" (which the program was funded to create) emerged.

This model is described in several of the Project

materials, but an early summary of the model appears in the

Year Two Evaluation Report.

> The Global Education Project is intended "to build a
> cooperative model among the school districts served by
> the [Dover] County Intermediate School District that
> will enhance the global knowledge and skills of
> participating school staff members and students."
> This project emphasizes (1) the training of teachers
> and the development and implementation of global
> education units, (2) the adoption of global education
> units into the existing curriculum and (3) the
> identification and utilization of community resources
> appropriate to global education. The project does not
> prescribe a set of cognitive outcomes for the
> curriculum but rather emphasizes local school autonomy
> in expanding the horizons of the existing curriculum
> by the infusion of global education. The [Dover]
> Model is designed to bring about gradual changes in
> the school program by means of professional
> development of teaching staff. The units which are
> produced are not to be viewed as the end product.
> Rather, the [Dover] Model is intended to expand
> teaching/learning outcomes and the units are therefore

a means to an end. Put another way, if the [Dover] Model were to be adopted in another district, it is the process of professional development which stresses awareness and knowledge of global concerns which would be "exported." (Final Report, Year II, 1979, p. 1)

The individual "Components of the Project" as they were later identified in the Project brochure (1979-80) included the following descriptions:

SEMINAR - An intensive seminar to provide teachers with in-service training in areas of global perspectives, global issues, cross cultural understanding, unit development, teaching strategies and resource identification.

WORKSHOPS - Follow-up workshops to provide additional in-service training in teaching methods and global topics.

CONSULTATION - Individual teacher consultations with project staff to reinforce teacher commitment to the goals of the project and to suggest resources and strategies.

A GLOBAL FESTIVAL - A culminating activity of global displays and demonstrations by teachers, students and the community.

The First Global Festival:

This final component of the Project was introduced during the second year as a means of furthering awareness of the Project and the types of global/international activities and units participating teachers were doing in their classrooms throughout Dover County. The awareness spoken of here was aimed at other teachers, students, school administrators, and the members of the communities at large. In terms of the Project's objectives for the second year, the festival was the final in-service session

for the 1978-79 academic year. The objective read, "Core and noncore teachers will participate in in-service programs to gain awareness of, interest in, and commitment to global education..." (Global Education Project Proposal, 1978-79, Process Objective 4.1)

Teachers participating in the Project displayed student projects, bulletin boards, etc. which resulted from the global units they had written or other global/ international activities they had done in their classrooms during the year. In addition exchange students from other countries and local students who had been abroad on exchange programs presented displays. Area businesses and service groups with international linkages were also represented. In all fifty-two exhibits and presentations were included. An itemized list of Global Festival participants appears in Appendix D to familiarize the reader with the breadth of topics and grade levels involved. Also included there are some of the planning documents for the Global Festival.

In addition to members of the community who visited sometime during the three days of the festival in early May 1979, a total of 62 teachers attended with 1200 students. Most of these teachers and students were bussed in from around the county according to a pre-arranged visitation schedule. A summary of the ratings from the 23 teachers who responded to an evaluation form sent out by the Project indicates that 22 of the 23 teachers rated the Festival

organization either a 4 or 5 on a five point Likert Scale
with 5 being high. Likewise 21 of the 23 rated the
educational benefit either a 4 or 5. (Final Report, Year
II, pp 25-26)

Such approval of the Global Festival was also
indicated in the comments of visiting teachers on
"Evaluation of Global Festival" forms sent to each
participating and visiting teacher following the festival.
Commenting on the educational benefit of the festival, a
fifth grade teacher remarked:

> Exposed children to different cultures and
> interdependence on a variety of levels.

A first grade teacher wrote:

> It gave my children many new views of the world. I
> heard a lot, "Gee, I didn't know..."

A second grade teacher noted:

> Raised awareness of differences and sameness of people
> throughout the world. Whole bus ride back, children
> kept talking about the experience.

A seventh, eighth, and ninth grade science teacher
commented:

> It exposed some global problems to children who
> otherwise might not know they existed.

Finally, a fifth grade teacher responded:

> It was educationally beneficial for students and
> adults who would not be able to visit other countries.
> (All above quotations from "Evaluation of Global
> Festival" forms, Global Festival 1979 file folder,
> Global Education Project)

From these comments we see not only the educational
benefits for children and adults as perceived by the
visiting teachers, but also the inclusion in the exhibits

of many of the major topics or concepts of global
education. From the few comments listed above, the
following topics or concepts were noted: Cultures,
interdependence, views of the world (perspectives),
similarities and differences among people, and global
problems. From these comments and from the above
evaluation data, it is apparent that the end-of-year Global
Festival accomplished its purposes.

Summary of Year Two:

During the 1978-79 Project year, the Project model was
developed and tested. The first summer seminar was held.
Teaching units developed at the summer seminar were
implemented. Follow-up in-service sessions and individual
consultations were arranged to expand teacher knowledge and
promote the use of global resources in the classroom.
Finally, an end-of-year Global Festival was held to further
global awareness among teachers, students, and the
communities at large.

Year Three--1979-80

Once the Project model had been established by the end of the second year, the main tasks of the third year were to implement the model, fine tune it, and "package' it. In other words the Project staff needed to carry out another summer seminar, do follow-up consultation with the new core teachers and teachers involved from previous years, conduct two follow-up workshops, demonstrate objective student impact on a test of global awareness and knowledge, and coordinate another Global Festival. Each of these activities is discussed below in the order listed above. "Packaging" the program involved preparing a preliminary looseleaf binder of information about the Project including samples of Project-developed materials for use in case the Project reached the experimental/ replication phase during a fourth year.

The Second Summer Seminar:

The summer seminar again proved successful in terms of the reactions from the participating teachers. The same Workshop Evaluation Forms as had been used during the first summer seminar were used in this one. Reactions were favorable as is pointed out in Table 4.

Table 4.   Summary of Ratings for Summer Seminar 1979
  on Global Education (Final Report, Year III, 1980, p 31)

N=12	Excellent 5	4	3	2	Poor 1
Organization	8	4	0	0	0
Objectives	7	4	1	0	0
Consultants	9	2	1	0	0
Materials	8	4	0	0	0
Scope	5	6	1	0	0
Benefits	11	1	0	0	0
Content	11	1	0	0	0

As the Final Report, Year III (1980) succinctly

summarizes it,

> The summer workshop was judged successful by the
> teachers in terms of satisfaction and in terms of
> meeting their needs. (p.32)

These reactions were heartening to the Project Staff

since part of their charge this year from the Michigan

Department of Education was that they take on more direct

responsibility for presenting seminar content rather than

serving in a coordinating role with outside consultants

doing most of the presentating as had been the case in the

first seminar. They would be even more responsible for all

aspects of the seminar if the Project was granted a fourth

year of funding for replication in another school district.

Despite the favorable participant comments, the

seminar was less successful in terms of numbers of

participants. Thirteen people attended, and, of these,

only seven were Dover County teachers, the target group of

the Project.

From examination of the Project documents and

interviews with the Project Staff, it appears that the seminar had three main purposes. One was to increase the participants' awareness and knowledge of global topics. Another was to have each participant develop a global-oriented teaching unit appropriate for his/her own teaching situation. A third purpose was to increase the participating teachers' commitment to teaching with a global perspective, at least to the extent that they would choose to continue contact with the Global Education Project and to implement their own unit during the following academic year. On all three counts, despite the low turnout, the summer 1979 seminar seems to have accomplished its purposes as indicated by the data below.

The Final Report, Year III (1980), offered some insights into each of the above three purposes. Relating to the first purpose, the Report pointed out:

> The summer workshop is instrumental in the development of global knowledge and awareness. The high level of satisfaction indicated by the respondents to the format of the workshop and to the consultants indicates that both the format and the content are well received and judged to be educationally meaningful. (p. 32)

On the development of global-oriented teaching units, the Final Report added:

> The sixteen units produced during the Summer 1979 seminar were reviewed and thirteen of the sixteen were found to meet the established screens for quality... The established criterion is met.

> ...The summer seminar appears to be successful in terms of instructing teachers to develop competence in writing units which can be implemented into the existing curriculum. (p.34)

The third purpose of the seminar mentioned above involves two aspects--the number of Dover County teachers choosing to continue contact with the Project and the number of those teachers who successfully implemented the units they wrote at the seminar. Since all seven Dover County participants decided they would like to maintain contact with the Global Education Project, follow-up was done with all seven of these new core teachers during the school year in addition to the follow-up done with the core group and infusion teachers from the first two years. The Final Report provides the following information on these seven seminar teachers:

> Records from the project office indicate that seven of
> the 1979 Core Teachers are actively teaching in the
> [Dover] County Schools. One of these teachers is
> absent on maternity leave. The remaining six teachers
> were interviewed and all of them were found to have
> successfully implemented global units...
>
> ...it is clear that the units were successfully
> implemented and according to the teachers' reports,
> the impact on the students was highly beneficial.
> Exemplary evaluation strategies and significant
> student outcomes are recorded in that table [5 of
> the Final Report]. (p.33)

Project Activities during the 1979-80 School Year:

Two follow-up workshops were held during the 1979-80 school year as the Project model called for. The Global Education Project also provided support for teachers through the sharing of global resources mainly from the Project office and to a lesser degree from one school

district to another through the Resource Sharing Plan

developed by the Community Resource Agent during previous

years of the program. The classroom use of community

people with global or international expertise was also

encouraged. This is further documented in the Final

Report, Year III (1980).

> The librarian report...indicates that 621 "loans" were
> processed through the Global Education Project Office.
> The Resource Directory...lists major items available
> and used by the teachers. The review of the community
> resource person forms revealed that in all 27 cases
> all ratings [by the teachers in whose classrooms they
> spoke] were successful; none received ratings of 1 or
> 2 (low) and over 80% of the ratings were 4 or 5
> (high).

> . .The level of use of global resources, both material
> and human, indicates that the teachers find these
> resources important enough to schedule and use in
> their day by day teaching.

> .. The role of resources and successful implementation
> of Global Education was explored in depth as a part of
> the interviews conducted and documented in earlier
> objectives. What emerges in the review of these
> interviews...is a preponderance of evidence supporting
> the iportance of effective deployment of global
> resources. Numerous teacher comments were received
> that prior to the Global Education Project the
> teachers not only lacked global materials but were
> unaware of the existence of human resources (e.g.,
> foreign exchange students and community residents with
> extensive experience in other cultures). Furthermore,
> some of these same teachers admitted that they were
> unaware of ways and means of using these people as
> educational resources even if they did know that they
> existed. (p. 38)

One of the ways that community resource people

were used in addition to classroom presentations was

through the second and final Global Festival to be

discussed shortly.

Test of Student Impact:

Part of preparing the Project for an experimental phase required the demonstration of "student impact data". (D.J., personal interview, January 10, 1986) During negotiations with the Michigan Department of Education concerning both the second and third years, pressure was applied on this and other global education projects to come up with some sort of objective generic global education measure of student achievement to show that their efforts were, in fact, increasing student achievement more than "regular" teaching. In Dover County this measure took the form of a test for middle school and high school students. It was developed and pilot-tested during Year Two and was formally administered during Year Three on a pre/post, experimental/control group basis. This test was adapted from other existing tests with the permission of the developers. A copy of the test is located in Appendix E.

A project analysis brief prepared by the E & D Centers staff at the time of nomination of the Project for "experimental" status at the end of year three summarized the test results in this manner. The objective to which this summary refers is listed first.

Product Objective 4:

Students in high global concept units in grades 6-12 will demonstrate gains in global concepts and awareness as measured by gain scores on the Global Education measure at a rate higher than reported for comparable students not in Global Education classes.

Summary of Test Administration and Results:

Students at the high school level achieved this objective but middle school students did not demonstrate gain scores superior to those of the middle school control group.

A test of global knowledge, awareness and processes was developed for the project and administered to a sample of students in grades 6-12 prior to instruction in Global Education. The post-test was administered to the same students after the Global Education unit prior to the end of the school year, May, 1980. Data were obtained from 130 students in the middle school range experimental classes and 135 students in the comparable control classes. At the high school level data were obtained from 68 students in the experimental group and from 65 students in the comparable control classes

At the high school level the experimental group showed a modestly higher rate of gain scores than the control group of students. At the middle school level the control students' gain rate exceeded the experimental group gain rate. An inspection of the mean scores on the test shows that students in all groups had higher post-test scores than pre-test scores; that middle school scores are lower than high school scores.

Tables 5, 6, 7, and 8 provide the numerical validation of the above conclusions. (Final Report, Year III, 1980, p. 44)

Table 5. Percent Students with Positive Gain Scores

| | Experimental | | Control | |
	N	Percent	N	Percent
Middle School Group	130	66.2	135	76.3
High School Group	68	60.3	65	59.5

Table 6. Mean Scores and Gain Score for Middle School
and High school Experimental and Control Groups
on Pre and Post-test of Global Education

| | Experimental Group | | Control Group | |
	Pre-Test	Post-Test	Pre-Test	Post-Test
Middle School Grades 7-9	18.3	19.7	17.8	20.3
High School Grades 10-12	22.5	23.9	23.1	24.2

Table 7. t-tests of Significance of Global Test Gain
Scores. Experimental/Control Groups by School Level

	Experimental Group Gain	Control Group Gain	Probability
Middle School	1.45	2.60	.009
High School	1.22	1.02	.695

Table 8. Percentage Subscores on Global Test

	1-15 Awareness	16-30 Knowledge	31-35 Analysis
Middle School Experimental	56.2	51.7	40.0
Middle School Control	60.7	54.2	49.2
High School Experimental	71.9	61.97	62.9
High School Control	68.6	45.7	60.8

The Evaluator concluded:

> ...the differences of the control school group over
> the experimental group at the middle school level
> cannot be attributed to chance. These differences are
> statistically sgnificant at the .01 level or better.
> The gain scores from the high school experimental
> group over the control group are not statistically
> significant. (Final Report, Year III, 1980, p. 41)

The results of the test were disappointing to the

Project Staff since this data showed no support for their

claim that the teaching of these global education units

would positively impact student performance in the areas

which the test measured. Reasons such as poorly matched

groups and attrition of the population surveyed were

offered as to why this might have occured. Another

explanation was offered by the Project Evaluator:

> The problem of measurable affect needs more careful
> scrutiny. It is well known in educational testing
> that it is difficult to detect group changes even
> after many months of instruction. Here we are dealing
> with only a few weeks of instruction. As pointed out
> elsewhere in this document, it is not surprising that
> the impact is very difficult to measure. Also, it
> must be noted that the reading level of the test is
> probably above what is reasonable for the 6th and
> maybe 7th grade students. (Final Report, Year III,
> 1980, p. 42)

The data nevertheless must stand on its own. The objective

was not met.

One inference which might be drawn from these poor

gain scores by the experimental group is that the teachers

viewed "global education" as implementing their global unit

rather than a global perspective becoming a part of their

regular teaching style. The evaluator noted above that

gain scores would not be expected from just "a few weeks of

instruction". If teachers simply taught the one global education unit they each wrote without infusing global perspectives into their teaching style, this could account for such test results. This student impact data raises the question of how much teachers really did change as a result of their involvement with the Global Education Project. While direct answers to this question may not be forthcoming, the researcher will be further examining this question and drawing inferences throughout the remainder of this chapter.

The Second Global Festival:

As a culminating event for the third year of the Project's operation in Dover County, the second and final Global Festival was held in early May 1980. This event was held in the gymnasium of the Brewster Catholic Central South school and

> attracted forty-two displays put on by students and community persons plus four live performances of cultural events from other parts of the world. Fifty-three teachers representing twelve of the fifteen schools in the [Dover County Intermediate School District] attended and over 1,280 students took part. One hundred and fifty members of the community and schools supporting staff took part in the festival. (Final Report, Year III, 1980, p. 39)

Participation in this two-day event was accomplished through extensive planning by the Project Staff in cooperation with a committee of core teachers and community people, as well as the active participation of core teachers and their students. Most of the 1,280

elementary, middle, and high school students were bussed in from around the county. Moving this many students through a medium-sized gymnasium full of student and community exhibits during school hours was facilitated by a schedule of visitations arranged in advance with the individual schools.

In terms of the number of parents and community people visiting this second Global Festival, a slide-tape explaining the entire Global Education Project (created during the fourth year for use in dissemination efforts) offers the following possible explanation, "One sure way to get parents to attend a school function is to put their kids on stage."

In conjunction with the Global Festival, an international dinner was held to recognize the people who had been involved in the Global Festival and/or Project. A consultant with the African Studies Center at Michigan State University from the country of Ghana addressed the gathering speaking on the need for international approaches in the teaching of elementary and secondary school subjects. She apparently made an impression on some of those present. In personal interviews with the researcher, two of teachers interviewed (in response to question 6) pointed specifically to her presentation either at the dinner or in their schools as being "particularly educationally significant" to them. (S.D., personal interview, March 21, 1985, and T.A., personal interview,

March 29, 1986)

The Final Report (1980) summarized the event in this

manner:

> A total of fifty-five persons attended this event,
> including representatives from the local papers. Both
> of these activities, the festival and the dinner,
> indicate the involvement of global oriented
> individuals in the school and in the community and
> further attests to the strength and acceptance of the
> project. (p. 39)

This was the final public event of the 1979-80 school

year, and also marked an end to the focus of the Project

within Dover County. The focus of the Project now shifted

to the experimental year which was to become one of

replication as well as dissemination and technical

assistance.

Summary of Year Three:

As a summary of the third year in terms of the

objectives set forth in the 1979-80 continuation proposal

the conclusions drawn by the external evaluator in his

"Project Evaluation Summary" are presented below.

> The [Dover County], Michigan Model for Global
> Education consists of three major components:
> 1) Teacher training; 2) Teacher commitment; and
> 3) Teacher actions within the classroom. The major
> conclusions drawn from this evaluation are tied to one
> or more objectives but are related to these three
> components.
>
> First, the teacher training via the summer workshop
> (Objective 2.1) was uncommonly successful in terms of
> the highly positive teacher reaction to the format and
> content of the program and to the gains in knowledge
> and awareness scores on the pre- and post-test
> (Objective 2.0). This is spported by the very high

retention rate of teachers in the program from Year I
to Year III as reported in the introduction.

Second, teacher commitment is also very high.
Comments made by teachers during the interviews
indicate that this program has given them new insight
into their world and their teaching. The quality of
the units (Objective 3.1...) is indicative of this.
The fact that the units were revised (Objectives 1.2,
1.1) and strengthened also supports this commitment.

The third, and perhaps the most important conclusion,
concerns what goes on in the classroom. Student
achievement (Objective 1.0) is reported uniformly high
by the teachers. The interview data show student
reaction to the units to be positive and that the
units are relevant and highly motivational.

The one factor that emerged in all of the interviews
was the widespread use of global resources and
community personnel and the extent to which teachers
felt that this action was improving the quality of
education. This action alone would enrich the
existing curriculum by broadening the base of teaching
styles and content available to students.

The final conclusion centers on the students, the
quality of their projects and their reports and the
teachers' assessment of their learning, all of which
were positive. Unfortunately, the external measure of
student achievement provided only marginal support for
this conclusion. The reasons for this are no doubt
complex but most likely are related to the short term
nature (a few weeks) of the instruction versus the
long term development discussed earlier. In sum, the
project has produced the desired effects as specified
in the goals and objectives. (Final Report, Year
Three, 1980, pp 47-48)

The second and third conclusions and to a certain

degree the first conclusion of the outside project

evaluator in 1980 are consistent with the findings of this

researcher in his 1985-86 interviews with project teachers.

These findings will be presented later under "Residual

Impacts". Before examining these residual impacts, let us

turn to the fourth and final year of the Global Education

Project.

Year Four--1980-81

Although the fourth year of the Project did not begin
until July 1, 1980, planning and preparation for this year
began months before. Based on the results of the previous
years, the staff of the Michigan Department of Education's
Experimental and Demonstration Centers Program who were
responsible for the four funded global education projects
nominated all four of the projects for a fourth year of
funding. Formal approval for the Dover County Global
Education Project was granted by the Michigan Department of
Education's Project Classification Committee on August 27,
1980. (Letter to Dover County Superintendent from
Department of Education, September 9, 1980)

This year was quite different from the previous three.
The four global education programs were designated as
"Dissemination/Technical Assistance" sites. (Letter,
September 9, 1980) The usual procedure within the E & D
Centers program during a fourth year of funding was an
"experimental" classification where a project so classified
would "replicate" the project in one other school district.
Then during the fifth year the project would do more
"adoptions" in other districts around the State. However,
federal funding through ESEA Title IV C through which
almost the whole E & D Centers Program was run was being
drastically cut (and would be cut even more drastically
following the election of Ronald Reagan in November 1980.)
If the results of these programs were to be shared around

the State of Michigan, the 1980-81 year would probably be
the only remaining year to do so. This, in fact, turned
out to be the case. Furthermore, there were some questions
as to how well the Dover project and the other global
education projects fit the criteria for the "experimental"
classification. (D.J., personal interview, Jan. 10, 1986)

Since, by the time the Classification Committee met,
the Dover County Global Education Project had already
located a "replication" site in the Remington ISD and had,
in fact, completed the summer seminar there based on
preliminary discussions with its contact people at the
Department of Education, it was decided that the Project
should continue its "replication" in addition to outreach
activities around the State as part of its "Dissemination/
Technical Assistance" designation. This situation was
described in the Project Evaluator's Final Report on
Dissemination and Technical Assistance Activities (1981).

> The Department of Education decided that the Global
> Education project should receive "special
> classification" and be disseminated to one ISD for
> adaption and adoption in a limited number of schools
> and that the project director should provide technical
> assistance to interested districts throughout the
> state. Therefore, the 1980-81 Global Education
> Project was funded with two directives.
>
> 1. To assist teachers in one ISD to implement global
> education in a small number of classrooms.
> 2. To provide districts in various parts of the state
> with technical assistance in global education. (p. 2)

These two directives will be examined separately in
the following pages. Briefly, the replication was quite
straight-forward. A summer seminar would be held.

The new core teachers from the seminar would implement their teaching units. Individual follow-up would be maintained with these teachers, and additional in-services would be scheduled for these teachers and for the purpose of trying to expand the Project's sphere of influence to include some "infusion teachers". The second directive was more vague and will be discussed at length later.

Since no funding was allocated for further work in Dover County, followup with core teachers back in Dover County was carried out on a scaled-down basis by the Community Resource Agent serving in a part-time capacity and by the Project Secretary. Nevertheless, some in-services were carried out in Dover County during this fourth year.

The Replication in Remington ISD--Introduction:

Regarding the first directive above, the Project staff had difficulty locating a district for a replication site. The replication site, the Remington Intermediate School District, was arranged with the assistance of the Dover County Intermediate School District Superintendent. This site was also an ISD serving a small town and rural area similar to the Dover County ISD. The number of teachers served by the Remington ISD was somewhat smaller than the Dover County ISD but all in all the two districts were quite comparable.

Replication--The Summer Seminar:

Flyers announcing the Global Education summer seminar
were sent to all teachers served by the Remington ISD.
Due to the initial trouble locating the site, however,
these flyers did not reach the teachers until the 1979-80
school year was almost over. Nor was personal contact made
with any of the schools to promote the seminar or inform
the teachers what global education was all about. Thus,
these flyers served as the only awareness activity that the
Project was forthcoming.

Six participants from three school districts served by
the Remington ISD took part in the summer seminar. (Final
Report, 1981, p.5) The content of the seminar was almost
identical to the previous summer's seminar except that
the Project Staff did most of the presenting along with the
Michigan State University Instructor of Record, since the
seminar again was offered for optional graduate credit.

Three of these six participants were interviewed by
the researcher. Two of the three had heard about the
Global Education Project directly from the seminar
flyers sent through the Remington County ISD. The other
had heard of the Project at a previous seminar she had
attended in a nearby large city.

What prompted them to become involved? Two of the
three expressed their own personal interest in global
education as being the motivating force. The third
expressed a very clear curricular need.

The fourth grade teachers were bitching that the kids coming in didn't know maps and globes. It was a weakness in our social studies curriculum at that level. (G.L., personal interview, November 1, 1985)

Were the "free" graduate credits a motivating factor? Two indicated that the graduate credits themselves were not that important. Of these one noted that the fact that it was free was nice but didn't know if that would have affected his participation. (H.J., personal interview, November 1, 1985) The other expressed that location was important. The fact that it was held right at the Remington County ISD building was important for her participation. The third expressed a balance between motivating factors, "graduate credit--50%; my own personal interest--50%." (C.M., personal interview, November 1, 1985)

The results of the seminar were similar to past seminars.

1. The seminar pre and post-test scores indicated substantial gains in global awareness and knowledge.

2. The participants indicated that they were very satisfied with the seminar and desired further contact with the Project.

3. The participating teachers were able to produce curricular units incorporating a global orientation.

4. The teachers indicated that they planned to implement the global units, at least in some form. (Final Report, 1981, p. 6)

In summary, the workshop achieved the stated objectives of increasing knowledge and awareness and developing in the teacher a commitment to incorporate global education in their ongoing program. (Final Report, 1981, p. 8)

One benefit of participation in the summer seminar in addition to having the seminar tuition covered by the Global Education Project, was a stipend toward the purchase of global materials for their school at the end of the seminar. This had not been done in the past but was instituted to provide at least some initial global materials for them to use once the Project had left their district. This proved to be very popular with the participants and contributed to their units being implemented, since several purchased materials were directly applicable to the teaching units they developed at the seminar. (C.M., G.L., & H.J., personal interviews, November 1, 1986)

In addition, each seminar participant was given a wall map of their choice--either "The Political World" or "The Physical World" produced by the National Geographic Society. These large inexpensive ($6.00) full color wall maps had been presented to previous Project participants and had been extremely well received. They were a visible sign of the teacher's participation in the Project and a message to other teachers that the Project had something tangible to offer. During their interviews with this researcher, several teachers from both Dover and Remington counties pointed out the wall maps as an important resource

they had received from the Global Education Project. Also, because they were permanently placed in most participants' classrooms and could not be rolled up or down, the Project staff hoped they would serve as a continual reminder that the world could not be rolled up and brought out again when it was convenient. It was always there. Teachers also commented that they referred to the map more often because it was there in their room and because it was up-to-date unlike many of the maps they previously had at their disposal. The idea of giving each participating teacher a wall map resulted from the Project Director's desire to reward the participants in some way and his disgust at the lack of good current maps and globes available in the schools of Dover County.

Replication--Consultation During the School Year:

During the school year the Project Director visited each of the new core teachers on several occasions. (Project Director Log, 1980-81) These individual consultations were held before school, during a preparation period, at lunch hour or after school. They were designed to see how the teacher was doing at implementing a more global approach in the classroom through the unit written at the seminar or other means. These personal consultations were also designed to offer assistance and support from the Project to help the teachers in this

effort. Assistance came in the form of suggesting teaching
ideas, offering resources purchased through the Global
Education Project, or suggesting other sources for ideas
and resources. Support came in the form of listening to
their concerns, successes, failures, etc. and lending
encouragement to them in their attempts both to teach new
content and, in general, to broaden the perspective from
which they taught. Sometimes no additional materials or
ideas were necessary. The teachers simply needed the
reassurance that they were on the right track.

The teachers interviewed reported several ways
in which the Project Director worked with them personally
during the school year (question 8). For example,

> Getting us things--materials. When you came to visit,
> I could ask you a question on the best ways to do
> things. You were able to help there. [Referring to
> Project-developed teaching units] It kind of helps...
> to use something another teacher worked with. (G.L.,
> personal interview, November 1, 1986)

> [The Project Director] called a couple times to see if
> there were any ways to help out. [He] made sure we
> had a phone number to call if we needed anything.
> There were materials to borrow. (H.J., personal
> interview, November 1, 1986)

It was mentioned earlier in this chapter ("Year One")
that the Project Staff consciously used Havelock's Change
Acceptance Process in working with teachers. The
assistance and support provided through these personal
consultations can also be viewed in terms of this model.
The Project staff had provided the "training" through the
summer seminar. At the end of the seminar all participants
indicated their desire to continue contact with the Project

and to teach their global units during the school year.
These commitments indicate that these teachers were moving
toward the "adoption" stage. Havelock's model suggests
that at this stage the "change agent activities" should
focus on "help" and "service" to move clients from the
stage of initial "adoption" to actual "integration" into
their normal style of teaching. The personal consultations
with the Remington core teachers served this function.

Did these new core teachers themselves report that
they "ever reach[ed] the point of feeling committed to
using a global approach in your classroom?" (interview
question 3) In different ways the three who were
interviewed all responded positively. What is interesting
is what factors they pointed to that led to this
commitment. One teacher felt that he

> was already doing this to a certain extent. That
> didn't really change. This gave me more ideas to use.
> (H.J., personal interview, November 1, 1985)

In response to the follow-up question "What led to this
commitment?", he added:

> It probably came from back in college. I had a couple
> classes like the History of the British Empire. It
> was there I began to get a different viewpoint. I
> began to get interested.

One of the other seminar participants who also
indicated that her interest in global education had started
before becoming involved in the seminar pointed to previous
experience with Youth for Understanding exchange students.
In fact, she added, her daughter had been an exchange
student. (C.M., personal interview, November 1, 1985)

The third teacher who had specific curricular concerns

mentioned above, responded:

> I don't like the word committed. I think I felt that might be the best approach, and I could see that it would be helpful. If I don't think it's helpful, I won't use it. (G.L., personal interview, November 1, 1985)

What led to this commitment or feeling that it "might be

the best approach"? For this teacher the "proof" of the

value of a more global approach was in the reactions of her

students.

> The association between people. The filmstrips on different houses that were making [the pupils] pay attention. It would stick with them. The big pictures [study prints] of children of different lands. That was very helpful. Anything childeren can see visually--the visual aids--were helpful.

When did her commitment come about?

> The following spring. We could see it after we finished it.

In terms of Havelock's model, she may have been at the

"trial" stage all year and moved toward adoption based on

the results with her own students. Commenting on the

increased learning of her students she added:

> The fourth grade [teachers] now say my kids know their continents and can tell something about them.

In terms of the change acceptance process, it is also

interesting to compare responses to question 7, "...Could

you describe ways, if any, that your participation in the

Project helped you to see the world any differently?"

Contrasting two comments, one from a teacher with previous

interest in global education and one from the teacher to

whom global education was new:

> I don't think it caused me to see it any differently,
> but it affected the ways in presenting it to others.
> (H.J., personal interview, November 1, 1985)

> Sure. The information we learned [in the seminar]
> about different countries. You have to have some
> information to stir up your interest....(G.L.,
> personal interview, November 1, 1985)

These comments also indicate the different stages of change

acceptance at which each of these teachers stood. The

former essentially had adopted the approach early on and

was looking for additional ways to integrate a global

approach into his teaching. The latter comment indicates

that this teacher through her involvement with the Project

moved through Havelock's change acceptance process

beginning with "awareness" and "interest". The seminar did

present a variety of information designed to raise

awareness, increase teachers' knowledge, and to begin to

build commitment to adopt more global content and methods

into their classroom teaching.

The real indication of impact of a program of this

type is in what the participating teachers did in their

classrooms. All three Remington County teachers

interviewed indicated that they did involve global

perspectives in their teaching during the 1980-81 school

year (question 10). The two classroom teachers stated that

they taught the units they wrote at the seminar. In

addition, the third grade teacher noted:

> I used it in math with distances and maps. If an inch
> equals so many miles, we measure across oceans, etc.
> for practice. I probably would not have used that
> technique. (G.L., personal interview, November 1,
> 1985)

She also noted that she used the materials and filmstrips they had ordered at the end of the seminar by pooling their global materials allowance provided by the Project. This indicates that she did more than just teach her unit, the concern raised earlier. She was trying out other gobal activities as part of her regular teaching.

One of teachers who, at that time, functioned as the reading coordinator used some of the ideas presented in the seminar for her reading readiness groups. Working with first graders, she focused on animals around the world. She added, "I think some of the first grade teachers are still using those materials." Though she didn't cite specifics, she also indicated that she passed on things to tachers and put lists of free materials and materials about third world countries in the teacher's lounge. She also indicated that she personally was more able to implement global activities now that she was back in the classroom than she was during the time of the Project when she was reading coordinator. (C.M., personal interview, November 1, 1985)

The degree to which this reading coordinator influenced other teachers to broaden their teaching perspectives by linking them to resources or sharing teaching ideas is not clear from this interview. However, it does indicate the potential for expanding the impact of a program of this type beyond an initial group (spread affect) through the involvement of people who are in

coordinator positions.

The implementation of global units and other classroom activities in Remington County which carried on beyond the life of the Project will be discussed together with other "residual impacts" later in this chapter.

In addition to personal consultation with each of the Remington core teachers, the Project model called for two additional in-service sessions or core group meetings. The first was held in the fall at an area restaurant to discuss ways the six teachers had begun to implement global lessons or units and to discuss ways to expand global awareness to other teachers. A second workshop was held on March 31, 1981 at the Remington ISD. This "make-and-take" workshop for elementary teachers was presented by the Project Director and the Michigan Department of Education Fine Arts Consultant. The purpose was to "discuss and demonstrate a variety of themes for art activities and bulletin boards designed to foster cultural understanding." (Workshop announcement, 1981) In addition to presenting the Project goals, some brief background on global education, and an address by the arts consultant, the project-developed booklet "Bulletin Boards for the Global Classroom" was also distributed. Twenty-two participants were involved. (Final Report, Year IV, 1981, p. 20) By designing the workshop so that teachers had some time to actually begin making something to use in their classroom, it was thought that there would be a greater likelihood that it would, in fact,

be used.

At the suggestion of Remington core teachers, three other workshops were presented during the school year. On October 8, 1980, a special meeting was held with eight teachers from one-room rural schools on the topic of global education materials and methods. (personal communication, letter from Remington Administrative Assistant, September 12, 1980) Goals and basic concepts along with practical teaching suggestions were discussed. In addition, project-developed teaching units and bulletin board booklets were disseminated at this workshop. At the request of several of these teachers, the Project Director also made some followup visits to these schools and presented a National Geographic world wall map to each school. "Methods and Materials Workshops" were also held for the full teaching staffs of two of the Remington County districts serving 55 participants in one and 12 in the other. (Final Report, Year IV, 1981, p. 20) These workshops served as awareness sessions to familiarize the participants with global education and the materials and services available to them through the Global Education Project. Since few teachers came forward for additional services, the primary results of these two workshops were the dissemination of Project materials and, hopefully, some awareness for the recipients.

Thus, the entire Project model was presented in the Remington ISD with the exception of the Global Festival.

The seminar participants had indicated that they didn't feel this was appropriate since some of them had other end of year activities with which this would conflict.

As was documented above, the summer seminar was well received, core teachers implemented the units they produced at the seminar and continued their involvement with the Project throughout the year. Finally, little expansion beyond the core group was noted although further awareness was provided to other teachers through several workshops.

The Project Evaluator, following interviews with the Remington core teachers and some of their building principals near the end of the 1980-81 school year, drew the following conclusions:

> 1. All the teachers who were involved in the summer workshop have incorporated some global concerns in their day by day teaching.
>
> 2. Resources play an important part. Moreover, the librarian seems to be a key person in making these resources available.
>
> 3. Administrative support seems to make the difference between highly successfull enthusiastic responses and low levels of expectation and success.
>
> From these points of view, the implementation of global education in the [Remington ISD] follows the same path as in the [Dover ISD]. The [Dover] Model works but it needs resources, both human and financial, to make it work. (Final Report, Year IV, 1981, p. 11)

Also in his Final Report (1981), the Project Evaluator discussed further observations and conclusions about this "replication" together with his comments on the "Dissemination/Technical Assistance" portion of the Project's work. Therefore, these observations and

conclusions will be presented later in this chapter to summarize the entire fourth year. Let us now turn to a discussion of the "Dissemination/Technical Assistance" phase.

Dissemination/Technical Assistance to Other Michigan Districts:

As was just pointed out, the "replication" in the Remington ISD was only a part of the responsibility given to the Global Education Project during the 1980-81 year. The other was "dissemination/technical assistance" to other interested school districts throughout Michigan.

One means of examining the direction of the Dissemination/Technical Assistance effort is through the awareness brochures developed by the Dover Project to inform other districts of the services available. During the fall of 1980, two brochures were prepared by the Global Education Project for mass mailing to school districts around the State of Michigan. In September and October following official designation as a Dissemination/Technical Assistance site, a brochure was prepared describing the Dover Project's services available to school districts throughout Michigan. (Project Director's Log, 1980-81) These services were available "at no cost to the school district requesting the service." (Project brochure, 1980-81) The brochure described both "mini-workshops" and "materials" available. Mini-workshops were designed to:

a) increase teacher understanding of the topic; and
b) offer ideas and materials teachers can use to teach about the topic.

Topics included:

Global Teaching Methods and Materials
World Geography Refresher and the Teaching of Map and Globe Skills
Teaching for Cultural Understanding

Teaching About Global Interdependence: A Basic Fact of Modern Life
The World in Development
Country Close-up: Indonesia
Area Survey: Southeast Asia
Mind Stretching: Developing Student Thinking Skills
Bulletin Board Ideas and Art Ideas for the Global Classroom (A Make and Take Workshop)
World Population Activities
Global Perspectives on Energy

Several kinds of materials were made available for dissemination mostly teaching units developed by teachers who had participated in the program. Unit titles with their appropriate grade levels included:

Toys: Interdependence of Systems (K-3)
All Alike: All Different (k-2)
World Full of Houses (1)
Loving, Sharing, Differing :(K-3)
Living on Spaceship Earth (4-6)
Michigan Links with the World (5-6)
Oceans: Ecology, Resource and Management (4-6)
International Products in the Spanish Speaking World (6-8)
Learning about the Make-up of Culture: An Indonesian Example (6-8)
Population: People Problem (9-12)
A Voyage to France (9-12)
As the World Eats (10-12)

This dissemination/technical assistance effort, of course, required the printing of the above units in quantities sufficient for distribution. Some were professionally printed while others were photocopied. Units selected for dissemination had undergone revision by the Unit Revision

Committee during the summer of 1979 and were chosen based

on their quality, high global content, as well as the need

to have a variety of grade levels and subject areas

represented.

In addition to the teaching units, three other

materials were made available for dissemination. (Project

brochure, 1980-81)

> Summary of Units - An unedited list of over sixty
> units in the project's cadre of teacher produced
> units.

> Bulletin Board Ideas for the Global Classroom - A
> booklet of bulletin board ideas to foster cross
> cultural and ecological awareness.

> Recommended Global Resources - An annotated
> bibliography of commercially available classroom
> materials for teaching with a global perspective in
> elementary and secondary schools.

Materials were sent out on request and were also

distributed at workshop sessions. Many of the requests for

materials were a direct result of the mass mailing of the

brochure which included a clip-out response form. From the

responses at workshop sessions, the materials distributed

were well received by teachers in that they demonstrated

ways in which teachers had taken the "Student Goals of the

Global Education Project" (See page 248) and basic concepts

of global education and put them into a practical plan of

action.

The second brochure developed by the Dover County

Global Education Project was a collaborative effort among

the four funded global education programs in the State of

Michigan with support from the Michigan Department of

Education. This was a general informational brochure
designed to make educators throughout Michigan aware of the
existence of the four projects and the services which they
could provide to school districts during the 1980-81 school
year. Information for the design and content of the
brochure came from the four project directors to the
Dover Project Director who agreed to lay it out, have it
printed and mailed. Begun in October, it was prepared,
revised, approved by the four projects and Department of
Education, printed and finally mailed out in early February
1981. In addition to providing a brief description of the
four projects including names, addresses, and phone numbers
of contact people, this brochure answered four questions:
"What is Global Education?" "Why is Global Education
important?" "How have education programs emphasizing
global perspectives developed in Michigan schools?" "How
can these global projects assist schools and sudents in
meeting their needs?" ("Michigan Projects in Global
Education" brochure, 1981)

Again these awareness brochures were mailed to all
school districts in the State of Michigan and were also
ocassionally handed out at workshops. Thus, school
administrators who read the brochure got some background
information about Global Education, and if they were
interested knew which global project to call on for which
services.

In response to these brochures or from other contacts,

the Dover County Global Education Project Director
presented workshops in twelve school districts including
265 workshop participants. (Final Report, Year IV, 1981,
p. 11) Most of these were presented by the Project
Director alone, though on several occasions joint
presentations were made with the Project Director from
another global education program.

Most of these workshops were a half-day or less and
focused mainly on raising the awareness of the teachers and
administrators present. Almost all of the workshops
presented in this dissemination phase were, at the request
of the districts, introductory in nature. Of the workshop
titles presented in the 1980-81 Project brochure described
above, all but one were variations of "Global Teaching
Methods and Materials" or "Teaching about Global
Interdependence: A Basic Fact of Modern Life". One
district specifically requested "The World in Development"
which the Project Director presented. The Final Report,
Year IV (1981) indicated that this workshop was less well
received than the more general introductory workshops.

Near the end of the school year, the Project Evaluator
contacted the administrative contact person at each site
where dissemination/technical assistance workshops were
presented to gather further information and to seek
assistance in the distribution of questionnaires for
participating teachers to complete and return.

Results were obtained from eleven out of the twelve
participating technical assistance sites for a 91.6%

> response rate from assistance sites. The overall
> response fom the participants was 26% which meets the
> criterion established in the evaluation plan of a 25%
> sample of the participants. (Final Report, Year IV,
> 1981, p. 12)

Following a summary of the responses from each workshop,

the Final Report presents an overall summary of these

awareness workshops.

> A detailed review of the statements...shows a range of
> acceptance of global education and an equally wide
> range of interest in global education. It appears
> that in those districts where administrative support
> and leadership was exercised, the responses tend to be
> much more positive. It also appears that in those
> districts where the spread of grade responsibilities
> was broad, for example, K-12, the reaction to the
> workshop was less positive. Where small groups of
> teachers, or teachers from a limited grade or subject
> area were involved, the response tends to be much more
> positive. It also observed that the so called
> "awareness sessions" produced a wide range of
> responses. Perhaps it is too much to ask for teachers
> to grasp the meaning of global education in a one hour
> session, which was probably imposed upon them outside
> of school hours. (pp. 16-17)

The Project Director also made two conference

presentations as part of the 1980-81 dissemination effort.

A presentation was made with Frank Rosengren of the

Institute for Global Education to the Michigan Council for

the Social Studies Conference in Romulus, Michigan.

Forty-five participants attended this conference session

presented on February 27, 1981. The second conference

at which the Project Director spoke was the Great Lakes

Regional Conference of the National Council for the Social

Studies held in Oconomowoc, Wisconsin. Here he made two

presentations to a total of 75 participants.

In addition to these workshops presented by the

Project Director, the Project also disseminated its materials by mail to those requesting them. A glance at a short document entitled "1980-81 Accomplishments of the [Dover] County ISD Global Education Project" (1981) shows that Project materials were sent to thirty-seven different locations in addition to the locations where workshops were presented. The list includes locations in various parts of the upper and lower peninsulas of Michigan as well as a variety of other locations in Utah, Oregon, New York, Virginia, Washington, D.C., California, Minnesota, Indiana, Illinois, Missouri, and Texas. While no followup information is available on the extent to which these requested materials were used, it is, nonetheless, important to mention such dissemination as a contribution of this phase of the Global Education Project.

Throughout this year, final versions of the various Project developed materials mentioned earlier were prepared and printed. The culminating document, which included samples of these materials, was a large blue three-ring binder simply entitled "Global Education Project" (1981). Originally, this "project package" was designed to be used to introduce the program to potential adopting districts. In fact, a preliminary draft of it had been used in discussions with the Remington ISD Superintendent and in negotiations with the Michigan Department of Education contact people. Since the mission of the Project for the fourth year was redefined as "Dissemination/Technical

Assistance", the "package" underwent revision. As the year

progressed and it became more obvious that this was going

to be the final year of the program, this binder also

served as a major dissemination document to be distributed

on a selective basis. One hundred copies of the binders

were printed and disseminated to key people involved in

global education in the State of Michigan and throughout

the United States. The document was divided into four

sections which were further subdivided as follows:

```
Project Overview
  Student Goals
  History of the Project
  Project Impact
  Project Staff Skills
Adopting the Program
  Adopting the Entire Program
  Dissemination/Technical Assistance Services
    Available
Project Components
  Gaining Support of School
  Gaining Support of Community
  Summer Seminar
  Workshops
  Consultation
  Global Festival
Project Materials
```

By sending a copy of the Global Education Project's

"project package" to key people involved in global

education, it was hoped that "some of the ideas contained

herein may be useful to you in your work." (personal

correspondence inserted at the front of each binder,

Project Director, 1981). Portions of this culminating

document are located in Appendix F.

Continuation of Global Education Project Work
in Dover County:

While the thrust of its 1980-81 work was its
"Dissemination/Technical Assistance" mission in Remington
County and throughout the State of Michigan, the Global
Education Project staff continued some work in Dover County
mainly through the work of the Project Secretary and
Community Resource Agent who by this time was functioning
more as an assistant project director though her title was
never changed. The Community Resource Agent (and to a
lesser degree the Project Director when he was in town)
continued follow-up with Project teachers. She and the
Project Secretary also made sure that resources were sent
out to teachers requesting them. An addendum to a letter
to the Dover County Board of Education lists the "1980-81
Continuation of Global Education in [Dover] County".
(personal communication, letter from Project Director, May
18, 1981)

> Workshop: Developing Thinking Skills for Global
> Understanding - [Leonardstown and Brewster]
>
> World Affairs three day presentation at [Brewster
> High School] - "Apartheid in the Republic of South
> Africa" presented with...a returning AFS student
>
> Consultation with several individual [Brewster High
> School] students re: International Careers
>
> Individual conferences with [Dover] County teachers
> re: Curriculum, materials, and teaching ideas
>
> Workshop: Co-sponsor of Nutrition Workshop arranged
> by [Community Resource Agent]
>
> Presentation to [a fourth grade class at an elementary
> school in the Bethlehem School District]

Workshop: Art Ideas for the Global Classroom –
[Community Resource Agent] coordinated this using
various community resource people

Model United Nations Security Council Conference, NMU
[Northern Michigan University], Marquette; [Project
Director] worked for two weeks with eight [Brewster
High School] students to represent France and Niger at
the Conference

Continued lending of Project materials throughout the
county

Although this is a record of the actions of the Project

staff in Dover County during this fourth year,

unfortunately no record exists of the actions taken by core

teachers or other teachers who had been involved with the

Project. No data was collected at the time because the

focus of the data collection was on the replication in

Remington County and the dissemination effort around the

State. The impacts in Dover County had been shown the

previously three years. The question as far as the Project

evaluation plan was concerned was what impacts could be

shown elsewhere. In order to determine what global

activities were continued by Dover County teachers during

this fourth year beyond those which can be inferred from

the above list, one must look to the responses of the

personal interviews carried out by this researcher. These

can be found in the previous sections describing the first

three years. Question 10 asked teachers to describe how

they involved global perspectives in their teaching during

the life of the Project; it did not discriminate among

years. Additional comments on classroom implementation can

be found later in this chapter in "Residual Impacts".

Termination of the Global Education Project:

In preparation for the termination of the Project, a
decision had to be made about what to do with the teaching
materials purchased with Project monies. During the life
of the Project, these were housed in the Project office at
the Dover County ISD building in Brewster. Since the ISD
itself did not have its own instructional materials center,
it was decided to house the materials in the local schools.
But which schools? The main considerations seemed to be
space, the numbers, grade levels and locations of Project
teachers, central access, willingness of the librarians to
accept the materials along with the willingness of the
librarians to continue to loan the materials to any teacher
in the county through the "Resource Sharing Plan". There
was only one media center in the county which housed
materials for all grades K-12, and it was located in
Robertsville which had very few teachers involved in the
Project and was also quite far removed from the rest of the
Project teachers. There were several elementary media
centers (K-5), one middle school media center (6-8), a
secondary media center (7-12), and high school media
centers (9-12). After discussions with individual
librarians, it was decided that the elementary (K-6)
materials would be housed at Circle Elementary School
in Brewster and the secondary (7-12) materials would be
housed in the Bethlehem Secondary School which included
students in grades 7-12 in the same building. The Brewster

elementary librarian had had limited contact with the

Project, but was located at Circle Elementary and regularly

distributed materials on teacher requests to the other

elementary schools in Brewster. The Bethlehem librarian

had had extensive contact with the Project, was in a school

serving grades 7 through 12, and had expressed and interest

and willingness to house the materials.

Thus with the materials distributed and with the

completion and dissemination of the "project package" in

June of 1981, the Global Education Project ended. An

effort had been made to continue outreach work through a

scaled-down consortium proposal with one of the other

Global Education Projects. The gist of this proposal was

pointed out in a letter to the Dover County Board of

Education dated May 18, 1981 when discussing possible

continuation of funding.

> Requests continue to come in from Michigan school
> districts for Global Education in-services for the
> coming year (see attached page of requests). Yet I
> realize the current problem for the Michigan
> Department of Education is how to get maximum
> effectiveness from minimum financing. Therefore, the
> two remaining Global Education dissemination sites
> have submitted a single consortium proposal for the
> 1981-82 year. If funded, this effort between [one of
> the other funded global education programs in
> Michigan] and our Global Education Project would
> greatly reduce expenses yet maintain the integrity of
> the dissemination efforts by bringing together the
> materials of all four previously funded projects. In
> this cost effective manner [the director of that
> program] and I could offer a final year of sharing the
> projects' results and collective expertise developed
> during the past four years.

Despite the fact that these projects together had received

requests for services from 14 local or intermediate

districts, 3 conferences, and the Michigan State Board of Education, this proposal, as had been expected, was turned down. ("Requests for Future Services--1981-82", unpublished Project document) The Supervisor of the Experimental and Demonstration Centers Program had pointed out the severity of the budget situation to this and other project directors in a letter dated March 30, 1981.

> Obviously, the situation for all of us seems to be rather bleak. The likelihood of the financial situation improving dramatically seems, at this moment, unlikely to occur....

> Therefore, I regret that this office cannot make any kind of commitment for continued funding beyond the ending date of your current grant award. Severe budgetary cuts will be made throughout the entire ESEA IV-C program with the distinct possibility that: (1) several current projects will not be recommended for continuation due to a lack of adequate financial resources; and (2) those that do get continued will likely receive reduced funding. (personal communication, letter, March 30, 1981)

Regarding the Project Staff, the Project Secretary continued working with the Dover ISD for a while before beginning a B.A. program to become a special education teacher. The Community Resource Agent who worked for the Project in a part-time capacity during the fourth year accepted a position with the Michigan State University Extension Service as the County Homemaker. The Project Director left the area to begin work on his doctorate degree in education.

Summary, Year Four, 1980-81:

Thus the fourth and final year of the Global Education

Project came to a close. "Conclusions and Oservations"

about the fourth year of the Global Education Project,

including both the replication of the Dover model in the

Remington ISD as well as the technical assistance provided

by the Project throughout the State were summarized in the

evaluator's Final Report, Year IV (1981, pp.20-21):

> The evidence collected and reported above on the
> summer phase of the workshop and the adoption of the
> [Dover] Global Education Model in the [Remington]
> School District indicates this in-service education
> model in global education does indeed work. The
> participants, although a few in number, did "catch on"
> to the global education goals and objectives and were
> able to carry through to the classroom many of these
> concerns. From this point of view one can be led to
> the conclusion that a brief but intensive workshop in
> global education topics can provide a stimulus
> necessary to bring about changes in the teaching
> content and teaching habits of teachers. A second
> observation can be drawn both from the [Remington]
> participant data and from the technical assistance
> section of the report. There are certain key people
> whose support is crucial. The absence of appropriate
> administrative support is frequently accompanied by a
> low level of enthusiasm and direction. In addition to
> the administrative support, usually the building
> principal, support of the librarian appears to be
> crucial. The librarian serves as the gatekeeper for
> resources and appears to be a key element, perhaps
> even a catalyst, in making a global education program
> go.
>
> A third observation also concerns personnel and that
> is that the team approach where two or more people are
> involved in global education in a single building
> seems to be most beneficial. Perhaps the arrangement
> is symbiotic so that each enhances the other's
> activities and enthusiasm.
>
> Finally, there is the question of resources. While
> the great majority of the teachers asked for
> additional environmental resources, there was no
> clear indication that these were highly expensive
> resources. While additional outside funds would no

doubt prove to be beneficial, it may indeed be the case that a reallocation of library budgets and department allocations could go a long way in meeting the needs for global education. The more crucial element appears to be the human resources outlined above, perhaps enhanced with occasional programs on global education.

In summary, the adoption of the [Dover] County Global Education Model in [Remington] ISD has met with moderate success. The teachers have developed an enthusiasm for and an apparent understanding of global education and have indicated an intent to continue in these areas. The technical assistance section of the current year's activities is more difficult to interpret. While the teachers indicated positive responses to the workshops in many cases, there were also critical comments indicating a level of misunderstanding, perhaps skepticism. Clearly the longer workshops appeared to be more beneficial but in the absence of sustained follow-up to these activities the evidence of long term impact is meager indeed. In short, concentrating on a core of teachers within a given geographical area seems to be a viable model. From this point of view the [Dover] Global Education Project has produced a workable plan which meets with positive teacher reaction.

Several of the evaluator's conclusions in 1981 were supported through responses to this researcher's interview questions with Remington County teachers. These are elaborated in the following discussion of impacts during the years the Project existed and then in the discussion of residual impacts.

Summary of Impacts of the Global Education Project 1977-81

Throughout the four years of the Project, the Project Director had made periodic reports to the Dover County Board of Education. An outline of the Director's "1980-81 End of Year Presentation to the [Dover] County ISD Board of

Education" (May 18, 1981) indicates, among other things,

some of his perceptions of the benefits of the program at

the end of Project's four-year life. Speaking generally,

the Director pointed out benefits for Dover County teachers

and students and those elsewhere in Michigan. He also

specifically noted the acquisition of new materials for the

county. He noted that the "materials sharing system [is]

now well entrenched." He also pointed out the through the

Project some additional equipment was purchased for the

ISD. Finally, in thanking the members of the board of

education for their support over the four years, he noted

that directing the Global Education Project had been

excellent professional development for himself, that he had

"learned a lot!" Portions of the letter to the members of

the Dover Board of Education included in this final

presentation not only indicate some accomplishments of the

program during the 1980-81 year, but first succinctly point

out the whole purpose of the Global Education Project.

> Thank you: I appreciate the fact that you recognize
> the need for our schools to deal with matters of
> cultural understanding and issues facing the planet in
> today's interdependent world. As indicated in the
> Michigan Common Goals of Education and the Guidelines
> for Global Education, changing world conditions demand
> that our teachers and students develop a global
> perspective, i.e. the ability to understand our earth
> and its many component systems in a more holistic
> way. Our program, a professional development model,
> is designed to help teachers accomplish this. Thank
> you for your support in this effort.
>
> Accomplishments: After developing the program for
> three years in [Dover] County, the Project was given
> the classification of Dissemination/Technical
> Assistance for the 1980-81 school year. During this
> year I have traveled throughout the State putting on

workshops for teachers, sharing materials, consulting, and speaking at state and regional conferences. Enclosed is a page summarizing this work and a few sample materials developed by our Project. I have been very pleased with the reactions of teachers and administrators and with the number of requests for materials and future services. (personal communication, letter, May 18, 1981)

While the Project Director spoke in general terms about the impacts on teachers, the "project package" binder presents "Project Impact 1977-1980 Summary Statistics". Although the complete page is included in Appendix F, three statements summarize the immediate numerical impacts in Dover County. (Global Education Project, 1981)

45 [Dover] County teachers have received formal training from the Project. (Core Teachers)

A total of 49 teachers have utilized global oriented Community Resource Persons identified by the Project.

In all, 115 [Dover] County teachers have had some contact with the Project.

Added to these must be the numbers for the 1980-81 "Dissemination/Technical Assistance" year: 6 more core teachers and a total of 107 participants in the four workshops in Remington County that year; 265 particpants in 12 school districts in Michigan; and 120 participants at two conference presentations for a total of 492 people who had some contact, if only a one-shot workshop, with the Global Education Project during the 1980-81 year alone. (Final Report, 1981) This, of course, does not include the materials distributed by mail which were mentioned previously.

These numbers indicate the breadth of impact. The

depth and kinds of impacts on individuals during these four years have already been described through the chronological description of the four years of the Project, especially through the use of the data from the personal interviews. It is now important to examine the impacts which remained after the Global Education Project ended, in other words the residual impacts.

Residual Impacts

The Dover County Global Education Project was in operation from July 1977 through 1981. Teacher inservices were offered in Dover County primarily during the first three years, with the fourth year devoted to a replication in Remington County and dissemination efforts throughout the State of Michigan. The question to be addressed now is the final research question of this study. What residual impacts has the Project had, i.e. what impacts remain several years after funding has ceased?

In examining residual impacts, Dover County will be discussed first followed by Remington County. Residual impacts in this study is stipulated to mean effects or impacts lasting beyond the life of the Project which were attributed to the Project by the educators interviewed. The most credence, of course, should be given to effects which remain to this day, i.e. those attitudes, knowledge activities, units, methods, materials or resource people

which the researcher actually observed or which teachers report they continue to use.

In deciding how to approach this issue of "residual impacts", the researcher first had to identify the "impacts" of the Project. In the "Year Three--1979-80" section above, it was noted that the project evaluator drew three conclusions about the "components" of the Global Education Project. (See page 160-161 for complete quotations.)

> First, the training of teachers via the summer workshop...was uncommonly successful...
>
> Second, teacher commitment is also very high...
>
> The third, and perhaps the most important conclusion, concerns what goes on in the classroom. (Final Report, Year Three, 1979-80, pp 47-48)

In drawing these three conclusions, an outside evaluator had identified three prime impact areas of the Project. Using these three conclusions then as points of reference, the questions to be asked are did these impacts last and, if so, for how long?

Looking at the interview schedule of questions, many of them, or parts of many of them, relate to residual impacts. To bring these to the reader's attention once again, they are:

> 4. What does the term "global education" mean to you now?
>
> 5 b. Do you continue to use this [teaching technique which you learned as a result of the Project] today?
>
> 6. Refering to the "Participation Checklist") Do you recall any workshops or presenters who were of

particular educational significance to you?

    a. (If any are mentioned) Are there particular skills or activities that you learned from them?

11 c. Have you continued to use these [new sources of information or curriculum materials that you learned about through the Project] since the Project ended?

    d. If so, please give examples.

    e. (If some are mentioned) Have you borrowed any of these through the resource sharing program we set up?

12 d. Have you used any of these or other resource people to foster global perspectives in your classroom since the Project ended?

    e. Who have you used and for what topic(s)?

13 b. Is [a global approach to your regular curriculum] more or less appropriate today?

14. Do you feel it is important to teach from a global perspective? Why or why not?

15. What kinds of global or international "things" (activities, units, etc.) do you now do in your classroom or school?

    a. (If some are mentioned) Why do you continue to use global activities?

16. Are you aware of any influence you might have had on any other teachers regarding the use of global perspectives in their classrooms? [Depending on the time frame mentioned by the respondent, the response may or may not fit the category of residual impacts.]

18. Has what you have done in your classroom to foster global awareness had any impact on the curriculum of your school or district?

Taking the evaluator's above three conclusions one at a time and using responses to the various interview questions mentioned above, let us examine the residual impacts in Dover County as a means of answering the final

research question of this study. The narrative to follow

will not be a listing of responses to the questions, but

will use direct quotations where appropriate to illustrate

the findings. Numbers will sometimes be presented when

reporting responses to interview questions. While twenty

people were interviewed in Dover County, the totals will

not always equal twenty usually because a particular

question was not applicable to all respondents. A

breakdown of the positions of those interviewed in Dover

County is presented in Table 9.

Table 9. Breakdown of Dover County Interview Respondents by Professional Position in Dover County   (N=20)

Number of Respondents	Professional Position
11	Elementary Teacher (K-5)
3	Middle School Teacher (6-8)
1	High School Teacher (9-12)
2	Administrator
1	Community Person
2	Project Staff

Residual Impacts of Global Education Project
Teacher Training:

The evaluator noted that "teacher training via the

summer workshop... was "uncommonly successful"... From

interviews conducted in 1985 and 1986, six or seven years

after the seminars in Dover County were held in 1978 and

1979, the responses indicate that some learnings from the

summer seminars were retained. This researcher's questions were not directly focused on the summer seminars, but several of them would reflect residual impacts of the various types of in-services provided by the Project, specifically questions 4,5, 6, and 11. Using the responses to these four questions, let us examine the residual impacts of the in-service training conducted by the Project.

First of all, and perhaps most basic of all, everyone interviewed could come up with a definition for global education (question 4). It is interesting to note the different emphases placed on the various aspects of global education. Of the 20 Dover respondents, six focused on the notions of expanding the horizons of their students. Comments such as teaching students that, "There's something outside [Robertsville]," (S.D., personal interview, March 21, 1985), and "There's more to the world than your own hometown," (X.R., personal interview, March 18, 1985) or "It's making students aware that everything is more global than just within the boundaries of their own country." (X.K., personal interview, March 20, 1985) Eight respondents focused their definitions on understanding the world's cultures and the similarities and differences among people, e.g. global education is an

> "approach to learning which encompasses attitudes, values, knowledge of others, openness to different ways to solving a problem, openness to different values and different cultures. (S.C., personal interview, August 20, 1985)

Six of the twenty-one defined global education in terms of learning about global interdependence. One typical response was, "...involving the students in learning about the effect that each thing that they're learning about has within the whole world...." (X.B., personal interview, March 21, 1985) Several people used the word interdependence in their definitions. Global education is "developing an awareness of global interdependence." (U.J., personal interview, August 18, 1985) It may be of interest to note that three of the twenty, while focusing their definitions on one of the above concepts, included in their definition a reference to world peace. One such comment was, "...we are never going to have peace until we learn about each other and know the cultures of other people, and I think more of that should be brought into the classroom...." (N.E., personal interview, March 23, 1985) All of these concepts, broadening students horizons beyond their community or country, understanding countries and cultures, and the interdependent nature of our world, were central to the Global Education Project.

When one considers these variations in definitions, one thing stands out. Textbook definitions did not come out. The respondents had drawn defintions based on their individual experiences with the Project and those parts of the Project they individually had internalized. One must remember that these teachers were coming from a variety of subject areas and grade levels and thus had to apply a

global perspective to their own teaching situation.

A second point is also noteworthy based on the respondents varied foci of their definitions. While collectively their definitions covered the breadth of global education, individually they focused on particular aspects. As noted above, it appears that teachers internalized those parts of global education which seemed relevant to them, their grade level and subject area. It, therefore, remains open to question how well each teacher internalized the breadth and holistic nature of the global education.

For another indication of residual impacts of training, we can look at responses to question five asking about teaching techniques which they learned as a result of the Project. Of the fifteen people who responded to the question, eleven indicated yes and could identify how they had used the technique in the classroom. The part of this question relevant to residual impacts is the follow-up question, "Do you continue to use this technique today?" Seven of the eleven indicated yes. Some of the teaching techniques which continued to be utilized were: the inclusion of African games in an Africa unit; the consideration of different learning styles when planning lessons; delving into the newspaper; being "more aware of using what you have--when things pop up in the world, use it;" and the greater use of maps and globes. Regarding the use of maps and globes, a second grade teacher

commented:

> Before the Project, I had little use for globes and
> maps. And now since then, and even now, especially
> now, I found myself dragging out a map and relating
> everything; whether it's a story in the Weekly Reader;
> whether it's something the kids brought in; a product
> being made here or there or something. I catch myself
> more and more pulling down the map and relating what
> the subject or topic or discussion to the map. I
> carry that map around like it was a security blanket.
> But, I think that was the most immediate effect it has
> is letting these kids know that the world doesn't end
> with the city limits of [our town]. (I.J., personal
> interview, March 20, 1985)

This continued use of particular teaching techniques not
only is evidence of the residual impacts of training, but
also relates to the second and third points made by the
Project Evaluator--commitment of the teachers, and impacts
in the classroom.

In response to question number six, thirteen people
could recall specific "workshops or presenters who were of
particular educational significance to you." Two
responded, "No." While the people cited were quite
varied, a few presenters received multiple mentions or
comments worthy of note. Most often mentioned were Marylee
Wiley and Cecelia Dumor, both of the African Studies Center
at Michigan State University, Dr. Janet Alleman of the
Department of Teacher Education at Michigan State
University, and Dr. Alex Lotus who at that time was
from Southfield High School in Southfield, Michigan who
assisted the Unit Revision Committee with their task in the
summer of 1979. A fourth grade teacher stated:

> Janet Alleman Brooks was the one that I really think
> was the best. She had a lot of teaching techniques

and she was real enthusiastic. She would really spur
you on to doing things....She would give you little
hints on teaching and different ways of doing it and
using values and things like that. I do that all the
time. (S.D., personal interview, March 21, 1985)

A second grade teacher commented on both Marylee Wiley

mentioned above and Dr. Stanley Wronski of the Department

of Teacher Education at Michigan State University.

Oh yes. Marylee Wiley, I guess. The information that
she shared with us on Africa was really interesting to
me personally. After that I started digging into
Apartheid and looking at things in South Africa a
different way and even doing research and reading
things I wouldn't normally read because she stimulated
my interest. So, I think presentations. Stan Wronski
did a lot to inspire me, just because I looked up to
him as a kind of...I'm not into hero worship, but I
think that if I could grow up to be like anybody, I'd
like to grow up to be like him. (I.J., personal
interview, March 20, 1985)

This teacher added some interesting additional insights

into what he felt was the value of the in-services.

Continuing where he left off immediately above:

Q: With either of these people, or with Tom Collins who
     you mentioned earlier, were there any particular
     skills or activities that you learned from them?

A: The things with Tom, the propaganda things that he
     used, I think that was a skill I learned that I was
     completely unaware of. Plus just the information
     sharing about Africa. But as far as skills, I think
     everybody's kind of got those skills in a way...I
     think you just need the information to work with.
     Either you know how to use the information or you
     don't. I think what they did they supplied
     information that you could use rather than methods of
     using them.

This comment points out the need for in-service training to

provide knowledge as well as any other skills it might

impart. This contention is supported in the teacher

in-service literature by Alan C. Purves (in Rubin, ed.,

1978)   Purves contends:

> Teachers have a brief undergraduate training in one or
> more subject matters; on the basis of this training
> they prepare lessons, teach them, and evaluate their
> students. Many of them are nice people, many of them
> have lovely techniques of working with one child or
> many children, many of them are hideously uninformed
> about the material they teach. An in-service
> education program can give them this information; a
> good in-service program must give them this
> information. To be sure, there is a need for teachers
> to look at knowledge not simply as recipients of it
> but as people who will distill it and impart...but
> unless they have a sound base in the subject matter
>
> that the teachers are going to teach they will be
> useless. (pp. 221-222)

The content of the summer seminars put on by the

Global Education Project focused on global awareness,

knowledge, teaching skills, and teacher attitudes. The

Project Staff appears to have recognized the need to

broaden teachers' knowledge about the world beyond the

borders of the United States and about issues facing the

planet. Pre and post tests given at the summer seminars

showed gain scores over that two week period. No other

tests of teachers' global knowledge were administered.

Therefore, there is no data to indicate how effective the

Global Education Project was in this area in the long run.

Since the study at hand likewise used no measurement of

knowledge retention, no comments can be made on how much of

the information about which the second grade teacher, I.J.,

spoke, was actually retained by the project teachers.

To summarize, the following residual impacts of

training were identified through the personal interviews:

- All teachers interviewed demonstrated an

understanding of definitions as they internalized them in relation to their own content areas and grade levels.

- Seven of the eleven teachers who reported that they learned specific teaching techniques through the Project could identify classroom uses of those teaching techniques and reported that they continued to use these teaching techniques;

- Thirteen of fifteen respondents could also identify specific people and/or workshops which were "of significant educational significance to them."

- While one teacher emphasized the importance of the Project in providing teachers with knowledge about global topics, no conclusion can be drawn about residual global knowledge among participating teachers since no measure of retention of global knowledge was administered by this researcher.

These then are some of the residual impacts of Project training which were noted from the personal interviews. Let us now turn to the second area of impact identified by the Evaluator, i.e. teacher commitment to global education.

In his second conclusion the Project Evaluator noted a high degree of commitment to global education among project teachers. In response to this researcher's third question, "Did you ever reach the point of feeling committed to using a global approach in your classroom?", 13 indicated yes, another 2 responded yes but they already had some commitment to do so beforehand, and 2 responded

no. Both no responses were qualified--one indicating, "No,
but it was interesting," and the other responding "Not
committed, but more aware." When discussing residual
impacts, the question becomes one of how long-lasting this
commitment was.

One outspoken response, demonstrating her continued
commitment to global education, came from the one community
person interviewed, who had served on the Global Festival
Planning Committee and had been involved with the American
Field Service (AFS) International/Intercultural Exchange
program for over twenty years. When discussing the
question of her commitment to global education in the
classroom, she responded:

> It should be mandatory. In isolated areas we tend to
> forget how interdependent we are. It's vital--with
> religion, with every phase of life. (U.J., interview,
> August 18, 1985)

An interesting series of responses to question number
4 regarding commitment, which contrast markedly from the
other 'yes' comments, came from two of the 'yes'
respondents, a married couple, who left the district after
both had been involved in the Project for just one year.
They were interviewed together rather than separately at
their request. Their comments speak about continued
commitment, or lack thereof, and offer some further
insights.

> Interviewer: Did either of you ever reach the point
> of feeling committed to using a global approach in
> your own classroom?

> Bev: Yes, I think I did, but it was no long-lasting

effect....It was important, I think, and I did at the time feel committed to it. But it's something that I've kind of let slide.

Interviewer: What do you think are some of the factors that led to kind of letting it slide?

Bev: Any number. For one thing, when you're working with it, your're all excited about it anyway. But the pressures within a school system kind of limit you to what you can do. You know, the pressures; you're going to have the testing in the spring and you're going to be held accountable for this and that and the other thing, and finally, I think, it just gets to the point where you just do as much as you can and some of the extras have to go. And that's too bad.

Gene: There are a lot of extras I think, we as educators could justifiably be doing, but we have, school districts have physical limitations, financial limitations, personality limitations and it sometimes gets to be...take this for what it's worth...more of a hassle to go out of your way and somtimes you fall into a very bad pendulum swing. You are in a kind of monotonous rhythm.

Bev: But you know, something that we both just said and it never really struck me, but we both just referred to it as "extra".

Interviewer: I noticed that. You're right.

Bev: And maybe that's the point. Maybe it shouldn't be "extra"....

Interviewer: But you perceived it as another thing you had to do.

Bev: Yes, an extra. Not necessarily that I felt that I had to do it, but it was neat, it was fun...but it was extra. So maybe I wasn't really committed to it because I never felt that it was...ongoing...

Interviewer: So you never really felt that it was integrated as part of your approach to teaching.

Bev: Right. It was never an overall thing. (I.B. and I.G., personal interview, March 20, 1985)

It is interesting to note that this notion of global

education being an "extra" was not mentioned by the other

respondents, most of whom were involved in the Project for

more than one year. This leads the researcher to wonder
what conditions or factors move a teacher from Havelock's
stage of "adoption" to that of "integration" where global
education is concerned. Two conditions or factors which
were present with the other respondents which were not
available for these two teachers were both time of
involvement and regular ongoing followup. The latter would
correspond with Havelock's change agent roles of "support"
and finally "nurturing" suggested for assisting people at
the "adoption" and "integration" levels.

Another question related to continued commitment is
number 14, "Do you feel it is important to teach from a
global perspective? Why or why not?" The respondents
unanimously replied in the affirmative. More notable than
just their affirmation were some of their comments about
why they believed so. A fourth grade teacher responded:

> Yes. So that you're not tainted with an American
> egocentric view of the world. Also to appreciate
> other cultures.... (T.A., personal interview, March
> 29, 1986)

In an earlier interview when this researcher was
pilot-testing the interview instrument, the same teacher
had simply stated:

> It's a matter of life skills—survival skills. (T.A.,
> personal iterview, January 25, 1985)

Another fourth grade teacher tied it more directly to her
classroom teachings:

> Beause I'm now involved with this gifted and talented
> (program), and so many of the things you can do for
> those kids would be the same kinds of things that you

would with Global Ed.   (S.D., personal interview, March 21, 1985)

When asked this question a middle school teacher noted that the students liked hearing about other places, and that they didn't travel much. He then tied it to a concern he had with counteracting some community attitudes. He referred to the following comment of a parent at a parent-teacher conference.

> All I want my kid to do is to get a job at [Brewster] Marine, have a snowmobile and a fish fry on Friday nights. That's all the education my kid needs. (T.D., personal interview, March 28, 1986)

Finally, a high school foreign language instructor stated:

> Yes I do, because otherwise you're teaching from a myopic vision, and I think you have to expand the horizon, so to speak, in what you do so that your students don't think the same way as their grandparents thought...There's more to the world than this little town... (N.J., interview, March 19, 1985)

One final question which might be an indicator of continued teacher commitment, or lack thereof, though it was not originally designed to be so, asked teachers if they had "identified any new global materials you'd like to recommend to others?" (question 22) Only three of the twenty interviewed could point to any at all. One could jump to the conclusion that these teachers weren't really committed, i.e. if these people were really committed to global education, they would seek out or at least be aware of new global materials available in the marketplace. This is a large and unfounded conclusion. Interpreting the data another way which takes into account respondents' comments about lack of preparation time, one might more accurately

infer is the difficulty of keeping up with day to day
concerns and thus the need for support people, be it the
Global Education Project, school librarians, or curriculum
people (which these districts lacked at the time), to
provide good up-to-date resources for teachers to use.
The continued infusion of up-to-date global-oriented
resources appears to be important in maintaining teacher
commitment to global education. This inference is drawn
from the fact that such support was not provided once the
Project ended.

Thus, responses to these questions have revealed signs
of continued teacher commitment to global education through
the respondents' unanimous affirmation of the importance of
teaching from a global perspective and their subsequent
follow-up comments. Their responses also indicate a gap in
their link to new global resources. However, the best
indicator of continued commitment to global education is
classroom actions to which we now turn.

Continued Classroom Implementation of Global Education
in Dover County:

Examining the area of residual classroom impacts was
one of the researcher's main areas of interest. Several of
his interview questions, or parts thereof, specifically
dealt with residual impacts related to classroom practices.
Questions 5, 11c,d,e, 12d,e, 13a, and 15 are the most
directly relevant. Of these, question number 5 regarding

teaching techniques which teachers continued to use has already been discussed above in relation to in-service training/education. One very interesting finding came in response to question number 11 regarding "new sources of information or curriculum materials that you learned about through the Project". While this certainly relates to what teachers learned through Project training it is more directly applicable to the Evaluator's reference to what went on in teachers' classrooms.

Fourteen respondents indicated yes there were new sources of curriculum materials they learned about through the Global Education Project and could also identify specific resource materials. Six indicated that they had continued to use these since the Project ended, and several specifically mentioned they continued using them today. What is more interesting is which kinds of materials continued to be used. The high school teacher noted:

> I use the things that I made, too, like the Voyage to France. I still use those. I may not use the whole thing, but I take from it what I need....And I've mentioned to this day I have a lot of xeroxed stuff that you gave me that I can still get xeroxed in the office. I use maps and things and all kinds of handouts....You had stacks of things besides maps. You had questions on the various countries and info on the various countries too, which I had not had access to before I was in that program. I don't know where you got all this stuff.

> It's mostly things that I have on hand now myself through having gone through that program. (N.J., personal interview, March 19, 1985)

This indication that the types of things which continued to be used were those things which the teachers had in their

own hands came up over and over. A fourth grade teacher in
a rural school noted the following:

> I use the globes all the time. And then all those
> maps that you gave us, everybody in the building has
> one or two. So we use those all the time. And
> little individual maps we have run those off I don't
> know how many times.
>
> ...And then also...we had lists of places that you
> could send for free or practically free things, and I
> have done that too, so we could get some material on a
> country. (S.D., personal interview, March 21, 1985)

Thus, the global resources relied on most by the teachers
once the Project ended were those that they had in their
own files, classroom, or building. Even though the Project
had purchased many new materials which could be borrowed
from a central lending source and which teachers had used
extensively during the life of the Project, these resources
were not used to any extent once the Project ended.

This finding has an implication for the kinds of
resource materials on which in-service projects should
invest their resources. This implication will be discussed
further in chapter five.

Responses to the followup question which asked if they
had "borrowed any of these through the resouce sharing
program we set up", indicated that there was only one
person who said yes, which supports the above conclusion.
However, it must be noted that three responding teachers
offered an explanation similar to the following:

> No, because I don't know where to get them. I have
> asked several times: "Where is all this stuff from
> Global Ed.?" It's like the magic box somewhere.
> (S.D., personal interview, March 21, 1985)

The Project Staff may have made a serious error when moving the Project materials from the Project office to the two area media centers. Did they inform the participating teachers where the resources could be found and that they were still available to them? This question was asked of the Project Staff. The Project Secretary maintained that this was done. Neither the Community Resource Agent nor the Project Director could recall whether or not this was done. No record of a letter could be found by this researcher in the 1980-81 files. One teacher who was interviewed after this issue was raised thought that they had been informed but could not say for sure. If such a letter was sent out to teachers it would have been done right at the end of the school year, and, as this teacher said, the end of the year is so busy and so many memos come to the teachers that it would have been easy to miss. (T.A., personal interview, March 29, 1986)

Looking at this matter of the teachers not knowing the location of the Project purchased materials once the Project ended from another point of view, one must question the importance of these outside materials if teachers did not seek them out once the Project ended. This point of view might support the previous contention that it is important to put material resources into the teachers' own hands to maximize their use. This too will be discussed further in chapter five.

To document further the degree to which the Project's

material resources which were moved to these two media

centers were actually used once the Project ended, the

researcher visited the Circle Elementary media center in

Brewster, the location of the Project's elementary

materials. The researcher chose to visit this media center

because the primary impact of the Project had been at the

elementary level. If resources were used, there was a

greater likelihood that the elementary resources would be

used. The librarian indicated that since the Project ended

that she had received one or two requests from outside her

school district the first year and none since then. (M.L.,

interview, March 29, 1986) A review of the checkout cards

for these materials substantiated the fact that almost no

Project teachers checked out these materials after the

Project ended. Those materials which had been checked out

were used by teachers primarily within the building in

which they were stored, the Circle Elementary School.

Another indicator of residual impacts related to

classroom practices would be the continued use of global

oriented resource people once the Project ended (question

12). More positive results were found here. In fact one

teacher when answering the previous question about material

resources offered the following unsolicited comment:

> The people resource was the biggest thing. Learning
> where and how you could get some people in to talk to
> the classroom. (S.D., personal interview, March 21,
> 1985)

Twelve teachers indicated that they had used community

resource people in the classrooms during the life of the

Project. Of these, eight identified resource people whom
they continued to use to foster global perspectives since
the Project ended. Most of the people or types of people
were those who had been identified by the Project through
its resource person search. Of those identified by the
respondents, by far the largest category was exchange
students.

While not directly assessing what is currently being
practiced in the classroom, question 13a relates to the
teachers' attitudes about the current appropriateness of a
global approach to their regular curriculum. Responses to
the question, "Is it more or less appropriate today?" were
overwhelmingly, "More." Only two replied that it was less
appropriate, and both related this to changes in their
curricula which they felt limited them. One teacher
responded that he felt that a global approach was "as
important as it was." (T.D., interview, March 28, 1986)

One of the most passionate and outspoken responses
and certainly one that reflects his commitment to global
education came from a high school foreign language
instructor.

> I think it's more appropriate today...Because of the
> situation of the world....I'm flabbergasted by the
> naivette of our students, of this school system, and
> if this could be projected to other school systems and
> then project to the states and...our country, we're in
> trouble. Because of not understanding or being aware
> of cultures, other cultures...I think a course should
> be mandated that you must know about other
> civilizations, cultures and traditions before you
> graduate from a school. Especially if you're going
> out to university study. I don't think we should be
> turning out these morons that we're turning out as far
> as global awareness goes. So, I think it's more

important than ever and because we don't have a David
Hultgren here to help us anymore, it's the teachers
doing it more on their own other than anything. And
if you don't, no one does. (N.J., personal interview,
March 19, 1985)

Before moving on, it simply should be noted that this

teacher was not the only respondent who felt that some sort

of required course for students or for teachers should be

instituted to foster global perspectives.

"What kinds of global or international "things"...do

you now do in your classroom or school?" (question 15)

addresses classroom residual impacts the most directly of

all. The followup question, "Why do you continue to use

global activities?" then links classroom activities with

the issue of teacher commitment to global education

addressed in the previous section. Fourteen of the fifteen

teachers interviewed could identify examples. Using the

negative instance to help make the point, the one teacher

who had responded, "None," was a social studies teacher at

the time of the Project who was now teaching math and

science. He had incorporated more global/international

teachings after the Project ended and before he got

transfered, particularly map work and an excellent unit

on Canada which he shared with two other teachers in his

building. He added that in his new position he probably

could tie in some ecological issues, but had not as yet

done so. (T.D., personal interview, March 28, 1986)

Looking at the responses of the rest, once again the

words of the respondents themselves tell the story better

than this researcher can.

> I'm constantly referring to the map. The Weekly
> Reader leads us into that and I try to stretch it out.
> Why? In our community kids don't have [outside]
> experiences. If I don't open the door a crack, I
> don't think many of them are going to know the door is
> there. There is life outside [Bethlehem and Brewster]
> and outside the football team. (S.C., personal
> interview, August 20, 1985)

Another elementary teacher responded:

> Customs, Weekly Reader, dress, homes, clothes, foods,
> units in the book. I have an opportunity to expand on
> these things...

> Why? [In order for a] child to become a well-rounded
> as an adult--to see the world as it really is or as it
> should be. I just think they need to learn to respect
> others. Even in our community there are different
> [people] and kids have to accept them. (N.C.,
> personal interview, August 20, 1985)

Four of the teachers specifically mentioned that they

continued to teach a unit they had written during the

Project or one they had in their files from the Project,

e.g. this fourth grade teacher.

> I still teach "Spacehip Earth"...and "China". There's
> lots of map and globe work always [which is]
> instrumental in current events. We use the newspaper
> almost everyday. We open the morning with current
> events and then sharing?

> Why? Because that's my interest, and I enjoy teaching
> that stuff. Any extra moments·I'll be teaching what I
> want to teach. (T.A., interview, March 29, 1986)

This reference to the teacher's own interest in global

"things" came up three times, particularly from those who

had previously responded that they became interested in the

Project because of there own interests in world affairs.

A third grade teacher who taught all the social studies for

the third grade in her building referred both to her

interests and those of her students.

> Because I like it! And I think it motivates the
> children more too. [We could] just pass it by, [but]
> I'll say, "Let's find out why." Because a lot of
> times I think it makes them question more the whys.
> If you just say, "Well we don't have to know that,"
> or "It's not necessary. That's across the ocean."
> Just pass the buck and don't talk about it. I think
> it's more [beneficial] if you say, "Well, let's find
> out why. There may be a reason for it." So I think
> that brings in more of the research skills. ...we just
> worked on the unit of Hawaii and then Mexico and
> Puerto Rico....Anyway, each of them had a
> characteristic that was different. So they had to
> write a little paragraph at the end which one they
> would choose. And I don't want you to put on there,
> "I chose to go to Hawaii because it is fun. I want to
> know why!" (N.E., personal interview, March 23, 1985)

A middle school social studies teacher when asked why he

continues to use global activities succinctly responded:

> They interest me. And I think if they interest me,
> they're going to interest other people. I haven't had
> any kid fall asleep in class yet, and they do come up
> with some good questions. So, I think it's working.
> (C.B., personal interview, March 23, 1985)

But, the most common response to this question was simply

that the teachers felt it was important. The second most

common response was because of positive reactions from the

students. One teacher combined the two.

> I personally think there's value in them. Students
> usually react in a positive way to this kind of
> exposure. I think the main value is awareness. (E.D.,
> personal interview, August 20, 1985)

Another teacher responded, "Because of the kids' reactions.

They love it!" (S.D., personal interview, March 21, 1985)

It is also interesting, though probably should not be

surprising, to note that the former Community Resource

Agent for the Project had integrated a global perspective

into her new job as M.S.U. Extension Home Economist.

> I still go into her classroom [referring to a high school home economics "infusion" teacher who was not interviewed in this study.] She did a unit on the world food situation and interdependence. I'm a resource person for her. I go at least once or twice a year on that topic or others. The last one I did was on hazardous waste. You can't dump out pesticides in your garbage dump and things like that. That would have been in January 1986.

> I also did an article for Woman's Day magazine on that subject...That awareness I'm sure goes back to Global Ed. days.

> I go into the schools quite a bit as a resource person. Plus there's a Tri-County Home Economics Association composed mainly of home economics teachers which I will have a chance to influence because the next time they meet it's my turn to provide the resources. (T.E., interview, March 28, 1986)

She also noted that she had recently accepted the invitation by one of the local exchange student chapters to serve as the family coordinator for that chapter.

In summary, numerous global oriented activities continue to this day despite the fact that Project purchased materials housed in area media centers are virtually unused. The use by four teachers of units they had written, the use by eight teachers of area resource people to speak about global/international topics, increased map and globe activities, current events, communities around the world, Project Ethiopia, cultural day, foods, Christmas around the world, more geography, expanding on regular lessons to make them more global, greater use of the newspaper in the classroom all reflect issues brought to the teachers attention through the Global Education Project. As one teacher noted, "It works its way into what we're doing."

This final comment leads one back to Havelock's change acceptance process. Apparently many of the teachers interviewed have indeed progressed beyond the "adoption" stage to the point where it has actually become "integrated" into the way they teach. While such "integration" is difficult if not impossible to quantify, it appears that they have developed a more global perspective and have integrated this into their teaching in ways they feel are most applicable to their own curricula and students. The kinds of activities the teachers and former Project staff continued to use are also indications of commitment to global education.

Summary of Residual Impacts in Dover County:

In this section, it has been shown that there are residual impacts of the Global Education Project in Dover County among teachers formerly involved with the program. Project teachers through their responses to interview questions have identified the continued effects of training, continued commitment, and, most importantly, continued use of global-oriented content in their classrooms. The most salient points have been highlighted at the ends of each of the three previous subsections. While such residual impacts have been noted, the degree to which any single teacher changed because of contact with the Project remains questionable.

It should probably be expected that some residual

impacts remain among teachers with whom the Project may have worked as many as four years. The next question to be asked is: Were residual effects also noticeable in Remington County where the Project operated for only one year? Let us now turn our attention to this question.

Residual Impacts in Remington County

The same procedure will be used to examine the residual impacts in Remington County as has been used above to examine residual impacts in Dover County. Residual impacts in the areas of Project training, teacher commitment, and classroom practices will again be explored. Because only three teachers were interviewed (a fifty percent sample of summer seminar participants), this procedure will be somewhat more brief than the previous account of residual impacts in Dover County. The teachers whose responses are described here are the same teachers whose responses were used in the "Replication..." section earlier in this chapter.

From the outset, it should be noted that the residual impacts found in Remington County were quite similar to those found in Dover County. Let us turn to the documentation of this finding, first looking at residual impacts of training.

In terms of defining global education, all three teachers came up with a definition. The definitions

offered by the three Remington teachers, like the responses

of Dover teachers, were varied and included some of the

major concepts of global education—interdependence, third

world issues, and expanding our studies beyond the borders

of the United States. The third grade teacher to whom

global education was new remarked:

> To me it means studying the whole globe—learning
> about the whole world. It's becoming more important
> to bring home how close we really are....I'm a firm
> believer that we better start waking up to this. I
> think we've shut out the rest of the world and thought
> the U.S. was the only thing. (G.L., personal
> interview, November 1, 1985)

The sixth grade teacher who had long been interested in

global/international affairs noted:

> Relating what we're doing with the rest of the world
> and how the rest of the world affects us. It's a lot
> easier to do since the Iranian [hostage] crisis.
> People are more willing to listen now....Kids are more
> aware. We have two TVs in our school. One is in my
> room. Quite often we'll watch the news in the morning
> and talk about it. (H.J., personal interview, November
> 1, 1985)

All three could identify specific teaching techniques

which they learned as a result of the Project (question 5).

All three continued to use them. The third grade teacher

commented:

> I think perhaps more using outside information to get
> ideas across...[e.g.] pictures, more knowledgable
> people coming in. Before then, we were more apt to
> stay within our own book. We were more inclined to
> keep subjects separate rather than integrated...

> I came away from it [the seminar realizing] how
> important it was to bring in outside materials rather
> than shutting it out. We found our weakness. We have
> changed. We have brought in more outside people.
> That's been a trend now and maybe global education had
> a lot to do with starting that. We bring in more

> filmstrips--a lot learn by sight. (G.L., personal
> interview, November 1, 1985)

In this statement, G.L. has alluded to several distinct

pieces of summer seminar content. In addition to

recommending a lot of resource materials, the seminar had

emphasized more interdisciplinary teaching, use of locally

available resource people, and taking into consideration

the learning styles of students when planning units and

lessons. (See Appendix B for seminar agendas.)

The above comment ties in well to "new sources of

information or curriculum materials that you learned about

through the Project". They all commented that they had

learned about new sources and that they also had continued

to use these since the Project ended. The reading

consultant and the sixth grade teacher both referred to the

orange three-ring binder of information which they each

received at the seminar. This was a compilation of all the

handouts from previous seminars and other information the

Project Staff felt would be useful to the teachers.

Previous seminar participants had not received the binder.

This could be considered another piece of the Project

Package--an implementation manual so to speak. The former

reading consultant who now has her own junior high school

class, brought up the notebook in this manner:

> The orange binder is on my shelf. Within the last six
> months I looked through it. I think that was when I
> got the idea about the money [to use in a variation of
> a first, second, and third world simulation which she
> had previously described to the researcher]. (C.M.,
> personal interview, November 1, 1986)

The sixth grade teacher noted that he continued to use

> Just about all the handouts, other activities, sample
> teaching units. I take parts out and use them. We
> all like our social studies book... We suplement [the
> text] with other classroom activities. (H.J., personal
> interview, November 1, 1985)

Also, in terms of continued use of curriculum

materials, two of the three specifically mentioned that

they still had the National Geographic Society world wall

maps they had received at the end of the seminar.

> We use the maps in locating our reading stories....We
> do settings even in the U.S. I'm asking more about
> [the] setting [of the story] now. I guess global ed.
> made me more map conscious. (G.L., personal interview,
> November 1, 1985)

Although several classroom activities which these

teachers continue to use have been identified already,

others were also mentioned in response to question 15,

"What kinds of global or international "things"...do you

now do in your classroom or school?" Study prints, maps,

continent study, houses around the world filmstrip, lots of

activities from sample units, current events, prejudice

through a reading about the Nazis, and their own teaching

units were all mentioned.

What also stands out was one response to the follow-up

question, "Why do you continue to use global activities?"

> ...That to me is just like blinders on a horse. If
> you leave out global activites and only teach what's
> between the covers of the book, you're not teaching
> the whole thing. (G.L., personal interview, November
> 1, 1985)

All three teachers interviewed also stated that they feel

it is important to teach from a global perspective and

offered explanations as to why.

In summary, there are residual impacts of the Global
Education Project on these three individual teachers. All
three teachers defined global education, cited specific
teaching techniques they learned as a result of the
Project, and gave examples of the techniques they
ccontinued to use. All three also identified new
curriculum materials identified or received through the
Global Education Project and commented on their continued
use. Finally, all three teachers stated that they
continued to feel that it is important to teach from a
global perspective.

Were there any broader impacts beyond this original
target group? In other words, did these teachers have an
influence on others? Two questions, number 16 and number
18, addressed this. Two of the three teachers in response
to the question, "Are you aware of any influence you might
have had on any other teachers regarding the use of global
perspectives in their classrooms?" responded in the
negative. The third grade teacher pointed to a lot more
sharing of information and materials among the third and
fourth grade teachers. She concluded:

> If I hadn't gone and gotten it from global ed., we
> wouldn't have had it in that area. (G.L., personal
> interview, November 1, 1985)

The same teacher is the only one of the three who responded
affirmatively to the question, "Has what you have done in
your classroom to foster global awareness had any impact on

the curriculum of your school or district?" She said

proudly:

> It helped us get new social studies books. I was on
> the committee to pick those out. We went in
> there...[looking for] learning about other countries.
> It helped us to know what to look for in a book. The
> old curriculum didn't believe in early elementary
> having social studies. That's been a complete change.
> (G.L., personal interview, November 1, 1985)

Summary of Residual Impacts in Dover and Remington Counties

From these responses regarding broader impacts in

Remington County, it can be seen that few residual impacts

were found at the building or district level just as few

were found in Dover County. However, the impacts on the

individual participating teachers were noticeable and

long-lasting. Comparing the results in Remington County

based on one year of Global Education Project contact with

those in Dover County where teachers had up to four year of

contact, the length of contact appears not to have been the

most important factor for long-lasting impacts. Perhaps,

more important were the quality and intensity of the

original contact through the summer seminar, the provision

of resources, along with the follow-up consultation if only

for a one-year period.

To summarize, the residual impacts in Remington County

are very similar to those found in Dover County. In both

cases, residual impacts were found among individual

teachers who were interviewed, while very few impacts were

found beyond that.   Modest changes occured in individual
teachers' content, materials, and methods, but very little
spread effect to other teachers or impact on building or
district curricula was found.

Program Suggestions from All Teachers Interviewed

Having examined the four years and the residual
impacts in each county, and with these thoughts fresh in
our minds, it is now appropriate to look at some
suggestions from the teachers in Dover and Remington
Counties.   Near the end of each interview, two questions
were posed:

In your opinion, what would have increased the impact
of the Project at that time?

What, do you think, could have been done to continue
and strengthen any momentum or impact the Project had
begun?

Without citing individual teachers or long quotations,
and without consideration of financial aspects of some of
the suggestions, a summary list is presented below, Dover
County first and then Remington County.   Following the
presentation of the list, a few remarks will be made.   For
the most part, however, this list will remain as raw data
to be used in the upcoming "Analysis of the Project Model"
and in chapter five.

In your opinion, what would have increased the impact

of the Project at that time? (question 19)

Administrative backing; in-service.

More vocal participants; publicized workshops; make believers at the top.

More participation; maybe required in-service.

Public awareness deal at the [shopping] mall.

Personal approach to each department in the high school.

Designated leaders in buildings to call meetings and stimulate interest.

Get board of education more involved.

Some commitment to continue.

Global Festival every couple years; get service club involvement.

We needed to have a commitment from local boards of education.

Get Brewster Public Schools to adopt it.

Specific units available to use.

In-service days in the contract so there would be a built-in audience.

Work with exchange students.

More resource people from other cultures to talk to teachers.

The following responses are to the same question from the

teachers in Remington County.

More cooperation from administration. They didn't understand the program.

The biggest thing would have been getting more people to go to it [the summer seminar].

The ultimate would be like the mental health model. The State pays for substitute teachers   Every teacher will go through it. Materials for the district are approximately $11,000.

In response to the other question, "What, do you think, could have been done to continue and strengthen any momentum or impact the Project had begun?", the following suggestions were offered by those interviewed in Dover County.

Somebody to come around to see if we needed things.

Study group, chain letter, newsletter, or reunion; Some way to keep in touch with each other

One on one contact.

Sending out examples of sample materials.

Contact people; people designated to do something with an entire school district or with the teachers that were involved.

Lists of new resources and new materials that you could get.

Get the participants together once in a while to share ideas or see new units.

Speakers.

Somebody to circulate materials; make it a job target of some administrator.

Part-time secretary to keep people aware.

A half-time coordinator/half-time teacher to make sure things are implemented and be accountable.

Evaluation with interested adults and school administrators to look at the process of continuing.

Commitment from local boards to financially support it.

Allowing people involved to take resources to our classrooms rather than having them in a central location.

Better communication regarding where resources were located after Project ended.

Having a person appointed as a resource to carry it on.

Curriculum coordinator to carry on.

The Remington county teachers offered the following suggestions.

Longer time in seminar; not cover things so rapidly.

Refresher course after one year.

Run seminar several summers in a row; get word of mouth going.

The number and kinds of suggestions offered by the participants demonstrate their interest in seeing something of a formal nature continue. Several teachers suggested some form of mandated seminar or in-service program or some other ways to get more people involved.

One other finding stands out very clear--the desire for greater administrative knowledge and support and formal board of education support for the program. These along with the desire for more teacher participation have implications for areas where the Project Staff might have focused more of their efforts--on gaining administrative support at the superintendent, board of education, and individual building principal levels. This will be discussed further in the following analysis of the Project model and again in chapter five.

Analysis of the Teacher In-Service and Curriculum
Improvement Model Developed by the Global Education Project

Introduction:

One of the distinct missions of each of Michigan's
Title IV C projects during its developmental phase was to
create its own model for installing its innovation in its
school district. This model would then be made available
to other school districts in Michigan if and when the
Project reached its replication or dissemination phase. The
"Findings" of this dissertation so far have described the
development of the Project, the emergence of the Project
model, the replication and dissemination efforts of the
Project, and the immediate and residual impacts of the
Project.

The Global Education Project developed and implemented
a model for teacher development and curriculum improvement
through global education. At this point, the task of the
researcher is to present the Project model and describe it
from the data collected in this study.

Since the Project focused on both teacher development
and curriculum improvement, this Project model will then be
compared with existing perspectives on teacher education
and recognized curriculum models and approaches to
curriculum. The Project model will first be viewed through
three existing perspectives on teacher education, i.e. a
technological perspective, a developmental perspective, and
a sociological perspective. Following this it will be

analyzed using the Wesley-Wronski curriculum development model and then further analyzed using Eisner's five orientations to curriculum. Both the Wesley-Wronski model and Eisner's five orientations to curriculum were discussed under "Curricular Dimensions of Global Education" in chapter two. The purpose of this endeavor is not to evaluate the Project but to shed further light on the Project as a model for educational improvement.

How appropriate is such an analysis? Certainly it would be inappropriate to try to describe or evaluate the process of development of the Project in terms of an outside model not intentionally used by the developers. Yet it is very appropriate and legitimate to compare the product, i.e. the Project model, with other models. This analysis is presented now that the rest of the "Findings" have been presented so as to separate and distinguish between the description of the processes and impacts of the program from the analysis of the product (Project model).

It must be emphasized that the use of teacher education perspectives and curriculum development models/ orientations for purposes of comparison and further explanation of the Project model in no way implies that a certain curriculum model or teacher education model was present in the minds of the Project staff during the development of the program.

Explanation of the Global Education Project Model:

The Global Education Project developed a model for the infusion of global perspectives in K-12 classrooms. This model involved the the recruitment of voluntary teachers, in-service training of teachers, the development of global-oriented teaching units by the teachers themselves, encouraging the use of global resources in their classrooms, and the classroom implementation of these teaching units and other global lessons. Thus the Project staff concentrated on teacher inservice, teacher consultation and the identification of human and material resources for classroom use (Global Education Project, 1981). Figure 5 presents the gist of the Dover model. While the Project model was never presented in this visual format, this diagram graphically represents the teacher in-service and curriculum improvement process implemented by the Global Education Project. In other words, this model has been inferred from the data gathered through this research. It should also be mentioned that this model, if indeed accurate, did not exist in the minds of the developers at the outset of the program, but evolved over the three year developmental phase of the program.

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          │   Determination of  │
          │    Overall Goals    │
          └─────────────────────┘
                     │
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          │  Recruitment of Teachers │
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          ┌─────────────────────┐
          │   Determination of  │
          │    Student Goals    │
          └─────────────────────┘
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| Consultation between Project staff & Teachers | Teacher In-Service | Identification of Human & Material Resources for Classroom Use |

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          ┌─────────────────────────┐
          │  Development of Global   │
          │  Teaching Units & Lessons│
          │       by Teachers        │
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   ┌───────────────────────────────────────────┐
   │ Implementation of Global Units,           │
   │ Lessons, & Perspectives in Classooms      │
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   │        Evaluation of Teaching Units        │
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   │        Follow-up Teacher In-Services       │
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Figure 5. A Model of the Dover County ISD Global
Education Project

Perspectives on the Education of Teachers:

In the teacher education literature there are at least three different perspectives on learning to teach, a technological perspective, a developmental perspective, and a sociological perspective. (Feiman & DeMarte, 1982). Each of these perspectives will be explained and then applied to the Global Education Project model.

A Technological Perspective and Its Relation to the Project Model:

A technological perspective on learning to teach is essentially a deficiency model. It implies that giving teachers a body of knowledge will enable them to teach. There is a prescribed content to be learned by the teacher. It also implies that in the teaching-learning process that the teacher is the central figure for he/she is the source of knowledge. This reflects a sort of "pitcher and water glass philosophy" where the teacher pours knowledge into the heads of his/her passively receptive students. (Feiman & DeMarte, 1982). In addition, the source of content for learning to teach is not from within the teacher, but from outside the teacher--from the research and literature. The title of Gage's book, The Scientific Basis of the Art of Teaching (1978), in itself reflects this technological perspective.

Relating this to global education and then to the

Project model itself, a technological perspective implies that teachers are deficient in this body of knowledge related to global education. This deficit has been supported with evidence suggesting teacher deficiency in geographic knowledge and skills. Donald O. Schneider (1975) concluded:

> It may be that before we expect significant improvement in elementary students' performance their teachers will need a better geography background.

Similarly, Peter Gould (1969) stated:

> In a country where planning decisions depend on people's ability to judge and weigh alternatives, and in an age where knowledge and understanding of our home is crucial, we are still turning out geographical illiterates.

Finally, an ETS study of U.S. college students (1981) has shown that education majors scored lowest on a national survey of knowledge of and interest in foreign affairs. Thomas Barrows, an ETS research scientist, referred to this fact as "disheartening" because "they are obviously the ones who will be teaching global education to your children and mine in the next few years."

The Dover County Global Education Project model, reflected a technological perspective in several ways. The summer seminars offered teachers new knowledge which the Project Staff apparently felt they were lacking. The same knowledge was given to all teachers as opposed to an individualized format based on a teacher's existing knowledge. Furthermore, the whole notion of creating a model which can be picked up, moved to another school

district, and installed there reflects a technological
perspective on the part of the creators of the Michigan
Adoption Program.

While portions of the Project model reflected a
technological perspective on the education of teachers, the
Project Staff certainly did not openly reflect this deficit
perspective when "selling" the Project to the powers that
be within the districts or to the teachers themselves. A
growth approach, or developmental perspective, was much
more appropriate, palatable, and defensible. In essence
the Project maintained that the times had changed. Global
education is important for the continued development of
teachers and curricula in this day and age.

A Developmental Perspective and its Relation to
the Project Model:

A developmental perspective on learning to teach views
teacher development from the needs of the teacher as an
individual learner. It attempts to take each teacher from
wherever they are and help them develop themselves as
teachers. In doing so it focuses on ways teachers change
and interventions which promote change. (See Devaney, 1977,
Watts, 1980, and Apelman, 1978 for further discussion.) In
addition to the way the Project was promoted or "sold", the
Global Education Project model reflected a developmental
perspective on teacher education in several other ways.

In its consultations with participating teachers, the

Project Staff catered to the needs of individual teachers by helping them to integrate a more global perspective appropriate to their own grade levels and subject areas by developing the teachers' own expertise in their areas of interest. This was done by providing information and human and material resources to meet each teacher's self-identified needs. For example, the Project Staff put on demonstration lessons for individual teachers in their own classrooms, provided background information for a specific global topic, brought teachers to conferences, and located accurate up to date materials to enhance a teacher's unit. The Project Staff also recognized and used Havelock's change acceptance process in assisting teachers to move through the stages from awareness, to interest, to evaluation, to trial, to adoption, and finally to integration, realizing that this change acceptance process is done individually and at different speeds. Finally, the Project model reflected a developmental perspective on teacher education in that each participating teacher chose to become involved. They decided for themselves that global education was an area of interest for them and about which they desired further education and assistance. The Project Staff maintained that they would work with anyone who wanted to work with them. This voluntary aspect of the Project is consistent with a developmental perspective on the education of teachers. In this respect, the Project teachers certainly could also choose whether or not to

attend a particular workshop during the school year.
Furthermore, participating teachers were consulted
regarding the determination of some workshop topics.

A Sociological Perspective and Its Relation to
the Project Model:

Moving on to the third perspective on learning to
teach, a sociological perspective stresses the school as a
social system and the interaction of the teacher therein.
It views changes in teaching as an adaptation to the social
system in which teachers find themselves. Hoy and Rees
(1977) in their article "The Bureaucratic Socialization of
Student Teachers" report the following conclusions from
their study:

> Apparently, the school bureaucracy quickly begins to
> impress upon student teachers the value of conformity,
> impersonality, tradition, subordination, and
> bureaucratic loyalty...The forces of bureaucratic
> socialization in secondary schools seem strong and
> efficient; in fact, it appears reasonable to
> hypothesize further socialization by the school in the
> next several years of the beginning teacher's life if
> he choses to pursue a teaching career. (p.25)

The reality of effects of the school social system on
teacher behavior have interesting implications for a
teacher in-service and curriculum improvement program which
focused on the development of individual teachers rather
than the entire staff. If such changes were perceived as
being different from the accepted norms of the school, some
other support system would be necessary to reinforce new
teacher behaviors. This may offer an explanation as to why

emphasis in the Global Education Project was placed on providing a support system for participating teachers as they attempted to add a more global dimension to their classrooms. Personal consultation, new resources, and follow-up workshops all served this function. This notion of counteracting the existing sociological impacts of the school was found nowhere in the Project records. However, one of the teachers interviewed noted that it was useful having two Project teachers in the same building because they could provide support for one another. (I.J., personal interview, March 20, 1985)

Despite these considerations, the Project reflects a sociological perspective on teacher education much less than it does the other two. In looking at the list of participants in the program, we see all teachers except for one librarian. While there seems to have been at least tacit administrative support, this was not openly courted once the Project received its initial approval and core teachers were recruited. There really was no role for building administrators within the Project. The Project Staff appears to have decided to let the actions of and reactions from teachers do the selling of the value of the program. In retrospect, school administrators, even if they were supportive of the Project and wanted to assist in some manner, would have had to come forward on their own. How many school administrators have the time or would think to do so? If a program is going well without them, why

should they interfere? Realizing the importance of the
building administrator in setting the climate and
expectations for a building and noting the comments of the
Project Evaluator earlier about the importance of the
support of the building administrator in the acceptance of
Project ideas during the dissemination phase of the
Project, all lead this researcher to believe that a
sociological perspective on teacher education was not
considered in the development of the Global Education
Project model.

Summary of Teacher Education Perspectives as Applied to
the Project Model:

In summary, applying these three teacher education
perspectives to the Project model, has given the researcher
an opportunity to view the various aspects of the Project
model from different angles. It has been shown that the
Project reflected elements of each perspective. The summer
seminar content and the whole idea of transplanting a
project from one district to another reflect a
technological perspective on teacher education. Likewise,
the Project model reflected a developmental perspective in
its followup consultations with participating teachers, by
catering to teachers' individual needs, and by using
Havelock's change acceptance process in helping teachers to
develop the knowledge and skills to integrate a more global
perspective in their own grade levels and subject areas.

The Project seems to have operated from the philosophy that change in teachers and curricula comes through changing behaviors of individual teachers, not necessarily in changing entire systems. This may have been one of its strongest aspects and, at the same time, one of its most limiting aspects. Strongest in that those changes within individuals—those commitments to using a more global approach—seem to have been lasting. Most limiting in that the kinds of administrative support and building or district-wide commitments to carry on the program once the Project ended were missing. This last point ties in rather well with a sociological perspective, which appears to have been present in the Project model to a much lesser degree. The Project Staff recognized that adopting teachers needed some support and chose to provide such support themselves. Open support from building and district level administrators, once the Project was approved, was not actively sought out. Thus, the Project model only to a limited degree reflects a sociological perspective on teacher education.

Having examined the Project model in relation to these three different perspectives on teacher education, let us now turn our attention to the curricular aspects of the Project model.

Curricular Aspects of the Global Education Project Model:

As mentioned earlier, the two models/orientations selected for comparison with the Project model are the Wesley-Wronski model and Eisner's five orientations to curriculum. The Wesley-Wronski model was chosen for inclusion because it is a curriculum development model per se and is quite compatible with the overall philosophy of global education. (See chapter two "Curricular Dimensions of Global Education.") Eisner's orientations toward curriculum were selected specifically because they were broad curricular considerations similar, in that respect, to the three perspectives on teacher education just presented. By using these two models for purposes of comparison, the researcher more effectively can view both the breadth and depth of the Project model.

The Wesley-Wronski Model as Applied to the Project Model:

A rather complete explanation of the Wesley-Wronski model has been presented in chapter two (pages 68-71). Suffice it to reitterate that this model was originally designed as "A Systems Analysis Model for the development of Social Studies Curriculum", but has been used for curriculum development in other subject areas as well. It was further noted at that point that this model is quite appropriate for global education curriculum development. Since the terminology of the Wesley-Wronski model is used

extensively in the following analysis, a diagram of the
model is also included in this section (Figure 6).

Just as the Wesley-Wronski model begins with an
analysis of society, so too the Global Education Project
offered the following rationale for its program in its
1980-81 brochure. It certainly reflects an analysis of
society.

> Today's world is characterized by rapid social change,
> instant world-wide communication, pressing complex
> issues to be addressed, and economic interdependence
> among nations. It is therefore more urgent than ever
> before that students understand our international
> links, the issues facing our planet and develop a
> respect for and understanding of the diversity of the
> earth's people and cultures.

> This project addresses these concerns. It seeks to
> assist teachers by demonstrating classroom methods and
> activities designed to achieve a more global approach
> in regular classroom programs.

Just as the Wesley-Wronski model calls for an analysis of
society before curriculum development begins, the Project
asked teachers to look at present world conditions and
determine how these conditions affect their curricular
areas. This first step, the analysis of society, is
applicable whether the subject area is social studies,
English, French, or home economics. The analysis of the
existing world in which the subject is taught and the
degree to which current societal conditions affect that
subject's content and methods are desirable regardless of
the subject area.

This issue could be viewed from another perspective,
i.e. that of the analysis of society for the determination
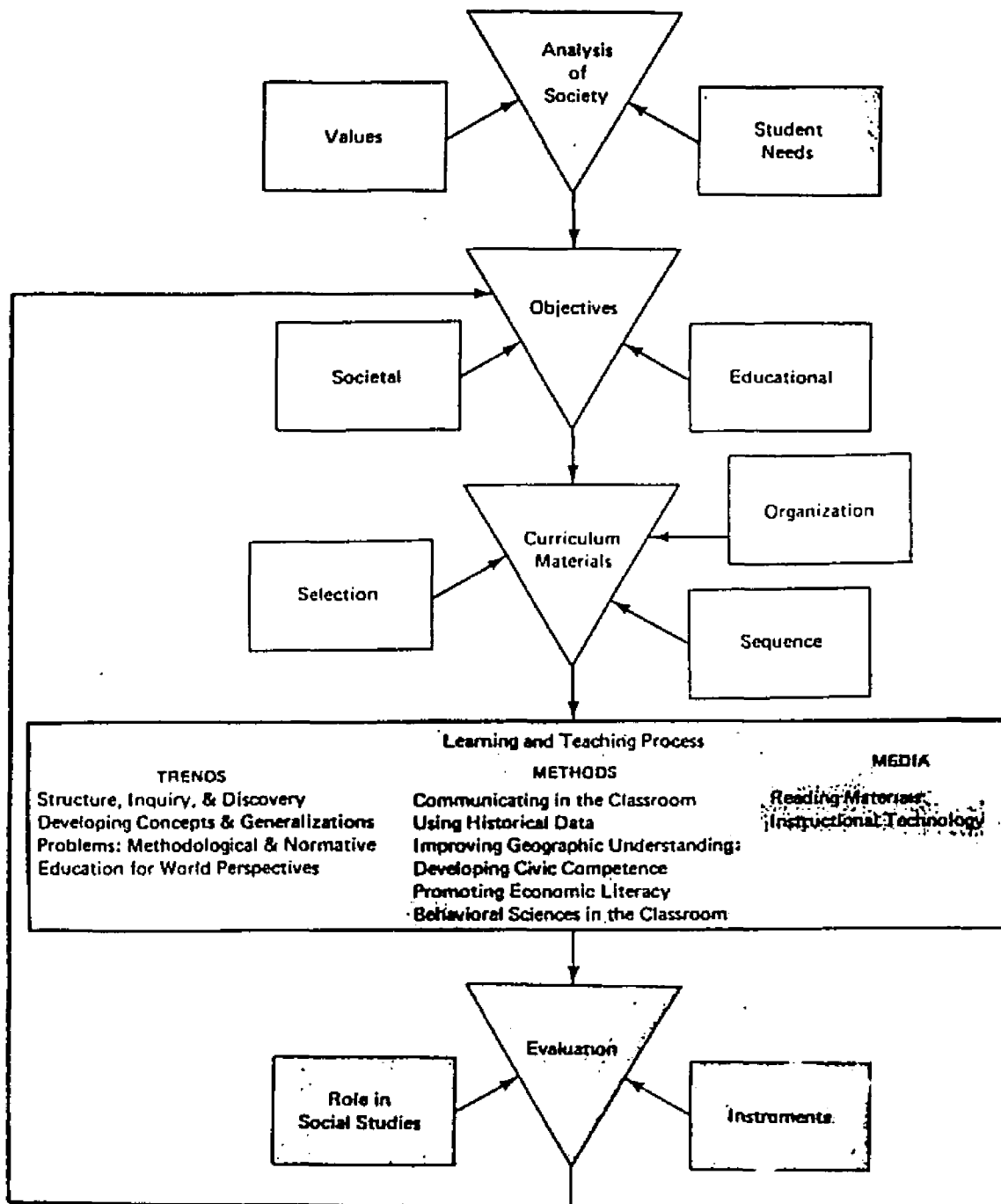
Figure 6. A Systems Analysis Model for the Development of
Social Studies Curriculum

A compilation by the researcher of several figures
presented in Wesley and Wronski, Teaching Secondary Social
Studies in a World Society, 6th edition, 1973. Lexington,
MA: D.C. Heath and Co. Used with permission of Stanley P.
Wronski.

of a system-wide curriculum plan covering all subject areas and grade levels. Such an analysis is indeed similar to that done by the Michigan Global Education Guidelines Committee before issuing their curricular recommendations for the infusion of global education into all grades and various subject areas. To a great degree, all four of the original global education projects in Michigan accepted this analysis of society and began their work from that point.

Thus, when comparing the Global Education Project model as a curriculum development model to the Wesley-Wronski model, we see that the Project model is less complete in that it relied on an outside body for its analysis of society and thus its overall thrust or goals. This is not meant in any way to demean the Project or its model. Its purpose was different. It is more of an implementation model. The Michigan Department of Education determined that global education was important and thus made it a priority area for funding, and through the preliminary draft of the Guidelines for Global Education (1976) set forth a rationale, definition, goals, and suggested curricular areas for impact. Local school districts, through competive grant proposals, proposed programs for implementing a global education program based on these guidelines. By applying for the grant in the first place the Board of Education of the Dover ISD with the agreement of the Dover County Administrators (a group

made up of the key administrators from each local district)
essentially had accepted the "analysis of society" as
presented in the preliminary draft of the Guidelines for
Global Education (1976) and had decided to accept global
education as a priority. Thus the Dover County ISD Global
Education Project implemented a program of curriculum
improvement through a teacher in-service process.

In the language of the Wesley-Wronski model, the
Department of Education's Global Education Guidelines
Committee, which was chaired by Stanley Wronski, conducted
the "analysis of society" considering both the "values of
society" and "student needs" and to a certain extent
suggested some global education "objectives" based on both
"societal objectives" and "educational objectives". The
Global Education Project through core group meetings the
first year then determined additional program and student
objectives. Through its teacher in-service programs and
individual consultations with teachers, the Global
Education Project attempted to influence: (a) the
selection and use of "curriculum materials"; (b) course
content through teaching unit development and textbook
recommendations; and (c) the "learning and teaching
process". It was in these three areas that the Project had
its greatest impacts. "Evaluation" was also stressed by
the Project both with teachers themselves through seminar
pre and post tests, and for students when dealing with the
evaluation component of teaching unit development and in

attempting to come up with a general student assessment of global knowledge and attitudes.

One marked distinction becomes evident when comparing the Project model with the Wesley-Wronski model. Unlike the Wesley-Wronski model, the Project model, as mentioned previously, was aimed at change within individual teachers and individual teachers' curricula. It was not aimed at changes in curricula on a department-wide, school-wide, or district-wide basis, as might be done with a curriculum development model. (The one exception to this assertion was when the Project Director worked with the Brewster Middle School sixth grade social studies teacher on curriculum development, which in the end turned out to be textbook selection, for their grade level.)

Finally, according to the Michigan Experimental & Demonstration Centers process, once the Project model was developed and proven effective, it was supposed to be capable of being picked up and implemented in another district. Considering the "analysis of society" component of the Wesley-Wronski model once again, one wonders about the extent to which local conditions--in terms of both the needs of society and the needs of students--were given when selecting a replication site for the Global Education Project. How much consideration these local conditions were given or should have been given in the selection of the replication site is open to question. Participating teachers in the Remington ISD were asked to assess the

human and material resources available within the community and to look for their communities' links with the rest of the world. This, however, was done more for the sake of identifying resources for teaching rather than as an analysis of society. Again the major part of this societal analysis came from the Michigan Department of Education Guidelines for Global Education.

As have been shown, there are definitely some similarities between the curriculum development processes used by the Global Education Project and the Wesley-Wronski model, and there are considerable differences. The Wesley-Wronski model, therefore, provides a useful comparison in that one can more easily see how the Project model was designed to influence curriculum development. One can also see the more limited nature of the Dover model as well as its ties to the Michigan Department of Education and the Michigan Adoption Program.

Eisner's Five Orientations to Curriculum as Applied to the Project Model:

Moving on to the second curricular tool to analyze the Global Education Project model, Elliot Eisner presents five different orientations to curriculum. These also have been defined and further described in relation to global education in chapter two (pages 64-66). Rather than curriculum development models per se they are broad curricular orientations encompassing different ideas on the

basic major functions of the school. Thus they offer even

broader curricular parameters with which to compare the

curriculum developmenmt aspects of the Global Education

Project model. The five orientations are: the Development

of Cognitive Processes; Academic Rationalism; Personal

Revelevance; Social Adaptation and Social Reconstruction;

and Curriculum as Technology.

The Project Model as it Reflects Eisner's Social Adaptation
and Social Reconstruction Orientation:

As pointed out in the Review of Literature, global

education most closely reflects a curricular orientation of

Social Adaptation and Social Reconstruction. Likewise, the

curriculum development process within the Dover Global

Education Project model refects this orientation. This

orientation is actually two categories and the Project

model fits both.

In terms of social adaptation, the rationale for

global education as stated in Global Education Project

literature aptly fits this orientation:

> Today's world is characterized by rapid social change,
> instant world-wide communication, pressing complex
> issues to be addressed, and economic interdependence
> among nations. It is therefore more urgent than ever
> before that students understand our international
> links, the issues facing our planet and develop a
> respect for and understanding of the diversity of the
> earth's people and cultures.

> This project addresses these concerns.... (1980-81
> brochure, Dover County Global Education Project)

The purpose of education as presented here is to help

students to understand global realities, so that they can

live/adapt/cope more effectively with those realities.

The Social Reconstructionist side of global education comes

forth when, through the understanding of those global

realities, one choses to engage in individual or collective

action to change those realities to improve society. The

resulting dilemma is not new to educators-- maintaining a

balance between social understanding and social advocacy.

Eisner's Curricular Orientations as Applied to the
"Student Goals of the Global Education Project":

Another way to examine the curricular orientations of

the Global Education Project model is to examine the

"Student Goals of the Global Education Project" which were

printed on the inside covers of all teaching units

distributed by the Project. Once the Project model was

established, these goals were referred to by teachers in

the development of their units. The objectives for their

individual units were linked to the Project Goals. At the

bottom of the first page of each unit, below the "Unit

Objectives", was a statement, "The above objectives are

related to Student Goals 1 and 6 [for example] of the

Global Education Project."

The "Student Goals of the Global Education Project"

are presented in Figure 7. When these goals are viewed in

terms of curricular orientation, it can be seen that while

many reflect a Social Adaptation/Social Reconstruction

STUDENT GOALS
OF THE
GLOBAL EDUCATION PROJECT

The following are goals which educators can continually reach for. It is the belief of this Project that addressing these goals should become part of an educator's teaching style, so that a global orientation becomes part of regular classroom activities. While the <u>object-ives</u> of a global-oriented teaching unit will address <u>some</u> <u>of</u> these goals, a <u>single</u> unit must be viewed as part <u>of</u> the process of <u>lifelong learning</u> to better understand the world around us.

AWARENESS

1. Students gain awareness in seeing how they are linked to the world.
2. Students become aware that people around the world have different points-of-view, beliefs, and attitudes and these can be shared.
3. Students become aware that each person and the groups to which people belong, are part of the world's social-cultural make-up.

KNOWLEDGE

4. Students gain basic knowledge about their world's geographic, social, political, and economic make-up.
5. Students learn to acquire and process information related to world issues and world problems.
6. Students gain competence in acquiring information relating to the ever changing nature of the world around them.

DECISIONS/JUDGMENTS/ACTIONS

7. Students gain competence in decision-making with a global perspective by learning to make their own lives a good example for others to follow.
8. Students take into consideration the interests of others including future generations when making a decision with global consequences.
9. Students consider global perspectives when making personal decisions regarding their life-style.

Figure 7.

orientation, they also reflect, at least to some degree,

the Development of Cognitive Processes orientation. Later,

it will also be shown that some aspects of the Project also

reflected Curriculum as Technology.

In terms of curricular orientation, the first three

goals, the "Awareness" goals, may reflect either a Social

Adaptation or Social Reconstructionist orientation. These

"Awareness" goals are fairly low level goals but set the

stage for further learning. Thus this awareness could both

help a student to adapt to the world as it exists or to

become motivated to try to change things.

The "Knowledge" goals (numbers 4, 5, and 6) could be

viewed in a similar manner. However, goal number 5

specifically mentions "...learning how to acquire and

process information" which also reflects a "Development of

Cognitive Processes" orientation. In this view, the major

functions of the school are

> (1) to help children learn how to learn and (2) to
> provide them with the opportunities to use and
> strengthen the variety of intellectual faculties that
> they possess. (Eisner, 1979, p. 51)

In the summary of chapter two, this researcher noted that

> ...a global approach to education places a high
> priority on the development of critical thinking
> skills. With the explosion of knowledge in recent
> years, teachers can not hope to teach kids all they
> need to know. However, they can help students develop
> the skills necessary to learn independently and thus
> make informed decisions and reasoned judgments as
> consumers, in deciding their own life styles, as
> responsible citizens of the United States, and as
> members of the world community. (p. 94)

This statement is not only applicable to goal 5, but also

relates quite closely to the last three student goals

(numbers 7, 8, 9) under the category "Decisions/Judgments/

Action". All three of these, especially goal number 7,

also reflect a "Development of Cognitive Processes"

orientation in that they focus on learning to make

decisions.

These last three goals most certainly also reflect a

"Social Adaptation" and probably more so a "Social

Reconstruction" orientation in that they refer to the

consideration of global perspectives when taking a variety

of actions. Presumably, doing so will lead to the

improvement of society.

How well the Project model, in fact, accomplished

these student goals is difficult to assess. Project

seminars and in-services focused on increasing teachers'

knowledge and suggested teaching methods and materials

related to these goals. Teachers wrote and implemented

teaching units and other lessons related to these goals.

However, in terms of evaluation, teachers focused on their

unit objectives, not on these overall goals--and rightly

so. As the introduction to these goals points out in

Figure 7, these are goals which the Project hoped would

> become part of an educator's teaching style...While
> the objectives of a global-oriented teaching unit will
> address some of these goals, a single unit must be
> viewed as part of the process of lifelong learning to
> better understand the world around us.

Thus far, it has been noted that the Global Education

Project model reflected the "Development of Cognitive

Processes" and, to a much greater extent, the "Social

Adaptation/Social Reconstruction" orientations. However,

these are not the only orientations that the model

reflects.

The Project Model as it Reflects Eisner's Curriculum as
Technology Orientation:

In certain ways the Global Education Project model

also reflected the "Curriculum as Technology" orientation

just as in certain ways the Project reflected a

"technological perspective" on teacher education. Similar

to the arguments presented in that section, the whole

notion of developing a model to influence the development

of curriculum which can be packaged and implemented in

another school district reflects the "Curriculum as

Technology" orientation. This orientation

> ...conceives of curriculum planning as being
> essentially a technical undertaking, a question of
> relating means to ends once the ends have been
> formulated... The curriculum of the school is to be so
> designed and evaluated that teachers will be able to
> provide evidence of educational effectiveness.
> (Eisner, 1979, pp. 67-68)

An examination of the Project model as inferred by this

researcher reflects a "Curriculum as Technology"

orientation from both the planning and evaluation

standpoints mentioned above. To oversimplify the model,

once overall goals were determined, teachers were

recruited, run through an in-service training program

wherein they not only gained knoweldge and teaching skills

but developed a teaching unit for their classroom. During

the following school year, they implemented the teaching

unit and other global lessons, and consulted with the

Project Staff who could provide support services. At every

step in this process, evaluation took place. Seminar pre

and post tests were given to participants, the seminar

itself and followup workshops were evaluated by the

participants, and students were evaluated on their progress

in the global units which the teachers taught. An outside

Project Evaluator monitored the process, recorded the

results, and reported them to the Project Staff and the

Michigan Department of Education. To further demonstrate

the effectiveness of the Project, the Project Staff with

the assistance of the Project Evaluator was required to

come up with some sort of overall test of global knowledge

to show student impact data. Such a test, drawn from two

existing measures, was developed and administered to

selected groups in grades six through twelve on a pre and

post basis (at the beginning and the end of the year) with

experimental and control groups. Regardless of the results

of this test, the fact to be pointed out here is that such

a focus upon implementing a model program with further

emphasis on evaluation to document the effectiveness of a

program truly reflects a "Curriculum as Technology"

orientation in addition to the other orientations mentioned

above.

Summary of Project Model Analysis:

This analysis of the teacher in-service and curriculum improvement model developed by the Global Education Project has used three perspectives on the education of teachers (technological, developmental, and sociological), the Wesley-Wronski curriculum development model, and Eisner's five orientations to school curriculum.

In terms of the perspectives on teacher education, the Project model reflected a technological perspective in its seminar content, overall design and its relation to the Michigan Department of Education Experimental and Demonstration Centers Program. It reflected a developmental perspective in the way the Project Staff worked with individual teachers throughout the year catering to their individual needs. Finally, it reflected a sociological perspective to a much lesser degree perhaps to its own detriment.

Viewing the Project model in relation to the Wesley-Wronski model yielded some significant insights into the curriculum improvement process of the Global Education Project. Similar concerns were addressed in both the models—setting objectives, development of curricular materials, the learning and teaching process, and evaluation. A significant difference also was noted demonstrating the limited scope of the Global Education Project model as compared with the Wesley-Wronski model which is a complete curriculum development process. The

Project model was more of an "implementation model" with
the "analysis of society" having been done by the Michigan
Department of Education.

In relation to Eisner's five orientations to
curriculum, the Global Education Project model reflected
to a certain degree the "Development of Cognitive
Processes" regarding its concern with student decision
making skills. To a much greater extent, however, it
reflected the "Social Adaptation/Social Reconstruction"
orientation in its program content and the "Curriculum as
Technology" orientation in its overall program and
evaluation design.

Seeing the Project model from these different
viewpoints has helped the researcher to further his
understanding of the Project as a whole. It has
allowed him to step back from the actual implementation of
the Project and its day-to-day work with teachers and look
at the model itself. By so doing, the researcher has
gained additional insights and a broader perspective from
which to draw his conclusions and make his recommendations
in the following chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The fostering of greater global understanding through education has been identified as an area of concern in American elementary and secondary schools. In the State of Michigan this concern was translated into the Guidelines for Global Education and the setting aside of federal funds administered by the Michigan Department of Education for the development of projects to address this concern. The purpose of this research has been to document the development of one such project, the Dover County Global Education Project, from its inception in 1977 to its conclusion four years later and further to document its immediate and residual impacts.

To do so, the researcher examined the Project's archival data and conducted personal interviews with former Project particpants and relevant others. Archival data consisted of various Project documents including funding proposals, letters, seminar brochures and agendas, workshop announcements, goal statements, the Project Director's log, and final evaluation reports for each of the four years. Twenty-four interviews were conducted by the researcher, nineteen in the Dover County area, three in Remington County, the replication site, and two with Michigan Department of Education personnel in Lansing.

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The Global Education Project began its work in July 1977 in the Dover County Intermediate School District. For three years the Project Staff, consisting of a Project Director, a Community Resource Agent, and a Project Secretary worked with teachers using teacher workshops, personal consultation, and resources as the prime means of promoting change within individual teachers. Teachers were encouraged and assisted to develop their own teaching units incorporating global perspectives into their existing curricula. Gradually a Project model emerged. A two week summer seminar for optional graduate credit became the primary in-service education tool, with teachers developing a global-oriented teaching unit relevant to their own teaching situation. Follow-up consultation and assistance in locating human and material resources to support these units along with several in-service sessions throughout the following school year(s) continued to be important aspects of the Project model. A Global Festival at the end of the each school year in 1979 and 1980 was used to promote global awareness and to demonstrate how global topics had been infused into existing curricula.

During the 1980-81 year, the Project moved into a "Dissemination/Technical Assistance" phase whereby it replicated the Project model in Remington County, Michigan. It also disseminated Project-developed materials on request throughout Michigan and to a limited degree elsewhere in the United States and Canada. During this year, the

Project Director presented numerous workshops in global education to school districts in Michigan and at conferences in Michigan and Wisconsin.

In addition to documenting the life of the Global Education Project as briefly summarized above, the researcher has documented the immediate and residual impacts of this program. The researcher also has examined the literature related to the substantive issues of global education and teacher education aspects and curricular concerns of global education. Once the entire program and its impacts had been described, the researcher by applying pertinent portions of this literature, conducted an analysis of the Project model in relation to its teacher education and curricular components. It is from careful consideration of all of this information that the following conclusions are drawn.

Conclusions

The conclusions drawn from this research focus on three areas:

A. Overall conclusions regarding the Global Education Project;

B. Conclusions regarding the Project's teacher in-service and curriculum improvement efforts;

C. Conclusions related to the Project's use of the school and community environment.

While these are the categories which will be used to divide these conclusions, it is acknowledged that some conclusions could fall into more than one category, but each will be mentioned only once in the category seeming the most appropriate. These conclusions will also serve as a basis for the "Reflections and Implications Leading to the Recommendations" section and "Recommendations" section which follow the "Conclusions" sections.

Overall Conclusions Regarding the Global Education Project

1. Based on a review of the global education literature and an examination of the Global Education Project, the goals and content of the Project were consistent with generally accepted global education goals and content.

2. The teacher in-service and curriculum improvement model of the Global Education Project did bring about modest changes in individual teachers and the curricula they taught.

Conclusions Regarding the Teacher In-Service and Curriculum
Improvement Efforts of the Global Education Project

1. The two week thirty-two hour summer seminar, for
optional graduate credit, was an effective way of raising
participating teachers' awareness and knowledge of the
concepts of global education and of building commitment to
infusing such content into their own teaching situation.

2. The summer seminar was an effective way to develop
global-oriented teaching units.

3. The combination of a summer seminar with followup
consultations throughout the school year can serve to
ensure the implementation of global units and other
lessons.

4. Participating teachers' conceptual understanding of
global education varied   Some had a strong conceptual
base. Others had a much more limited view and sought out
or adopted activities to add a global flavor to otherwise
non-global curricula.

5. The immediate and residual impacts of the Project
were mainly on individual teachers. While impacts on
individuals varied, they are nonetheless important.

6. The resources made available to teachers through
the Project which continued to be used by Project teachers
once the Project was completed were those materials which
teachers had in their own files or classrooms.

7. Those resources which tended not to be used by
Project teachers once the Project was completed were those

materials which had to be borrowed from a central lending source.

8. The Project Staff's understanding and use of Havelock's change acceptance process was important in helping individual teachers move through the stages from awarenss, to interest, to evaluation, to trial, to adoption, and finally to the integration of a global perspective into their teaching.

9. The fact that the Project was totally voluntary appears to have been helpful in reducing opposition to the Project and gaining teacher acceptance of the Project. At the same time, it limited teacher participation.

10. The strong emphasis by the funding agent, the Michigan Department of Education's Experimental and Dissemination Centers Program, on the development of evaluation instruments and the collection of teacher impact data and student impact data necessitated several additional foci for Project Staff staff in addition to their charge of working with teachers.

Conclusions Related to the Global Education Project's Use of the School and Community Environments

1. The use of local people as members of the Global Education Project Staff who had alreay established working relationships and social contacts in local school districts assisted in gaining entree into schools in

several districts and in the recruitment of teachers.

2. The Project did not actively seek out the support of the school principal as a curriculum leader within individual schools.

3. The fact that the Project Staff did not identify a mechanism nor people to carry on the Project once ESEA Title IV-C funding stopped limited its potential impact.

4. The development of a list of community resource people familiar with the goals of the Global Education Project provided teachers with useful classroom speakers about global topics, primarily on various countries or cultures.

5. Other than using the community for resource people to speak in classrooms, the Project did not utilize the community as a potentially valuable base of support for its program.

6. The Project did not to any significant degree affect curriculum nor the school environment at the building or district level. While it contributed to making changes in individual people (mainly teachers), it did not really affect the systems within which these people work. Such efforts while important are, at best, limited in their impacts. Further efforts aimed at systems are also necessary.

Reflections and Implications Leading to Recommendations

Having drawn the conclusions in the three aforementioned areas, it is now appropriate to sit back and reflect on the meaning of these conclusions, the findings on which they are based, and the implications they may have. Reflecting on all the findings and conclusions, four major areas emerge from the research which have implications for various groups.

From this study it has become obvious to this researcher that the community can serve as a valuable base of support for a state-funded innovative education project in two ways. First, it can provide valuable resource people for use within classrooms. Second, and perhaps more importantly, it can become an important base of political support for the continuation and thus institutionalization of that program. If the results of this research are generalizable at least to those projects originally financed by funding sources outside the local district, one important implication arises. It behooves such projects to build their own political base of support not only among participating teachers but among local school board members and within the community at large. This would be especially true in a case such as the Global Education Project which was funded at the intermediate school district (ISD) level. Because of this, local districts were the recipients of the benefits of the pogram without costs to them. However, once such a program ceases to

receive outside funds, some other mechanism for funding would be necessary if the program were to continue. This probably would involve local district contributions. Thus, keeping local school boards and the community informed of the progress of these projects and developing support among school board and community members could be extremely important for the survival of such programs beyond their initial outside·funding period and their eventual integration into the regular school program.

Moving on to another major area which emerged from the research, it was noted in the conclusions that although individual teachers' depth of understanding of the basic global concepts varied, a sense of commitment was accomplished through the program. It seems that in order for an educational program of this type to have impacts, participating teachers must develop a sense of commitment to the basic concepts of the program, in this case a feeling that teaching from a global perspective is important. While knowledge is essential to building such commitment, conveying a sense of mission and sense of urgency seems also to be important with global educators. Teachers must feel that what they are doing is important if they are to be committed to carrying it out. Acknowledging that commitment involves both a cognitive and affective process, one implication for project staffs is the importance of including activities of both domains to build such commitment.

Realizing also that commitment can wain, reaffirmation through periodic consultations, in-services, or meetings of similarly committed people can be useful. This lends further credibility to the design of the Global Education Project which included all these elements and leads us to a second major implication. A teacher in-service education format, such as that developed by the Global Education Project, consisting of a summer seminar along with follow-up consultation services during the following school year can be a powerful combination to convey knowledge and skills, develop teaching units/lessons, build and maintain commitment among teachers, and provide teachers with the necessary human and material resources to teach more effectively. Such a format might be useful not only for school districts to implement new curricula, but might also be considered for graduate teacher education courses where classroom implementation of lessons learned was of prime importance.

Finally, just as global education is seen as holisitc in its content, so too the approach of a project of this sort must be holistic to achieve the greatest results. The project studied in this research had limited impacts because it focused strictly on promoting changes in individual teachers and the curricula they taught. For an educational innovation to be more effective, it must focus on both changes in individuals and changes in systems. The sociological environment within which teachers work can not

be ignored. Thus, as mentioned earlier support must be
sought at various levels--school board, superintendent,
librarians, and community at large. Human and material
resources must be sought out for classroom use. Finally,
the overall curriculum within which the individual teacher
is working cannot be ignored if lasting change is to
result. This means that projects desiring to influence
curriculum may need to expand their focus beyond individual
teachers and work also with curriculum committees and
others within the local districts who have similar charges
of improving curriculum.

Recommendations

Recommendations will be addressed to three groups of
educators:

A. Recommendations for future project directors and
    school administrators in charge of teacher
    in-service or curriculum improvement programs;

B. Recommendations for state departments of education;

C. Recommendations for teachers considering using a
    global approach to education.

Recommendations for Future Project Directors and
Administrators in Charge of Teacher In-Service or
Curriculum Improvement Programs

Gaining up-front administrative commitment to carry
on a project once outside funding has ceased is
essential to guarantee school district commitment to
the continued operation/institutionalization, of a
project in a fiscally feasible manner.
Doing this ensures that local school districts will truly
view outside funding as "seed money" to begin an innovative
program. Local districts will realize at the outset that
they have a commitment to carrying on the program beyond
the funding. Thus, only projects which match local
district priorities and directions would be initiated.

Recognize the importance of the school principal
as a curricula leader and potential change agent
within a school building.
This is an important sociological consideration for the
success of any teacher in-service or curriculum development
project. Building principals set the tone and direction
for their schools. In overt and subtle ways they can
support or undermine your project. Therefore, it is
important to develop a rapport and build a collaborative
relationship whereby each of you provide support and
cooperation, so you both accomplish your goals.

Seek out and involve school librarians/media center directors in your project, as they also can serve as important catalysts in curricular change.

Librarians and media center directors serve as gatekeepers to curricular materials in that they usually have budgets and decision-making power in the selection and subsequent promotion of media center resources. At the very least, they need to be familiar with your goals, objectives, and program content. At best, they should be actively involved in and committed to your program goals. Again, a collaborative relationship is the best. Both you and the librarians are there to serve teachers. How might you work together to do so? Are there ways you can help to promote the use of existing library/media center resources which are consistent with your project goals and content? Are there high quality material resources you could recommend to the librarians for purchase for their centers?

Before the project is begun, project directors should be well-grounded in the conceptual base of the content area of their project as well as in teacher education and curriculum development processes.

Once the project begins, it may be difficult to free up time for reading to enhance your own professional knowledge of the subject area. As the project director, others will look to you for some content expertise and process expertise in addition to administrative leadership.

> Project directors should have at least some background
> in quantitative and qualitative evaluation principles
> and procedures.

It is important to know whether you are accomplishing what
you set out to accomplish. Thinking about evaluating your
project at the outset forces you to determine what it is
you really want to accomplish and how you will know if you
are progressing toward your goals. A clear evaluation
design needs to be tailored to the goals and objectives of
the program. The evaluation design should serve the
program. The program must not become a slave to the
evaluation design. Having some background in the field of
evaluation can help to ensure that a suitable evaluation
design emerges.

> For lasting changes to occur, it is recommended that
> teacher in-service and curriculum improvement programs
> address both changes in individual teachers and
> changes in department-wide, building-wide, or
> district-wide curricula.

The background for this recommendation has been discussed
under "Reflections and Implications" above. Suffice it to
say here that focusing on both changes in individuals and
changes in systems will serve to reinforce each other.

> In a voluntary teacher in-service program that draws
> teachers from more than one building, it is highly

recommended that at least two teachers be recruited

from each building involved.

These teachers can provide support for each other and can

also serve as a base of support for additional teacher

recruitment or dissemination of program products within

their own building.

Project staff members should all have strong

interpersonal skills.

Considering all of the conclusions, implications, and

recommendations made to this point, it is interesting to

note how many of them necessitate effective communication

skills on the part of the project director and other

project staff members. It is easy to see the need for   .

these people to have strong oral and written communication

skills.

Consider alternative formats for teacher in-service

seminars and workshops and flexibility in time

schedules for such programs to attract the greatest

number of people possible.

One cannot assume that everyone can make themselves

available during the same time schedule. Consider

alternative meeting times, e.g. evenings, before and after

school, weekend workshops, summer sessions. Also consider

computer programs, readings, and audio or video tapes as

alternative means of conveying content.

It is important for a project advocating curricular

changes to put material resources for doing so

directly into the hands of the teachers implementing

the changes.

This study clearly pointed out that those materials which continued to be used long after the Project ended were those which teachers had at their immediate disposal in their classrooms. Teachers are often overloaded. Their time is precious and some, especially at the elementary level, have little or no preparation time during the school day. Materials which are placed easily at their disposal are more apt to be used.

Recommendations for State Departments of Education

State departments of education should fund programs in

global education to encourage local school districts

to address global issues and themes.

Global education is an important concern worthy of support and promotion at the community, state, and national levels. Since responsibility for providing education in the United States falls upon state and local governments, state departments of education need to take a lead in making sure that the education they provide or oversee truly reflects global realities and is preparing students to live in the twenty-first century.

When funding experimental projects designed to foster innovative educational practices, state departments of education should recognize that a balance must be struck between providing appropriate guidance and direction while allowing the creative/innovative aspects of a program to flourish. Often in government funded projects such as this, strict limitations about evaluation designs are imposed. Nevertheless, an evaluation design should fit the program, not vice versa. The evaluation design should augment and support a program rather than control or burden the program.

Recommendations for Teachers Considering a Global Approach to Education

Teachers interested in teaching from a global perspective should acquire a solid conceptual understanding of world systems. Because world systems develop and change, the infusion of a global orientation into one's teaching is an on-going process. Properly implemented, a global orientation is a perspective from which one teaches. It becomes integrated into one's normal operating procedure. Global education is not a collection of "cutesy" activities to "add on" to one's curricula.

Since global education is inherently controversial, a
teacher must be prepared to deal with possible
questions and challenges from parents, administrators,
and students. It is, therefore, imperative for
teachers to gain support of building administrators
and parents and keep them informed of classroom
activities.

Because global education involves the analysis of global
systems and the inclusion of a variety of perspectives to
better understand issues of global/international
importance, controversy will arise. Controversy must be
welcomed and seen as a natural part of the learning
process, not something to be avoided. This can be
uncomfortable for all concerned and requires trust and
confidence in the teacher and support from administrators
and parents.

Recommendations for Further Research

Does global education really make a difference? An
interesting and valuable study might look at various global
education programs to see how their project staffs evaluate
their effectiveness. Due to the breadth of the field, many
things may exist under the umbrella of global education.
Such a study might also reveal some of this breadth of
program content.

The claim has often been made that travelling

overseas broadens one's perspective and that those experiences heighten one's consciousness of the world beyond one's own borders. Several people involved in the Global Education Project as participants or staff had previous international experience. Another valuable study might be to examine the corellation between previous international travel and involvement of teachers in global educations programs. Does such international travel seem to be a major factor affecting involvement?

To what extent does student involvement in global education programs affect career choice later in life? One might study the influence of within-school programs such as this one as well as other programs such as exchange student programs and Model United Nations programs on future career choice of the students involved.

Bringing these recommendations for further research back to the school classrooms, how much critical thinking skills go on in "global classrooms" as compared with "non-global classrooms" within the same subject areas and grade levels. Are there significant differences in the content covered and the teaching techniques used?

Studies such as those mentioned above could add valuable data to the field. Research on the implementation of global education needs to move beyond description to assessment of classroom practices. Do they make a difference?

Closing Remarks

This study has allowed the researcher to explore the field of global education and the life and impacts of one program to see the importance of the field and the implementation of such programs within our schools. In the midst of a rapidly changing world, the need for global education is growing more important everyday.

Properly implemented, global education can be a powerful means of teaching/learning about the world within which one lives. If our planet is to come to grips with the pressing issues facing it, our schools must prepare students to be able to critically analyze such issues, and equally important to see such issues as being personally important to them. In other words, people must care enough about the issue to take action as responsible citizens of the United States and as members of the world community. Perhaps too, global education efforts need to move beyond the formal education arena of the schools to the adult community as well.

APPENDICES

APPENDIX   A

INTERVIEW SCHEDULE

(Note: The upper case letter in parentheses after each question indicates the overall research question it is designed to help answer.)

1. I'd like you to think about your first contact with the Project. How did you first learn about the Global Education Project?   (A)

2. What prompted you to become involved with the program? (A)

    a. (If more than one factor is cited) Of these which was the most important for you?

    b. How important for you was the fact that you were being reimbursed for your time?

3. Did you ever reach the point of feeling committed to using a global approach in your classroom? (A)

    a. (If commitment was mentioned) What led to this commitment?

    b. In relation to the Project, when did this commitment come about?

4. What does the term "global education" mean to you now? (E)

5. Do you remember any teaching technique which you learned as a result of the Project? (C)

    a. (If techniques are cited) Could you describe how you used this technique in your classroom? (C)

    b. Do you continue to use this technique today? (E)

    c. Are there any other teaching techniques which you learned as a result of the Project? (C) (Repeat above follow-up questions.)

6. (Referring to the "Participation Checklist") Do you recall any workshops or presenters who were of particular educational significance to you? (E)

    a. (If any are mentioned) Are there particular skills or activities that you learned from them? (C & E)

    b. Were you able to apply this to your classroom? If so, how? (C & possibly D depending on response)

7. Some educators believe that One of the goals of global education is the development of a global perspective. Could you describe ways, if any, that your participation in the Project helped you to see the world any differently? (C)

8. In what ways did the Project staff work with you personally? (B)

9. Besides the inservice sessions, what other opportunities did the Project provide for your personal or professional growth? (C)

10. During the years the Project existed, did you involve global perspectives in any of your teaching? (D)

    a. If so, how?

    b. (If clarification is necessary) What new content did you teach as a result of your participation in the Project?

    c. In which subject areas did you include these global perspectives? (D)

    d. Were any of these interdisciplinary lessons or units? (D)

    e. (If so) Describe them.

11. Were there any new sources of information or curriculum materials that you learned about through the Project? (D)

    a. (If yes) What were they?

    b. (If some are mentioned) Did you use any of these materials during the life of the Project? (D)

    c. Have you continued to use these since the Project ended? (E)

    d. If so, please give examples. (E)

    e. (If some are mentioned) Have you borrowed any of these through the resource sharing program we set up?

12. Could you describe now any ways that you used resource people in your classroom to foster global perspectives during the life of the Project. (D)

    a. (If any cited) How did you learn of these people? (D)

    b. Did you use resource people in your classroom before this time--resource people of any kind, not just global? (D)

    c. Have you used any of these or other resource people to foster global perspectives in your classroom since the Project ended? (E)

    d. Who have you used and for what topic(s)?

13. How well did a global approach fit into your regular curriculum at that time? (D)

    a. Is it more or less appropriate today? (E)

14. Do you feel it is important to teach from a global perspective? Why or why not? (E)

15. What kinds of global or international "things" (activities, units, etc.) do you now do in your classroom or school? (E)

    a. (If some are mentioned) Why do you continue to use global activities? (E)

16. Are you aware of any influence you might have had on any other teachers regarding the use of global perspectives in their classrooms?

17. What prevents you from doing more global or international activities in your classroom and/or school? (A, C, D)

18. In your opinion, what would have increased the impact of the Project at that time (1977-81)? (B, C, D, E)

19. What, do you think, could have been done to continue and strengthen any momentum or impact the Project had begun? (E)

20. Besides the effects we've already discussed, are you aware of any unanticipated or surprising "spin-off" of the Project?

21. Have you identified any new global materials you'd like to recommend to others? (E)

22. Are there any other comments you'd like to make about the Global Education Project?

23. Do you have any questions you would like to ask about this interview or about this research project?

PARTICIPATION CHECKLIST

Below is a chronological list of all events sponsored by the Global
Education Project in [Dover] County from 1977-81. Please place a check
after each one that you attended. If you are unsure whether or not you
attended the event, place a question mark after the event.

Date	Location	Presenter	Event	Check Here
Year One: 1977-78				
10/7/77	Bank of [Bethlehem]	Gerald Marker, David & Eunice	Global Education Introductory Wkshp Exploring Alternatives	___
11/22/77		Al & Zee Edgel	Cultural Awareness	___
2/6/78	[Brewster] High School	David & Eunice	Goal Rating & Unit Plan Explanation	___
3/13/78	[Bethlehem] High School	Marylee Wiley & Joshua Akinola (African Studies Center, M.S.U.)	Global Interdependence: An African Perspective	___
4/26/78	[Bethlehem] High School	David Byrne	Bicycle Trip Around the World	___
5/3/78- 5/6/78	B & B Plaza		Distribution of Alternative Energy Information ("Sun Day")	___
5/27/78	[Brewster] Marina Bandshell	Various	"Sun Fair" (Alternative Energy Fair)	___

Date	Location	Presenter	Event	Check Here

Year Two: 1978-79

Date	Location	Presenter	Event	Check Here
Aug. 1978	[University Extension]	Various	Summer Seminar	____
10/6/78	[Brewster] Middle School I.M.C.	Janet Alleman-Brooks		____
11/8/78	[Bethlehem] High School	Tom Collins	Global Classroom Ideas	____
1/29/79-1/30/79	Various	Tom Collins		____
4/10/79	Bank of [Bethlehem]	Karen Houston-Smith	Southeast Asia	____
5/3/79-5/5/79	[Brewster] High School Gymnasium	Various	Global Festival Display___ Performance___ Attended___	

Year Three: 1979-80

Date	Location	Presenter	Event	Check Here
July '79	Global Ed. Office	Alex Lotus	Unit Revision Committee	____
Aug '79	[University Extension]	Various	Summer Seminar	____
Sept-Dec 1979	Various Schools	David & Eunice	-Display of materials for one week preview ____ -Methods & Materials Workshop ____	
4/27/80-4/29/80	Various Schools	Cecelia Dumor	Teaching about Africa (Luncheon Meetings) ____	
5/1/80	[Brewster] Catholic Central South	Various	Global Festival Display___ Performance___ Attended___	

BIOGRAPHICAL DATA SHEET

The following information is for statistical and
descriptive use. Your identity will kept anonymous.

Name_____

School_____

Grade Level(s) Taught_____

Subject(s) Taught_____

Number of Years of Teaching Experience_____
Number of Years of Administrative Experience_____

University(ies) Attended_____

University Degrees Earned_____
  (Please include number of credits beyond highest degree,
       for example B.A. + 18 semester hours.)

Languages Spoken or Written_____

_____

Please list the names of countries in which you have lived

or traveled._____

_____

APPENDIX   B

SUMMER SEMINAR

Description: Teaching With A Global Perspective, a seminar for K-12 teachers of various disciplines. Optional three graduate credits available through Michigan State University.

Goal: To provide teachers with inservice training in the areas of global perspectives, global issues, cross-cultural understanding, and unit development.

Format: Thirty-two hours of training over a two week period. Usually eight half-day sessions. Format may vary to suit the District.
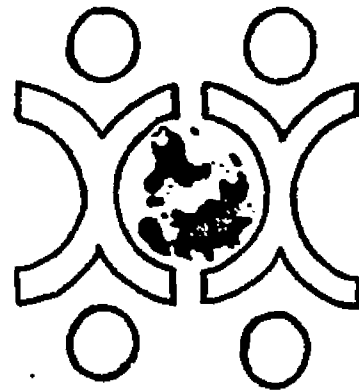
Key
Personnel: Project Staff and Instructor of Record from Michigan State University.

Pre-
Planning: Responsibility of Project Director. Make arrangements for University approval, appointment of Instructor of Record, arrangements for time and facilities, pre-registration, arrangements for advertising and promotion.

DEVELOPING CURRICULM IN A GLOBAL AGE

AGENDA

AGENDA
DEVELOPING CURRICULUM IN A GLOBAL AGE

Monday, 8/14		8:00 - 9:00	Registration
	David Hultgren	9:00 - 9:30	Administration of Pre Assessment
	Stan Wronski	9:30	Keynote Address No. 1 Global Education and The Saber-Toothed Tiger: What Is the Nature Of This Beast? The What and Why and an Introduction of the How of Global Education
			Forecast for the Year 2000.
	David Hultgren Stan Wronski	12:00	Explanation of Seminar and Requirements Explanation of Format For Unit Plan Explanation of Agenda

Tuesday, 8/15	Andrew Smith	8:30	Keynote Adress No. 2 Classroom Application of Concepts addressed (using CTIR materials)

Wednesday, 8/16	Andrew Smith	8:30 - 9:45	Dialog on the Implementation of a Global Approach to American Education (followed by questions and group participation period)
	Lee Anderson	10:00 - 11:20	Elementary - Global Perspectives In Elementary Schools, the purpose of this session is to detail some objectives of Global Education in Elementary School and to illustrate some instructional materials and practice design to further these objectives.
	Andrew Smith	10:00 - 11:20	Secondary - Specific activities for middle school and high school teachers on Infusing global perspectives Into American History and area studies programs. Materials will be handed out.
	Lee Anderson	11:30 - 1:00	Secondary - Global Perspectives In Secondary Schools, the purpose of this session is to discuss some objectives of Global Education in Secondary Schools and to instruct and to illustrate some Instructional practices designed to further these objectives.
	Andrew Smith	11:30 - 1:00	Elementary - Specific activities for elementary teachers on how to Infuse global perspectives into social studies, science, and language art classes. Materials will be handed out.

Thursday, 8/17	Lee Anderson	8:30 - 10:30	Same as Wednesdays presentation
	Wendel Johnson	8:30 - 10:30	Population Dynamics in the Secondary Classroom
	Lee Anderson	11:00 - 1:00	Same as Wednesdays presentation
	Wendel Johnson	11:00 - 1:00	Population Dynamics in the Elementary Classroom

Friday, 8/18	Joe Hageny	(Double Session) 8:30 - 1:00	"Shutters Don't Shutter" With a little help from us, some classroom materials and a home movie camera, the magic world of filmmaking can reveal to youngsters the magic world of themselves. We'll learn to make animated films and how to use this medium to help youngsters experience the subleties and joys of communication, while developing an objective stance towards today's mass media. Language barriers are broken down and cultural identities easily detected, because when someone said "one picture is worth a thousand words", he didn't say anything about punctuation, syntax and grammer!
	Wendel Johnson	8:30 - 10:30	Environmental Concerns: Environmental Activities to Demonstrate Global Concepts, Elementary level
	Barbara Carlisle	8:30 - 10:30	Transformation: Becoming One with Others Through the Performing Arts (dance, drama, music) Elementary Level
		11:00 - 1:00	Manipulation: The Expanded Meanings of Creating Art Objects (two and three dimensional visual arts) Elementary level - Ms. Carlisle will suggest strategies for teachers to use with varying degrees of arts proficiency including things for those "who can't draw a straight line with a ruler" and "can't carry a tune in a basket". The focus of the units will be on the communication that takes place through the process of participation in arts activities.
	Wendel Johnson	11:00 - 1:00	Environmental Concerns: Environmental Activities to Demonstrate - Global Concepts (systems, interdepence, etc.,) Secondary level.
Saturday, 8/19	Barbara Carlisle	8:30 - 10:30	Transformation: Becoming One with Others Through the Performing Arts (dance, drama, music) Secondary Level
	Marylee Wiley	8:30 - 10:30	"The Chicken Thief Drama", Preserving the human community and dealing with social deviance will be explored through a role-playing technique suitable for the classroom Secondary Level
	David Hultgren	8:30 - 10:30	Slide Presentation and Demonstration of Curriculum Materials About Southeast Asia
	Barbara Carlisle	11:00 - 1:00	Manipulation: The Expanded Meanings of Creating Art Objects (two and three dimensional visual arts) Secondary level
	Marylee Wiley	11:00 - 1:00	"Coca, Cloves, and Coca Cola" Global Interdependence with Africa comes alive when children know what they get from Africa. Hands on materials and work sheets will be utilized in this model lesson. Elementary level
	David Hultgren	11:00 - 1:00	Slide Presentation and Demonstration of Curriculum Materials About Southeast Asia
Monday, 8/21	Marylee Wiley	8:30 - 10:30	"Zimbabwe Yesterday and Today", The great gold-trading kingdom of Monomatopa is now the battle field for political Independence. Slides and personal experiences will document the presentation. Secondary level

Janet Alleman-Brooks	8:30 - 10:30	"Who Says There's Not Room for Global Education in the Elementary School Curriculum? The session will focus on integrating global education into the existing elementary social studies and language arts programs. Participants will be actively involved in activities that reflect the integrated approach.
Stan Wronski Eunice Srinicki David Hultgren	8:30 - 10:30	Unit Writing Guidance and Assistance
Marylee Wiley	11:00 - 1:00	"Big Ideas for Little People" A felt board presentation of the apartheid system of South Africa for lower elementary children. Individual difference are stressed and valued. Elementary level
Janet Alleman-Brooks	11:00 - 1:00	"The Child As A Participant In Discovering His Global World", The session will focus on involving the elementary child in discovering how he is a part of a global world. Simulations will be the highlight of the session.
Stan Wronski Eunice Srinicki David Hultgren	11:00 - 1:00	Unit Writing Guidance and Assistance

Tuesday, 8/22 Janet Alleman-Brooks	8:30 - 10:30	"International Year of the Child", The session will focus on strategies for taking a new look at the child in his global world. Ideas for teachers and parents will be introduced. Teaching About the Rights of the Child (UNICEF) will be examined. Approaches for making this concept come alive will be demonstrated.
Patricia Morton	8:30 - 10:30	Dilemmas in Development:An exploration of economic, political, and cultural factors which have entered into present conditions in developing nations, a look at future possibilities, and a discussion of methods for making global concepts some alive in the classroom. Will include the film, "Indonesian Boomerang."
Stan Wronski Eunice Srinicki David Hultgren	8:30 - 10:30	Unit Writing Guidance and Assistance
Whole Group Session	11:00 - 1:00	
Stan Wronski David Hultgren		Announcements
Patricia Morton		Closing Address "Dancing on 10,000 Fathoms of Jello"

Saturday, 8/26   Seminar Wrap Up   9:00 - 12:00

Small Group Unit Sharing

Submission of Completed Work

Post Assessment

Seminar Evaluation

In addition to the aforementioned seminar sessions, participants may spend one or two sessions (or time between sessions) in the Media Room previewing books and audio-visual materials belonging to the Global Education Project. These resources may present ideas for units and are also available for loan to any teachers in [Dover] County. The Media Room will be open each day from 8:30 - 1:00.

Additional individual unit writing consultation time can be arranged by contacting [the Project Staff.]

AUGUST 1979						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
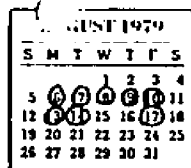
FOR FURTHER INFORMATION

CONTACT:

Global Education Project

[Dover] County Intermediate

School District

[BREWSTER], MICHIGAN
TELEPHONE (900) 863-6550

— — — — — — —

Enclosed is my $10 registration reservation fee. + The remainder of my tuition will be paid at the first seminar session. I would like to receive credit from: (check one)

Michigan State University —————
Northern Michigan University —————
University of Wisconsin-Green Bay —————

Name:_____

Address:_____

Telephone:_____

Place of Employment:_____

+ Make check payable to the University with which you are enrolling

Teaching
with   a

Global
Perspective

A seminar for teachers,

administrators and others

interested in education

PRESENTED BY
MICHIGAN STATE UNIVERSITY
NORTHERN MICHIGAN UNIVERSITY
UNIVERSITY OF WISCONSIN - GREEN BAY

IN COOPERATION WITH THE
GLOBAL EDUCATION PROJECT
[Dover] COUNTY
INTERMEDIATE SCHOOL DISTRICT

August 6-10, 1979

August 13, 14, 17, 1979

AT THE

OVERVIEW:

As our Earth grows smaller, the need for bringing the world into our classrooms becomes more urgent. In this two week seminar a variety of speakers will address topics including the need for a more global approach to teaching grades K-12, the meaning of a global perspective in education, stimulating materials available for classroom use, and ways of building quality global teaching units. The three major organizing themes will be:

—teaching for cultural understanding;
—teaching about world issues; and
—teaching about our local links with the world.

Interspersed throughout the seminar, guest elementary and secondary teachers will present practical global-oriented teaching ideas and units which they have successfully used in their own classrooms.

●●●●●●●●●●●

SEMINAR REQUIREMENTS:

As a credit participant you would:

1. Attend the seminar sessions:

2. Write a teaching Unit Plan according to a set unit format incorporating global concepts into your own subject area(s); or for non-teachers, write a plan of action describing how you might incorporate the global concepts discussed into your professional or daily life.

3. Allow the Global Education Project to use your plan as part of its idea bank to be shared with other teachers.

●●●●●●●●●●●

CREDITS:

3 quarter hours or
2 semester hours

Check with your own academic advisor to see if this course may be applied to your program.

NON-CREDIT PARTICIPATION:

If space is available, non-credit participation may be possible. Pre-registration procedure as above. For further information contact Local Coordinator.

●●●●●●●●●●●

COURSE NUMBERS AND TITLES:

M.S.U. ED 882
Seminar in Education: Global Education

. ED 495 (Grad or undergrad)
Special Topics in Education: Teaching with a Global Perspective

. GRAD/UNDERGRAD 005-595-6
Section 964
Special Topics in the Educational Environment: Teaching with a Global Perspective

●●●●●●●●●●●

DATES:
Monday-Friday, August 6-10

Monday, Tuesday, Friday, August 13, 14, 17

8:30 a.m. - 1:00 p.m.

Submission of Completed Work:
Friday, August 17, 1979

LOCATION:

Continuing Education Room,
Theatre-Fine Arts Building

INSTRUCTOR OF RECORD:

Dr. Stan Wronski
Institute for International Studies in Education
Michigan State University

GUEST INSTRUCTORS:

In addition to Professor Wronski, seminar presenters will include Dr. Gerald Marker of Indiana University, David Hultgren and Eunice Svinicki of the DCISD Global Education Project, exemplary teachers involved with the Project, and one or two other outside consultants.

LOCAL COORDINATOR:

David Hultgren
Global Education Project

●●●●●●●●●●●

COMMENTS BY LAST YEAR'S PARTICIPANTS:

"The best grad course I've ever had."

"Practical, informative."

"Useful for my teaching."

The 1978 seminar was overwhelming rated "superior."

●●●●●●●●●●●

REGISTRATION:
Monday, August 6
at the first session

PRE-REGISTRATION:

A registration reservation fee applicable toward your tuition would assure your enrollment and would also help in seminar planning. Please send a $10 check payable to the University from which you wish to receive credit. Mail payment to:
Global Education Project
[Dover County ISD]
[Brewster] MI

PRE : ASSESSMENT

GLOBAL   EDUCATION   SEMINAR

august   1980
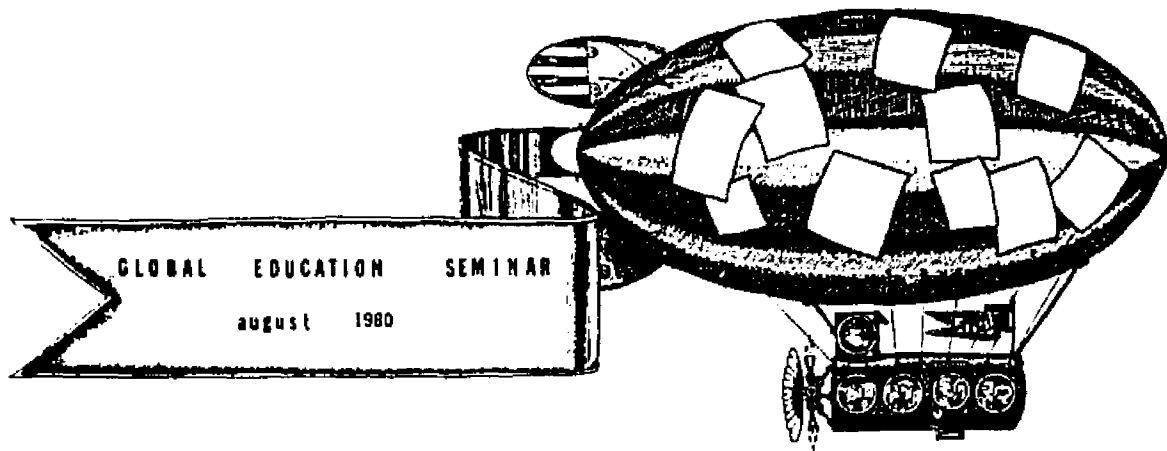
NAME

FACTS

WHAT DO YOU KNOW???

_____1. How many people are in the world at today's closest estimates?
A. 400 million
B. 2.8 billion
C. 4.8 billion
D. 7.5 billion

_____2. By the year 2000, it is estimated that the world population will be:
A. almost 5 billion
B. around 7 billion
C. almost 9 billion
D. over 11 billion

_____3. How many people live in the U.S. today?
A. under 50 million
B. about 75 million
C. about 220 million
D. about 500 million

_____4. Identify the country which is growing in population at the fastest rate:
A. Soviet Union
B. United States
C. Mexico
D. West Germany
E. India

_____5. If families in the U.S. would continue to average 3 children, what would happen?
A. the population would stablize
B. the population would grow continuously
C. the population size would be very little different from a 2 child average family
D. the population would steadily decline
E. I don't know
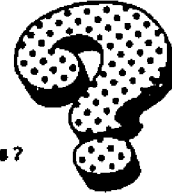
_____6. Which of the following is shared by all culture groups?
        A. spoken language
        B. written language
        C. structured religion
        D. prison system
        E. All of the above

_____7. About how many countries are there in the world?
        A. 25
        B. 1,543
        C. 180
        D. 352
        E. 56

_____8. The total of all of the knowledge and accomplishments of a
        people is called?
        A. physical environment
        B. ethnic status
        C. mores
        D. culture

_____9. Which of the following activities has the United Nations
        organization undertaken?
          I. The imposition of customs and duties
         II. The giving of assistance to underdeveloped nations
        III. Giving of passports to tourists
         IV. Keeping peace in trouble spots in the world
          V. The imposition of taxes on individuals in the U.S.

        A. I and II only
        B. I and IV only
        C. II and IV only
        D. III and V only

_____10. Which of the following have been influenced by other cultures?
        A. our food
        B. our language
        C. our music
        D. all of above
        E. None of the above

_____11. Explain the term "Spaceship Earth."

there's

more

_____12. Over ¼ of the world's population is located in:
   A. Asia
   B. Europe
   C. Africa
   D. the USA
   E. None of the above

_____13. What does the term "First World" country mean?

_____14. Which of the following languages has the most speakers?
   A. Spanish
   B. English
   C. Russian
   D. Mandarin
   E. Hindi

_____15. Approximately what percentage of the oil the U.S.A consumes
         is imported?
   A. 15%
   B. 25%
   C. 45%
   D. 70%
   E. I have no idea

_____16. The United States has almost 6% of the world's population,
         yet it consumes ___% of the resources of the world.
   A. 10
   B. 20
   C. 40
   D. 75

_____17. The state of Michigan ranks among the top three states in
         terms of goods produced within the state , which in turn,
         are traded on the international market. True or False?

_____18. Which of the following is a common characteristic of
         these organizations? Ford Motor Company, The World
         Bank, Boy Scouts, General Foods, Rotary Club, Salvation
         Army, U.S. Air Force and the Catholic Church
   A. all organizations are involved in international
      trade
   B. all organizations are American
   C. all organizations operate across international
      borders
   D. all are Multi-National Corporations

_____19. A global approach to teaching should not
be introduced to the early elementary
school children. True or False?

_____20. A global approach to teaching can be
used in many curriculum areas. True or False?

_____21. Developing skills is an important part of an
effective global orientated school program.
True or False?

_____22. What is meant by the term "New International
Economic Order" and who is advocating it?

_____23. Teaching the concept of systems helps to develop the
understanding of interdependence. True or False?

_____24. Cite an example of the above statement.

_____25. Which of the following global concepts can be developed
in the elementary curriculum?
A.   change
B.   communication
C.   interdependence
D.   b and c
E.   all of the above

_____26. New social studies series (1975 to present) is essential
if teachers are to effectively teach with a global approach.
True or False?

_____27. The study of colonial America can not be done from a global
perspective. True or False?

_____28. Multiple choice, check list and true/false would be good
evaluation methods for which of the following learning styles:
A.   Affective #One
B.   Cognitive #One
C.   Cognitive #Two
D.   Affective #Two
E.   None of these

_____29. Rank these countries in order of population:
A. India
B. USA
C. Indonesia
D. China
E. USSR

_____30. Analytical essay, oral presentation and experiment are all good evaluation tools for which learning style.
A. Affective One
B. Cognitive One
C. Cognitive Two
D. Affective Two
E. All of these

_____31. Perspective might be defined as a view of one's environment in light of one's experiences. True or False?

_____32. What is meant by a "global perspective"?

_____33. The basic rationale for Global Education arises out of the fact that:
A. The Michigan Department of Education has been promoting it.
B. The National Association of School Boards has endorsed it;
C. Your Intermediate School District has approved it.
D. World conditions require it.

_____34. All but which of the following, if presented in graph form, would exhibit the characteristics of exponential or geometric growth:
A. World oil consumption
B. World food production
C. World population growth
D. Destructive capability of weapons of war.

_____35. Which statement most accurately depicts the planet on which we live:
A. It is a finite, closed system;
B. It contains an inexhaustable supply of energy;
C. There are no limits to its economic growth;
D. It creates as many new life forms as it destroys.

_____36. The major problem of world food supply is one of distribution more than it is one of total production. True or False?

_____37. What percentage of the world's people are malnourished?

TEACHING

SHORT ANSWER

1. How might you teach with a global perspective through subjects you are currently teaching?

2. What does the term "formative evaluation" mean?

3. Cite examples to the above question .

4. What does the term "summative evaluation" mean?

5. Cite examples to the above question.

6. Is it important to point out the types of stereotypes found in media and publications used within the classroom? Why or why not?

POST : ASSESSMENT

GLOBAL   EDUCATION   SEMINAR

august   1980
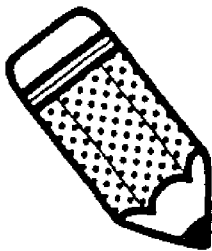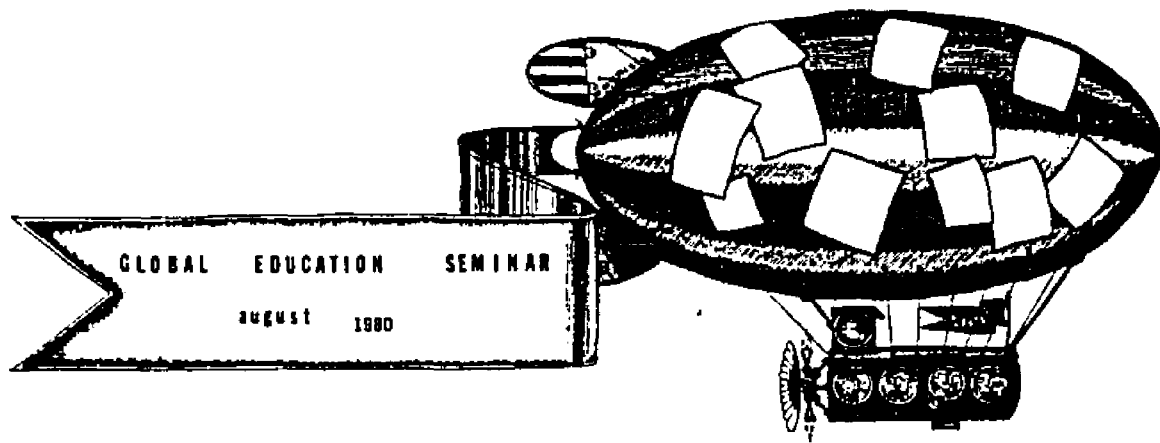
NAME

FACTS KNOWLEDGE

DO YOU KNOW MORE???

_____1. The population of the world is:
A. 400 million
B. 2.8 million
C. 4.8 Billion
D. 7.5 billion

_____2. Projections of the world population from 1970 to the year 2000
show:
A. an increase of 2 billion
B. a zero population growth
C. a doubling of population
D. a tripling of population

_____3. The present population of the United States is:
A. about 50 million
B. approximately 1 billion
C. about 220 million
D. about 500 million

_____4. The country which is most rapidly growing in population is:
A. U.S.S.R.
B. United States
C. Mexico
D. India

_____5. A 3 children family size, results in a population which will:
A. stablize eventually
B. grow continuously
C. eventually show little difference between a 2 child family
D. I don't know

_____6. All Cultures have a:
A. spoken language
B. written language
C. religion
D. prison system

_____7. There are approximately _____ countries in the world?
A. 25
B. 56
C. 180
D. 352
E. 1,543

_____8. The total of all knowledge and accomplishments of a people is called:
   A. environment
   B. ethnic heritage
   C. mores
   D. culture

_____9. Other cultures have influenced our:
   A. food
   B. language
   C. music
   D. all of above

_____10. What is meant by the term "Spaceship Earth"?

_____11. Which language has the most speakers?
   A. English
   B. Mandarin
   C. French
   D. Spanish
   E. Hindi

_____12. Over ½ of the world's population is located in?
   A. Asia
   B. China
   C. Africa
   D. Europe
   E. South America

_____13. The U.S.A. imports what percentage of the oil it uses?
   A. 10%
   B. 25%
   C. 45%
   D. 70%

_____14. With 6% of the world's population, the U.S. consumes approximately
   ____% if the world's resources.
   A. 10%
   B. 20%
   C. 40%
   D. 75%

_____15. Rank these countries in order of population:
.A. India
B. USA
C. Indonesia
D. China
E. USSR

_____16. The State of Michigan ranks second only to California in
terms of goods produced in the State which are traded on
the international market. True or False?

._____17. The common, characteristic of the Ford Motor Company, World
Bank, Boy Scouts, General Foods, Salvation Army, U.S. Air
Force, and the Catholic Church is:
A. all are American
B. all are involved in international trade
C. all conduct business or affairs across international
borders

_____18. According to the seminar speakers, a global approach to
teaching should not be introduced to early elementary
school children. True or False?

_____19. It is possible to incorporate global concepts into many
curriculum areas. True or False?

_____20. An effective global orientation in the school program
incorporates skill development. True or False?

_____21. The concept of Systems helps to bring about the understanding
of interdependence. True or False?

_____22. Cite an example to the above statement.

_____23. A concept (s) which can be developed in the elementary curriculum:
A. conflict
B. Systems
C. interdependence
D. communication
E. A and C
F. all of the above

_____24. The only effective way to teach with a global approach is with
a new Social Studies text (1975 to present). True or False?

_____25. The study of Colonial America is impossible to teach with a
global perspective. True or False?

_____26. True or false, Multiple choice, and checklist would be
good evaluation methods for which of the following
learning styles:
A.   Affective One
B.   Cognitive One
C.   Cognitive Two
D.   Affective Two
E.   I have no idea what you're talking about

_____27. What is meant by the term "second world" country?

_____28. Which of the following activities has the United Nations
organization undertaken?
I.   The imposition of customs and duties
II.   The giving of assistance to underdeveloped nations
III. Giving of passports to tourists
IV.   Keeping peace in trouble spots in the world
V.   The imposition of taxes on individuals in the U.S.

A.   I and II only
B.   I and IV only
C.   II and IV only
D.   III and V only

_____29. Analytical critique, essay, oral presentation and experiment
are all effective evaluation techniques for which learning
style?
A.   Affective One
B.   Cognitive One
C.   Cognitive Two
D.   Affective Two

_____30. Perspective can be defined as:
A view of one's environment in light of one's experiences.
True or False?

_____31. The basic rationale for Global Education arises out of the
fact that:
A.   The Michigan Department of Education has been promoting
it;
B.   The National Association of School Boards has endorsed it;
C.   Your Intermediate School District has approved it;
D.   World conditions require it.

_____32. All but which of the following, if presented in graph form, would exhibit the characteristics of exponential or geometric growth .
A. World oil consumption
B. World food production
C. World population growth
D. Destructive capability of weapons of war.

_____33. Which statement most accurately depicts the planet on which we live:
A. It is a finite, closed system;
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D. It creates as many new life forms as it destroys.

_____34. The major problem of world food supply is one of distribution more than it is one of total production. True or False?

_____35. What percentage of the world's people are malnourished?

_____36. What does NIEO stand for?
A. National Institute for Economic Observation
B. New International Economic Order
C. National and International Education   Organization
D. Newman Institute for Educational Observation

_____37. Briefly explain who are advocating this and what tney want.
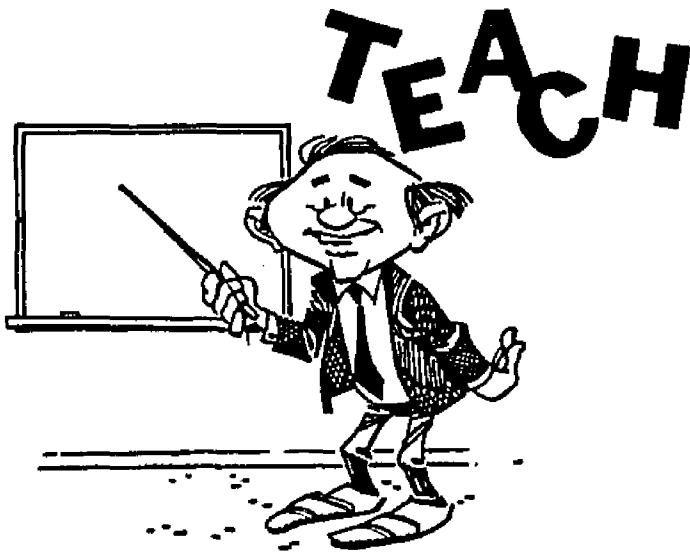
1. What is meant by the term"global perspective"?

2. Explain how you might teach with a global perspective in your subject area.

3. What is meant by the term "formative evaluation"?

4. Cite 2 examples of formative evaluation.

5. Explain the term "summative evaluation"?

6. List 2 examples of summative evalution.

7. Why is it important to point out to students the types of stereotypes found in media and publications used in classrooms?

8. Explain what effects a continuing population increase might have on the world in terms of resources, quality of life, etc?

9. In your opinion, what responsibility should Americans assume in controlling of the earth's resources?

10. Cite three issues of global concern which teachers might address.

11. Cite two major global education concepts.

6. _____Excellent   Poor
Comments   5   4   3   2   1

7. _____Excellent   Poor
Comments   5   4   3   2   1

8. _____Excellent   Poor
Comments   5   4   3   2   1

9. _____Excellent   Poor
Comments   5   4   3   2   1

10._____Excellent   Poor
Comments   5   4   3   2   1

11._____Excellent   Poor
   Comments   5   4   3   2   1

Global Education Project
[Dover] County Intermediate School District

JUST

BETWEEN

US

Speaker Evaluations

I attended the following speaker sessions:

		Evaluation		
	Excellent			Poor

Speaker's name

1. _____ 5 4 3 2 1
Comments

2. _____ Excellent 5 4 3 2 1 Poor
Comments

3. _____ Excellent 5 4 3 2 1 Poor
Comments

4. _____ Excellent 5 4 3 2 1 Poor
Comments

5. _____ Excellent 5 4 3 2 1 Poor
Comments

✹✹✹✹✹✹

Evaluation Criteria

1. Organization of workshop was:
Excellent   Poor
5 4 3 2 1

2. Conference objectives were:
Clear   Vague
5 4 3 2 1

3. The presentation of the consultant(s) was/were:
Excellent   Poor
5 4 3 2 1

4. Materials & programs presented were:
Interesting   Dull
5 4 3 2 1

5. Scope (coverage) was:
Adequate   Inadequate
5 4 3 2 1

6. Attendance at this workshop to me should
prove:
Beneficial   No Benefit
5 4 3 2 1

7. The content of this seminar to classroom
teaching is:
Important   Not important
5 4 3 2 1

DEVELOPING CURRICULUM IN A GLOBAL AGE

Global Education Seminar Evaluation

Your Name _____

Address _____

Phone _____

School _____

Subject _____

Grade _____

This workshop was:
superior
good
average
poor

This workshop could have been improved by:

The best aspects of this workshop were:

FINAL   1978-79   OBJECTIVES

GE-4567
(Page 25)

PRODUCT OBJECTIVE ANALYSIS

Project Goal	To build a cooperative model among the school districts served by the *Dover* County Intermediate School District that will enhance the global knowledge and skills of participating school staff members and students.
Common Goal(s) of Michigan to Which Project Goal is Related	

PRODUCT OBJECTIVE NUMBER 1.0	DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Summer seminar participants	**7.** 1. Participants will hear background lectures regarding the nature of a global approach to education. 2. Participants will review materials relavant to their grade level.	**8. Data Collection Schedule** (additional measures not listed in Box 5 should be shown here.) A complete set of units and a summary list of seminar units produced will be sent to the project evaluators.
2. Behavior will develop	3. Participants will take part in hands on activities and hear practical global classroom ideas. 4. Participants will receive instruction regarding the Unit Format and steps in unit development.	**9. Data Analysis** 1. Review units and unit objectives with reference to goals of the project (Exhibit A).
3. Object of Behavior teaching units of acceptable quality demonstrating global concepts	5. Participants will receive individual assistance as necessary in unit development. 6. Participants will write and submit their units. 7. Project Coordinator and Project Evaluators will develop written working definition of project screens.	2. Review units to determine adequacy of evaluation objectives and methods contained in the unit with reference to unit objectives and Project goals and prepare written commentary for teachers where appropriate.
4. Time during the summer seminar		3. Stratify units into a minimum of two strata: a. high emphasis on global outcomes; b. low emphasis on global outcomes e.g. a unit which stresses math concepts and uses global topics to facilitate learning of math.
5. Measurement (list ONLY ONE measurement) as determined in a detailed analysis by the Project Evaluator Team	8. Selected Core Teachers will develop additional global units throughout the '78-'79 school year in areas where Project staff determines a need exists.	
6. Criterion for Success with a minimum of 15 of the 20 units produced judged suitable in terms of unit screens of teachibility, content validity, and consistency with Project Goals.	9. Units will be reviewed by Project Coordinator and various other persons including subject matter experts and revised as necessary.	**10. Identify participants in the comparison group(s) you will use.** NA

OE-467
(Page 26)

PROCESS OBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	1.0

PROCESS OBJECTIVE NUMBER 1.1	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Project Coordinator (P.C.)	**7.** 1. Project Coordinator (P.C.) will plan prelim-inary format and content of seminar. 2. Project Coordinator will locate suitable instructors and determine content of seminar.	**8. Data Collection Schedule** Seminar participant reviews will be obtained at the close of the summer seminar session by means of the "Just Between Us" evaluation form.
2. Behavior will plan and carry out		
3. Object of Behavior an acceptable summer seminar to convey global concepts to interested teachers and administrators	3. Project Coordinator will make necessary arrangements for the seminar. 4. Project Coordinator and Community Resource Agent (C.R.A.) will publicize seminar throughout Menominee County and surrounding area.	**9. Data Analysis** Data form the forms will be summarized for each session and for overall satisfaction, organization, objectives, materials, scope, personal benefit, and importance for classroom teaching
4. Time during August 1978	5. Project Coordinator and Community Resource Agent will coordinate activities throughout the seminar. 6. Participants will evaluate the seminar using the "Just Between Us" comments form, Exhibit B.	"Positive reactions" (Box 6 Criterion) A mean score of greater than 3 on a 5 point scale averaged across general items and items 1-7 on the "Just Between Us" form.
5. Measurement as measured by the responses to the "Just Between Us" forms (See exhibit B)	7. Project Coordinator will formulate plans to develop further units in needed areas during the coming year.	
6. Criterion for Success 75% of participants will indicate a satisfaction score greater than 3.		**10. If a comparison group is used, please identify participants.** NA

PROCESS OBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	1.0

PROCESS OBJECTIVE NUMBER 1, 2	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Seminar participants	**7.** 1. Seminar participants will complete a pre-test of awareness and knowledge of global concepts.	**8. Data Collection Schedule** P.C. will obtain pre and post tests and submit to evaluators following the seminar.
2. Behavior will demonstrate awareness and knowledge of	2. Participants will hear background lectures regarding the nature of a global approach to education.	
.	3. Participants will review materials relavant to their grade level.	**9. Data Analysis** Pre-Post data will be summarized in terms of knowledge and awareness
3. Object of Behavior global concepts as a result of summer seminar training	4. Participants will take part in hands on activities and hear practical global classroom ideas.	and subscores develoned. Pre-Post scores will be compared for each participant.
4. Time during August 1978	5. Participants will complete a post test of awareness and knowledge of global concepts.	
5. Measurement as measured by comparison of seminar pre and post tests.		
6. Criterion for Success At least 75% of seminar participants will show postive growth in awareness and knowledge of global concepts.		**10.** If a comparison group is used, please identify participants. NA

GE-4587
(Page 25)

PRODUCT OBJECTIVE ANALYSIS

Project Goal	To build a cooperative model among the school districts served by the [Dover] County Intermediate School District that will enhance the global knowledge and skills of participating school staff members and students.
Common Goal(s) of Michigan to Which Project Goal is Related	

PRODUCT OBJECTIVE NUMBER 2.0	DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Core Teachers	7. 1. Core Teachers will indicate preference of specific activities on the "Possible Roles for Core Teachers" form.	8. Data Collection Schedule (additional measures not listed in Box 5 should be shown here.) Project Coordinator and Community Resource Agent will submit copies of PRFCT forms to evaluators by 11/30/78.
2. Behavior will implement plans	2. Core Teachers will implement activities. 3. Project Coordinator and Community Resource Agent will meet with individual teachers regarding the implementation and results of strategies.	
3. Object of Behavior to encourage global education awareness and knowledge in their schools and classrooms		9. Data Analysis Plans will be summarized and grouped according to levels and types of strategies.
4. Time during the 1978-79 academic year.		
5. Measurement (list ONLY ONE measurement) as shown on the completed "Possible Roles for Core Teachers" (PRFCT) forms (See exhibit C).		
6. Criterion for Success at least 70% of the Core Teachers will implement at least two of the activities they indicated on the PRFCT forms.		10. Identify participants in the comparison group(s) you will use. NA

The term "Core Teachers" is defined as those teachers indicating intent to participate in the Project who have been participants in either the 1977-78 Project or the August 1978 summer seminar or both.

GE-4447
(Page 2.3)

PRODUCT OBJECTIVE ANALYSIS

Project Goal	To build a cooperative model among the school district served by the [Dover] County Intermediate School District that will enhance the global knowledge and skills of participating school members and students.
Common Goal(s) of Michigan to Which Project Goal is Related	

PRODUCT OBJECTIVE NUMBER 3.0	DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Core Teachers	**7.** 1. Individual Core Teachers will teach global education units. 2. Core Teachers will assess students performances on the unit taught.	**8. Data Collection Schedule** (additional measures not listed in Box 5 should be shown here.) Teacher Impact Assessment (TIA) forms will be submitted to Project Coordinator as completed. Project Coordinator will submit forms to evaluator by 11/15/78 2/28/79 6/30/79
2. Behavior will indicate success in implementing		
	3. Evidence of the use of the unit will be obtained via data collected from the Teaching Impact Assessment (TIA) form.	**9. Data Analysis** 1. Analyze TIA forms to determine the manner in which units have been integrated into the existing curriculum, the impact on the students in terms of learning outcomes as reported by the teachers and the adequacy and validity of the unit evaluation scheme to assess student impact.
3. Object of Behavior global education units	4. A sample of Core Teachers using units with high global content will be interviewed by the project evaluator to determine the effectiveness of the unit and the adequacy of the unit evaluation plan.	
4. Time during the 1978-79 school year		2. Interview data will be summarized to obtain the professional judgment of the teachers in terms of the adequacy and the impact of the Global Education units.
5. Measurement (list ONLY ONE measurement) As indicated by Teaching Impact Assessment (TIA) forms which include a sample of student achievement. (See exhibit D). Additional Support data provided from interviews with a sample of teachers.		
6. Criterion for Success 70% of Core Teachers will implement a global unit.		**10.** Identify participants in the comparison group(s) you will use. Na

GE-4667
(Page, 23)

PRODUCT OBJECTIVE ANALYSIS

Project Goal To build a cooperative model among the school districts served by the [Dover] County Intermediate School District that will enhance the global knowledge and skills of participating school staff members and students.

Common Goal(s) of Michigan to Which Project Goal is Related

PRODUCT OBJECTIVE NUMBER 4.0	DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Students from one class for each of a sample of seven Core Teachers who implemented high global content units	**7.** 1. Core Teachers will develop post tests. 2. Project Coordinator will work with Individual Core Teachers regarding criteria for performance on unit work and unit post test.	**8. Data Collection Schedule (additional measures not listed in Box 5 should be shown here.)** Test documents, samples of student projects.will be collected by the teachers and sent to the Project Coordinator for forwarding to Project Evaluator.
2. Behavior will acquire	3. Students will participate in unit.	**9. Data Analysis** Evidence of student performance, including test data will be systematically reviewed by the Project Evaluator for a sample of units identified in the stratification process, objective 1.0. Evaluation results will be reviewed with reference to unit objectives and evaluation procedures assessed as to validity. See elaboration on page 5 of Evaluation Design (Part III, Work Plan of Evaluator Contract.
3. Object of Behavior global awareness and knowledge developed in specific units	4. Students will complete unit post test. 5. Teachers will submit results of post test along with samples of student work.	
4. Time during the 1978-79 school year		
5. Measurement (list ONLY ONE measurement) as measured by a sampling of results of teachers' unit post tests and student products.		
6. Criterion for Success At least 70% of the students will have achieved the success level expected by the teacher on 5 out of 7 units as indicated by post test and related student products.		**10. Identify participants in the comparison group(s) you will use.** NA

GS-4647
(Page 2 8)

PROCESS OBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	4.0

PROCESS OBJECTIVE NUMBER 4.1	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Core and Non-Core Teachers	**7.** 1. Project Coordinator and Community Resource Agent will plan preliminary scheduling of concepts to be addressed.	**8. Data Collection Schedule** Data forms will be completed by teachers after each in-service session.
2. Behavior will participate in in-service programs to	2. Project Coordinator creates programs or locates and secures speakers or programs to address concepts.	
	3. Project Coordinator and Community Resource Agent coordinate plan for maximum use of resource persons.	**9. Data Analysis** Data will be summarized for each teacher for each in-service session.
3. Object of Behavior gain awareness of, interest in, and commitment to Global Education	4. Participants will sign in at each session and complete WAF forms at end of each workshop.	
4. Time during the 1978-79 academic year	5. Evidence of implementation of Global Education will be collected from Core and Non-Core Teachers via interview. The role of the in-service sessions in this implementation will be probed.	
5. Measurement as measured by an end of Workshop Assessment Form (WAF). *		
6. Criterion for Success at least of 75% of those attending indicate positive scores of greater than 3.0 on a 5.0 scale in awareness, interest, and commitment.		**10. If a comparison group is used, please identify participants.** NA

*The WAF form is a modified version of the "Just Between Us" form.

GE-447
(Page 28)

PROCESS OBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	4.0

PROCESS OBJECTIVE NUMBER 4.2	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Project Coordinator and Project Evaluator Team	**7.** Various external measures will be explored during the year and the most appropriate tested on a pilot class or classes.	**8. Data Collection Schedule** Test data collected as needed before and or after Global Education instruction
2. Behavior Will demonstrate on a pilot basis at least one means of showing student awareness and knowledge of Global Education in the high Global Education stratum (objective 1.0)		**9. Data Analysis** Comparison scores generated with reference to criteria or norms as appropriate
3. Object of Behavior as a means of giving external validation to the project		
4. Time by June 1979		
5. Measurement The assessment instrument		
6. Criterion for Success An assessment procedure will identified for use.		**10. If a comparison group is used, please identify participants.** NA

PROCESS OBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	4.0		

PROCESS OBJECTIVE NUMBER 4.3	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN

1. Individual(s)
 	
Non Core (Infusion) Teachers
	7.
	
	1. Non-Core teachers will become aware of global concepts through:
	
	  a. global in-service sessions;
	  b. Core Teachers; or
	  c. Project Staff.
		8. Data Collection Schedule
		
		P.C. will submit names of Infusion Teachers to Project Evaluators

2. Behavior will describe the ways that		
	2. Project Staff will give advice or assistance where necessary to Infusion Teachers.	**9. Data Analysis** Results of interviews will be summarized for each question across teachers.
3. Object of Behavior global units or concepts were implemented in their classrooms.	3. Non-Core Teachers will infuse global concepts or units into their teaching activities. 4. Non-Core teachers who have infused global con-	Successfully implemented (Box 6 Criterion) means teacher will report a succuss level of at
4. Time by June 1979	cepts/units into their teaching will complete TIA form.	least a 3 on item 1 of section II of TIA.
5. Measurement as reported to Project Evaluators in an interview following a schedule of questions.		
6. Criterion for Success A minimum of 7 non-core teachers will report on ways in which Global Education was successfully implemented.		**10. If a comparison group is used, please identify participants.** NA

GE-4547
(Page 2.5)

PRODUCT OBJECTIVE ANALYSIS

Project Goal
To develop local community human and material resources to be utilized by participating staffs in the integration of global concepts into the curriculum.

Common Goal(s) of Michigan to Which Project Goal is Related	

PRODUCT OBJECTIVE NUMBER 5.0	DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Teachers teaching Global Education concepts	**7.** 1. Teachers will request materials from the Global Education Project or other school districts.	**8. Data Collection Schedule (additional measures not listed in Box 5 should be shown here.)** Summary of request forms and check out cards sent to evaluators by June 15, 1979.
2. Behavior will utilize	2. Project Secretary or Librarians will check out materials and keep "Global Education Resource Request Form".	Supplemental Data Collection: Minutes of end year librarians meeting will be submitted to evaluators by
	3. Materials will be transported through the facilities made available by	**9. Data Analysis** June 15, 1979.
3. Object of Behavior materials made available as a result of the Global Education Project	the Global Education Project "Resource Sharing Plan." 4. Community Resource Agent will collect request forms at end of school year.	Summary and evaluation of resource use will be completed by Community Resource Agent. Summary and Evaluation will be submitted to Project Evaluators.
4. Time during the 1978-79 school year	5. Project Staff and Librarians will evaluate the success of the "Resource Sharing Plan."	
5. Measurement (list ONLY ONE measurement) as measured by check out cards of materials loaned		
6. Criterion for Success a minimum of 100 cards will be collected. (Exhibit E).		**10. Identify participants in the comparison group(s) you will use.** NA

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PROCESS CBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	5.0	

PROCESS OBJECTIVE NUMBER 5.1	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Community Resource Agent	**7.** 1. Plan format of supplement(s) with Project Coordinator. 2. Consult selected libraries/media specialists regarding new holdings.	**8. Data Collection Schedule** 1. copy of supplement by 3/15/79. 2. newsletters as issued.
2. Behavior will update	3. Preview new commercial resources (Project Coordinator and Community Resource Agent).	**9. Data Analysis** Primary Analysis:
3. Object of Behavior a global education resource catalog of material resources in the area	4. Additional holdings at Global Education Office beyond January 30 will be included in global education newsletters. 5. Project Coordinator and Community Resource Agent will promote use of	A limited number of catalogs are in known locations. Community Resource Agent will document that all supplements have been added.
4. Time by February 28, 1979	global resources via supplement, newsletter and individual consultations.	Secondary Analysis: Review log for appropriateness (e.g. check supplement and newsletters for coordination with instructional goals.
5. Measurement as measured by existence of the supplement		
6. Criterion for Success in all catalogs		**10.** If a comparison group is used, please identify participants. NA

OE-587
(Page 28)

PROCESS OBJECTIVE ANALYSIS

Product Objective(s) to which Process Objective is Related	5.0

PROCESS OBJECTIVE NUMBER 5.2	DESCRIP. OF SUPPORTING ACTIVITIES	EVALUATION DESIGN
1. Individual(s) Community Resource Persons (CRPs)	**7.** 1. Community Resource Agent will invite Community Resource Persons to attend appropriate global in-service sessions (Product objective 3.0).	**8. Data Collection Schedule** Presentation Review Forms submitted to Community Resource Agent as completed. Submitted to evaluators by 5/30/79.
2. Behavior will deliver	2. Project Coordinator and Community Resource Agent will develop guidelines or suggestions for resource persons on making global oriented classroom presentations.	**9. Data Analysis** Summarize CRPRs.
3. Object of Behavior global oriented classroom presentations	3. Teachers will utilize community resource persons. 4. Teachers will indicate the use of people and the relative effectiveness of the presentations via a "Community Resource People" record.	Supplementary Analysis: Review Guidelines (2) for correlation with project goals.
4. Time during the 1978-79 academic year		
5. Measurement as measured by a Community Resource People record (CRPR). See exhibit F.		
6. Criterion for Success a minimum of 5 Community Resource Persons will make presentations		**10.** If a comparison group is used, please identify participants. NA

Community Resource Persons refers to people other than instructional staff in the teacher's own district.

APPENDIX ·D

GLOBAL FESTIVAL

Description: – The Global Festival is a culminating
activity of teachers and students involved in
the Global Education Project as well as other
interested teachers, community persons, service
organizations and industry. Students who have
produced materials as a result of a Global Ed-
ucation unit will display their projects at an
area wide "Global Festival! In addition to
student displays and performances, area indust-
ry and service organizations with international
ties will display their products and services.
Local community persons with cross-cultural ex-
periences will provide booths pertaining to their
particualr culture. In all, the "Global Festival"
is a co-operation between aspects of school and
community.

Goal: To provide school and community with
exposure to many facets of a global society.

Format: A central, large facility such as a
gymnasium for a two day display of booths, per-
formances and demonstrations – Suggested hours
9:00 am – 4:00 pm with one evening 7:00 pm –
9:00 pm. Open to the public and all area schools.

Pre-
Planning: Well in advance--promotional and in-
vitation flyers to area business, service or-
ganizations, community persons and teachers;
arrangements for facilities, promotional ar-
rangements, schedule of visits for area schools,
arrangements and floor plan for booths and dis-
plays, arrangements for take-down and clean-up.

Global Education Project
— [Dover] *County Intermediate School District* ——————
[Brewster], Michigan
Telephone

1980 GLOBAL FESTIVAL
INVITATION

WHO?   You and your class(es)

WHERE?   [Brewster]Catholic Central South Gym

WHEN?   May 1st   9:00 a.m.-4:00 p.m.
                           7:00 p.m.-9:00 p.m.
                May 2nd   9:00 a.m.-4:00 p.m.

WHY?   To foster greater global understanding in our communities

HOW?   By presenting an exhibit, performance, or demonstration of
                what your class has done dealing with:

                    - COUNTRIES OR CULTURES OF THE WORLD;
                    - GLOBAL ISSUES;
                    - OR HOW OUR LOCAL AREA IS LINKED TO THE
                        REST OF THE WORLD;

WHO ELSE?   Teachers, students, community people, area industries, and
                community groups are being invited to participate. Previous
                involvement with the Global Education Project is not necessary.

WHAT'S NEXT?   If you are interested in presenting an exhibit or performance
                by your students, please call us(collect)with your topic.

                We look forward to another enjoyable and educational festival.

                MORE INFORMATION TO COME.

Global Education Project

————(🌐)——[Dover] *County Intermediate School District* ————————

————, Street [Brewster], Michigan 49858

Telephone _____

April 28, 1980

Dear Teacher:

Your class has been scheduled to visit the Global Festival
on_____, May_____, from _____ until _____.
A bus providing you with round trip transportation will pick
you up at your school at _____. If it is impossible
for your class to visit the Festival at this time, please
call us immediately so we can try to rectify the situation.

Enclosed is some information which I hope will make your class
visit to the Global Festival more enjoyable and educational
for your students.

We will give your students a brief orientation when you arrive
at the Festival. Listed below are some suggestions for follow-
up activities you might like to use after your visit to reinforce
what your students have learned.

Suggestions for Festival Follow-up Activities

- Discuss ways in which Menominee is linked to the rest
  of the world
- Cite on the map some of the countries represented at
  the Festival
- Have students describe the one exhibit that stands
  out most in their mind (oral or written)
- Have students draw a picture of something or someone
  they saw at the Festival
- Have students write three "I learned" statements;
  read them aloud and discuss their accuracy
- Identify exhibits which deal with global issues;
  discuss why it is important to learn about problems
  facing this planet

Sincerely,

David Hultgren
Project Director

GLOBAL FESTIVAL

May, 1979

TOPIC	CLASS OR GRADE
Greece	-----
Where In The World Is Spring (Play)	Grade 4
Germany	Grade 2
Strategic Minerals	High School
Houses of the World	Grade 1
Mexico·	Spanish 9-12
Solar Home Architecture	Drafting 12
Indonesia	Grade 6
India	---
Spaceship Earth	Grade 4
France & Spain	Social Studies Grade 7
Global Materials Display	Library
Japanese Origami Demonstration	Grade 6
Alaska	---
Bolivian Painting Display	---
Indonesian Exhibit	AFS Student
Ecuador	AFS Returnee
Colombian Exhibit	---

TOPIC	CLASS OR GRADE
Sweden	---
African Games	Grade 3
France	AFS Student
Rotary Club	---
Foods	Food Co-Op
Book and Handicraft Display	House of the Risen Son
Display of Organization	Crop
Reading the story The Three Bears in various languages	Menominee Reading Council
Ukranian Egg Painting Display and Demonstration	---
Australia	Grade 1
Japan	AFS Student
Costa Rica	AFS Student
Regions of the World	Grade 4
Panama-A Cultural Exhibit	Grade 4
Local Businessess-Connections with Imports & Exports	Grade 5
Philippines-Bamboo Dance	Grade 5
Western Europe-Contemporary	Grade 6
Oceans	Grade 7
Puppet Show-Fairy Tales Around the World	Grade 7

TOPIC·	CLASS OR GRADE
Energy and Population Compared in 12 Countries	Grade 8
Scandaniva	---
Spanish Language Exhibit	Grades 1&2
Population	Grade 5
Turkey	AFS Student
Spices of the World	Home Ec.
Breads of the World	Home Ec.
Swing Around the World In Song	1,2,3,
Finland	Grade 3
Map Displays	M&M AFS Chapter&
	WILPF
	Men. County Historical Society
Leaders of the World	------
	Ansul
	Enstrom
Philippines	---
Magic Act	---
Spain	AFS Student

APPENDIX   E

Global Education Project
—[Dover] County Intermediate School District —

Begin.

1. When people say that the "world is getting smaller" they mean:

   A. It is shrinking
   B. Parts of our planet have gotten smaller
   C. It's easier to travel to all parts of the world
   D. Other planets are getting bigger

2. We depend on other countries for more and more of our:

   A. Wheat
   B. Oil
   C. Lumber
   D. Cotton

3. The United States depends on Latin America for:

   A. Television and radios
   B. Cars and trucks
   C. Corn and wheat
   D. Coffee and sugar

4. Which of the following is shared by all known culture groups?

   A. A structured language
   B. A written language
   C. A structured religion
   D. A prison system

5. The American people are:

   A. Linked to most other countries in the world through trade of resources
   B. Independent of most other countries except for oil imports
   C. Exporting large amounts of foods and getting very little in return
   D. Have never before had strong ties with foreign countries

6. One reason that groups of people around the world do things differently is that:

   A. They come from different cultures
   B. Their sleep patterns are different
   C. Their eating patterns are different
   D. Their entertainment and television patterns are different

7. People who live in the United States might speak:

   A. English
   B. Spanish
   C. Japanese
   D. Any of the above

8. About how many countries are there in the world?

   A. 25
   B. 1,543
   C. 180
   D. 56

9. The total of all of the knowledge and accomplishments of a people is called their:

   A. Physical environment
   B. Ethnic status
   C. Mores
   D. Culture

10. Which of the following have been influenced by other cultures?

    A. Our food
    B. Our language
    C. Our music
    D. All of the above

11. If a student in your class speaks a different language than you, you know that he or she is probably:

    A. From a different school
    B. From a different culture
    C. From a different city
    D. From a different nation

12. The languages spoken by most people in Latin America are:

    A. Japanese and Chinese
    B. German and Russian
    C. French and English
    D. Spanish and Portugese

13. Which is an Arab country?

    A. Egypt
    B. Mexico
    C. Israel
    D. India

14. Language communication among the Chinese people is made difficult primarily because:

   A. The one written language has many variations
   B. The most common spoken languages have many dialects
   C. There are many different written languages in use
   D. The Chinese alphabet has never been formalized

15. The people of England speak the same language as the people in:

   A. China
   B. France
   C. Russia/Soviet Union
   D. The United States

16. One half of the world's population is located in:

   A. Asia
   B. Europe
   C. Africa
   D. The United States

17. The exchange of products (like coal, oil or wheat) between countries is called:

   A. An alliance
   B. Trade
   C. A passport
   D. Taxes

18. An agreement between two countries might be called:

   A. Free trade
   B. Balance of of power
   C. Passport
   D. A treaty

19. Production quotas are most widely used in which of the following countries?

   A. Egypt
   B. Mexico
   C. The United States
   D. The Soviet Union

20. In which of the following countries do most regional governments have the most authority?

   A. The Soviet Union
   B. Great Britain
   C. The United States
   D. France

21. A very important problem in our world today is that:

   A. There are not enough cars
   B. There are not enough freeways
   C. There are too many people
   D. There are too many doctors

22. When two or more countries have the same size army and navy it is called:

   A. An alliance
   B. Free trade
   C. Disarmament
   D. Balance of Power

23. About how many people live in the world today?

   A. 350,000 to 600,000,000
   B. 601,000,000 to 2.4 Billion
   C. 2.5 Billion to 3.8 Billion
   D. More than 4 Billion

24. If we have disarmament, countries will give up:

   A. Money
   B. Food
   C. Guns and weapons
   D. Freedom

25. An alliance between countries is usually made:

   A. For defense
   B. For pure air to breathe
   C. To start a war
   D. By individual citizens of the countries

26. The world wide trend of movement of
people from rural areas to the city is
called:

A. Mobilization
B. Industrialization
C. Urbanization
D. Mechanization

27. If the people of an area were to build
a dam and to irrigate their land, this
would probably:

A. Not change the way they live and work
B. Change the way they live and work
C. Make them lazy
D. Cause their crops to die

28. Which of the following continents has
the most people per square mile?

A. Africa
B. Asia
C. Europe
D. South America

29. Since the second world war, the United
States has spent the most money for:

A. Transportation
B. Education
C. Space travel
D. Defense

30. The eastern boundary of France has
changed many times because of political
and cultural differences between France
and:

A. Italy
B. Germany
C. Switzerland
D. Spain

31. Even a small change in weather patterns
around the world could:

A. Affect the world supply of food
B. Be accompanied by great political
change
C. Be of significant military importance
D. All of the above

32. The United Nations:

A. Discusses world problems
B. Controls international trade
C. Governs all people on our planet
D. Is part of America's government

33. The United Nations has:

A. Only the most powerful countries
as members
B. Most of the countries of the world
as members
C. Existed for fifty years
D. Been destroyed by fire

34. Which of the following has been most
responsible for the great increase in the
world's population over the last fifty
years?

A. An increase in birth rate
B. A decrease in the number of natural
births
C. A decrease in the death rate
D. A decrease in the number of births

35. Which of the following activities has the
United Nations organization undertaken?

I. The imposition of customs and duties
II. The giving of assistance to under-
developed nations
III. Giving of passports to tourists
IV. Keeping peace in trouble-
spots in the world
V. The imposition of taxes on individuals
in the United States

A. I and II only
B. I and IV only
C. II and IV only
D. III and V only

GO ON TO NEXT PAGE

GLOBAL VIEWS AND VALUES. The following items ask your feeling or attitude. There are no correct or incorrect answers. Mark your answers as follows: [A] Agree Strongly, [B] Generally Agree, [C] Don't Know or No Feeling, [D] Generally Disagree, [E] Strongly Disagree

36. Helping other countries is a waste of money.

37. We in the United States can learn much from the people of other countries and cultures.

38. Air and water pollutants from other countries could influence people in Michigan and Wisconsin.

39. Many people in Michigan and Wisconsin work at jobs where some of the products are sold overseas.

40. People from foreign countries should be stopped from living in the United States.

41. Many of our local businesses and industries buy, sell and trade with foreign companies.

42. We depend on foreign countries for some important minerals.

43. Several years of major crop failures in China would probably have little effect on the United States.

44. A world view is better than looking only at our home-state and country.

45. Loyalty to the United States is weakened by learning about other nations and other people.

46. Schools should teach more about world issues and affairs.

47. It is becoming more important for Americans to know at least one foreign language.

48. Almost total independence from world trade would make the United States a stronger nation.

49. All educated people in other countries speak English as their first and most important language.

50. Israel is the strongest member of the Arab oil producing economic countries.

51. The greatest danger to American government or way of life comes from foreign ideas and countries.

52. People in most foreign countries do not believe in God.

53. Contact with foreign people and ideas is a good way to improve our education.

54. Most of my teachers know very little about international problems.

55. It's not really important for me to learn about economic problems and systems of other countries.

        STOP

Check your answer sheet.

APPENDIX   F

PROJECT IMPACT
1977-1980
SUMMARY STATISTICS

. 45 Menominee County teachers have received formal training
from the Project.   (Core Teachers)

. A total of 49 teachers have utilized global oriented
Community Resource Persons identified by the Project.

. In all, 115 Menominee County teachers have had some
contact with the Project.

Core Teacher Retention Figures 1977-80

	No. of original Core Teachers	No. who left District
1977-78	27	8
1978-79 an additional	11	0
1979-80 an additional	7	0
TOTAL	45	8

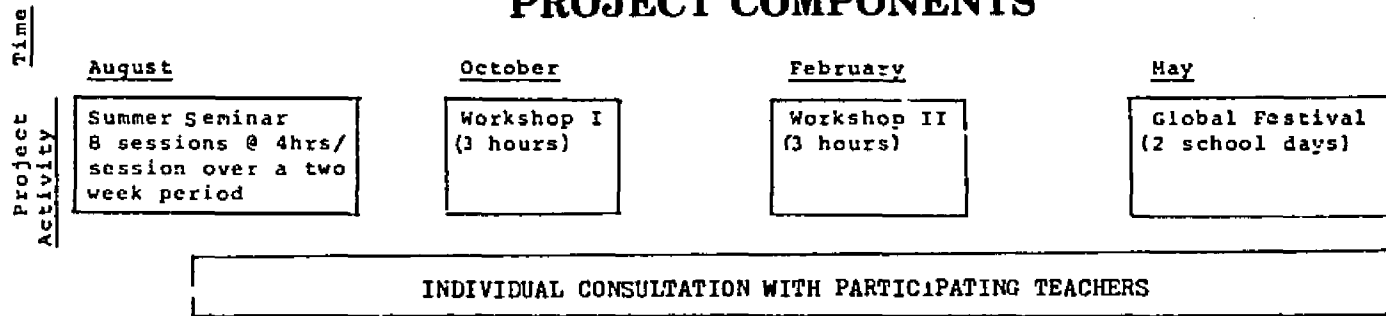|	No. who dropped out of program	No. who continued and have contact with Project
1977-78	2	17
1978-79 an additional	0	11
1979-80 an additional	0	7
TOTAL	2	35

Global Education Project

[Dover] County Intermediate School District

_____ Street [Brewster] Michigan 49858

Telephone _____

A training and resource utilization program designed to encourage the professional development of teachers and foster the teaching of global perspectives in the elementary and secondary classroom .

PROJECT COMPONENTS

Time

Project Activity

August	October	February	May
Summer Seminar 8 sessions @ 4hrs/ session over a two week period	Workshop I (3 hours)	Workshop II (3 hours)	Global Festival (2 school days)

INDIVIDUAL CONSULTATION WITH PARTICIPATING TEACHERS

Purpose

Seminar	Workshop I	Consultation	Workshop II	Festival
. Core Teacher Training . Unit Development . Community Resource Identification	. Awareness for new teachers . Reinforcement and additional ideas for Core Teachers . Materials Display	. Unit Support . Identification of teaching materials . Data Collection . Coordination of teacher efforts . Additional Support Services	. Knowledge . Teaching Strategies . Reinforce teacher com- mitment	. Demonstration of global projects produced during the year . Awareness for students, other teachers, and . Awareness for students, other teachers, and community . Information and teaching strategies . Exposure for Community Resource People

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GAINING SUPPORT OF SCHOOL

1. Attend adiminstrators' meetings to seek their support

2. Contact key people as identified by building administration

3. Send Project Brochures to all teachers and administrators

4. Conduct a Question and Answer Session with staff to discuss proposed project and teacher time committment

5. Invite <u>volunteer</u> teachers to work with the project

6. Maintain communication with teachers and administrators throughout the project

GAINING SUPPORT

OF COMMUNITY

PERSONS, PLACES, AND GROUPS: LOCATING COMMUNITY RESOURCES FOR CLASSROOM USE

1. Look through the local community news for write-ups of persons who have cross-cultural experiences.

2. Look in the phone book for restaurants, boutiques, etc. which might have an owner who has international experience.

3. Ask your Chamber of Commerce, Rotary Club, Lions Club, and other service organizations for names of persons.

4. Call local ministers and ask them to place a notice in their church bulletin and ask if they have any visiting missionaries scheduled to speak.

5. Place a notice in the newspaper requesting persons with cross-cultural ties.

6. Ask public utilities if they have a Consultant who will do classroom presentations, especially in the areas of energy and conservation.

7. Contact your local foreign student exchange service (AFS, YFU, etc.) for names of students visiting in the area. Also contact service organizations such as Rotary for names of students visiting under their program.

8. Contact local universities for a directory of their outreach services.

GLOBAL   EDUCATION   PROJECT

1979

Community Resource People

NAME OF INSTITUTION (If applicable)   NAME OF PERSON

_____   _____

Address _____   Address _____

City _____ Zip _____   City _____ Zip _____

Telephone _____   Telephone _____

AVAILABLE SERVICES   DESCRIPTION OF SERVICE

Printed Material   _____

Films   _____

Field Trips   _____

Personal Presentations   _____

Other _____

_____

_____

INFORMATION

1. Topic _____

2. Advance notice you require _____

3. Transportation arrangements _____

4. Equipment needed _____

5. What audience do you prefer?

    5-8   year olds ___
    9-12   year olds ___   May we include your name in our
    12-13   year olds ___   resource directory?
    Adults   ___
    Others   ___   Yes _____   No _____

6. What time do you prefer? _____

                              Sign _____

Any additional <u>comments</u>

would be appreciated!

JUST

BETWEEN

US

Global Education Project
[Dover] County Intermediate School District

338

☺

COMMUNITY

RESOURCE

PEOPLE

For

the

GLOBAL

EDUCATION

PROJECT

Your Name

_____

School

_____

Name of Community Resource
Person

_____

Address

_____

_____

Spoke To:

_____

on (date)

_____

at _____ School

The speaker presentation: (✓)

_____ lecture

_____ slides, pictures or film
       (please specify)

_____ realia (artifacts)

_____ other (please specify)

CAN YOU TELL US?

1. How did you find out
   about this speaker?

2. How was transportation
   arranged?

3. Was this presentation in
   conjunction with a teach-
   ing unit?

4. Would you like to have
   this person come again?

ADDITIONAL WORKSHOPS

- Global Teaching Methods and Materials

- World Geography Refresher and the Teaching of Map and Globe Skills

- Teaching for Cultural Understanding

- Teaching About Global Interdependence: A Basic Fact of Modern Life

- The World in Development

- Country Close-Up: Indonesia

- Area Survey: Southeast Asia

- Mind Stretching: Developing Student Thinking Skills

- Bulletin Board and Art Ideas for the Global Classroom

- World Population Activities

- Global Perspectives On Energy

Global Education Project

—[*Dover*]   *County Intermediate School District* —
_____Street   [*Brewster*], Michigan 49858
Telephone _____
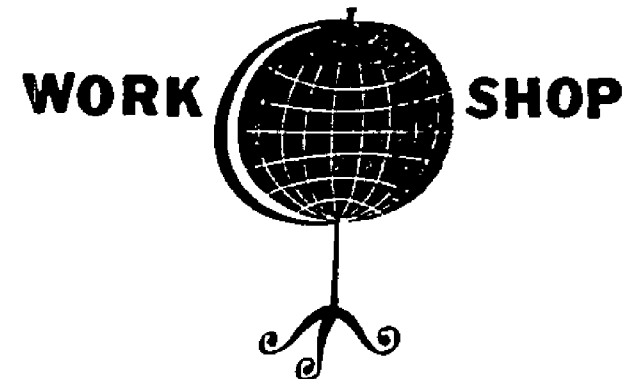
WORK **SHOP**

DESCRIPTIONS

I. GLOBAL TEACHING METHODS AND MATERIALS

An introduction to global perspectives in education, this workshop utilizes a "shotgun" approach to deal with a rationale and methods of approaching teaching with a global perspective in various subject areas and grade levels. Materials will be demonstrated and resources will be recommended. Sample teaching units and a checklist of global teaching strategies, will be available as handouts to participants.

This workshop is most effective when presented to groups of grade levels such as K-6, 7-8, or 9-12 rather than to an entire K-12 group. It could thus be billed as Global Perspectives in the Elementary Classroom, etc.

II. WORLD GEOGRAPHY REFRESHER AND THE TEACHING OF MAP AND GLOBE SKILLS

By presenting current information and suggesting teaching strategies, this workshop is designed to help upper elementary and secondary teachers brush up on their world geography knowledge and teaching. The workshop will clarify certain geography terms and recent changes in country names as well as discuss activities appropriate for various grades and common problems in teaching geography and map skills. A continent by continent overview of the globe and of the perspective of the mapmaker will also be discussed. Handouts will be available and inexpensive teaching materials will be demonstrated. This workshop would be valuable to teachers directly teaching geography and to those who are simply looking for way to reinforce students' geography skills.

XI. GLOBAL PERSPECTIVES ON ENERGY

As we all know, worldwide prices for energy are sky-rocketing. This workshop attempts to make the global energy situation more manageable for classroom presentation and discussion. Activities and materials will be demonstrated for approaching various aspects of our energy dilemma in upper elementary and secondary classrooms. Topics to be addressed include a historical overview, geometric growth, conservation, alternative energy sources, and possible scenarios for the future. Handouts will be available.

IX. BULLETIN BOARD AND ART IDEAS FOR THE GLOBAL CLASSROOM (A MAKE AND TAKE WORKSHOP)

The old adage "A picture is worth a thousand words" best describes the theme of this workshop. Bulletin boards and art activities can be used on their own or to reinforce and expand on other classroom learnings. During this workshop a variety of ideas will be presented for helping students develop a more global perspective. Teachers will then have a good deal of time to make a bulletin board or other global art project for display in their classroom. Materials will be provided. A booklet entitled "Bulletin Boards for the Global Classroom" will also be given to each participant. Come, participate, enjoy and walk away with something to brighten up your classroom.

X. WORLD POPULATION ACTIVITIES

At present growth rates, the earth's population will double in the next thirty-five years. The educational implicaton of this and other population related notions are the focus of this workshop. Designed to help teachers integrate world population activities in upper elementary through high school classes, this workshop will include chart, graph, simulation, math and written activities for use with students. Topics to be discussed include present population distribution, a historical overview, doubling time, other quality of life indicators as well as the social implications of population growth. Recommended materials will be demonstrated. A teaching unit entitled "Population: The People Problem" will be distributed.

III. TEACHING FOR CULTURAL UNDERSTANDING

Beginning with basic notions of perception, this workshop takes teachers through a series of slides and perceptual exercises demonstrating different ways of "seeing" things. This concept is then applied to culture with examples of both perception and misperception. The workshop includes discussion of stereotypes, prejudice and ethnocentrism and ways of developing an understanding of our own and other cultures. Throughout the workshop, a variety of elementary and secondary classroom materials and practical teaching activities are demonstrated and discussed with handouts being available. Both light and serious the activities included in this workshop have been well received by teachers, students and community groups.

IV. TEACHING ABOUT GLOBAL INTERDEPENDENCE: A BASIC FACT OF MODERN LIFE

For better or worse, our world is becoming increasingly interdependent. As educators we must acknowledge the fact of global interdependence and help students to understand ways in which they themselves are linked to the rest of the world. This workshop will demonstrate various classroom activities which address this concept from early elementary through secondary grades in a variety of subject areas (depending on the make-up of the group). Since the concept of global interdependence is probably the most basic in approaching teaching from a global perspective various teaching units will be available as handouts.

THE WORLD IN DEVELOPMENT

This workshop will explore some of the existing conditions in developed and developing nations. Development terminology which is often heard but seldom defined will be clarified (First World, underdeveloped, average life expectancy, etc.). Maps, charts, quality of life indicators, discussion and a short slide/music presentation will be used to address certain development information, issues and problems facing both developed and less developed nations. Educational materials concerned with the topic will be displayed and discussed. The Food Game, a simple world food simulation will be played if time permits. This workshop would be of general interest to all teachers wanting to broaden their own understanding of World Development. Teaching materials and suggested activities would be most applicable to the upper elementary and secondary levels. Handouts will be available.

VI. **COUNTRY CLOSEUP: INDONESIA**

An abundance of slides, music, and a media kit highlight this workshop. Using this developing country as an example, a format for studying cultures will be presented. Various aspects of Indonesian life will be discussed including rice agriculture, language, schooling, and artforms such as batik and wood carving. Student size outline maps and a teaching unit entitled "Teaching About the Universals of Culture: An Indonesian Example" will be given to each participant. A bias toward professional growth through foreign travel will be evident and ways of going about this will also be discussed. Enjoyable, light yet educational and useful.

VII. **AREA SURVEY: SOUTHEAST ASIA**

Utilizing a variety of materials and information gathered from living and visiting in Southeast Asia, this workshop will provide general background information on this area and its historical and current interdependence with the rest of the world. Thailand, Malaysia, Singapore and Indonesia will be highlighted. This workshop would be most directly useful for those teachers called upon to teach social studies (upper elementary through high school) but may be of general interest for others. As well as providing information, teaching ideas, and recommended resources this workshop will also demonstrate ways for teachers to integrate their own travel experiences and collected materials into their classroom teaching.

VIII. **MIND STRETCHING: DEVELOPING STUDENT THINKING SKILLS**

Helping students to develop their ability to think has always been a priority for teachers. As issues facing our planet become increasingly complex and effects of mass media more profound, it is more important than ever that students develop their abilities to think critically, weigh evidence, and make independent decisions and judgments. This workshop is designed to review levels of thinking, encourage the development of higher order thinking skills, and demonstrate resources and teaching ideas to do so.

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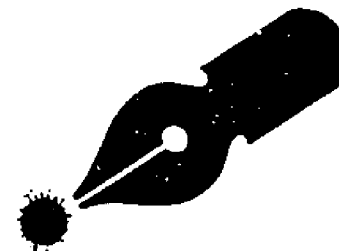
CORE TEACHER CONSULTATION

Name _____

Home Address _____

Home Phone: _____

Total Number of Students _____

Name of School Building _____

Grade Level: _____ and Subject: _____

Scheduled - Work Day

Time Beginning	Pre Period or Recess	Lunch	Ending
_____	_____	_____	_____

- Teach Unit - Title _____

- Use of Resource Speakers in the Classroom

- Attend any evening guest lecture sessions

- participate in Global Festival

- Attend Global Festival with students

- Use Global materials available at Global Education Office

- Have [Project Staff] work with students and teacher in demonstration unit

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