Making a Case for Global Education: Revisiting Pre-Service Teacher Lesson Planning Methods

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Abstract: Globalization has tightened the bonds of interconnectedness and interdependence among nation-states. Students are destined for careers that are profoundly international in nature. They need to develop global literacy aided by a global education. This paper mandates the need for global education as part of the pre-service teacher-training programs.

"Globalization, simply put, denotes the expanding scale, growing magnitude, speeding up and deepening impact of transcontinental flows and patterns of social interaction" (Held & Mcgrew, 2002, p. 1). Even in its simplistic connotation, "globalization engenders complexity" (Suarez-Orozco & Qin-Hilliard, 2004, p. 5). It subsumes three crucial areas of the marketplace: (a) the economic world (Dunning, 2002) accelerated and dominated by modern technologies of transport and communication; (b) cultural globalization (Appadurai, 1996), which is a direct result of the media blitz causing the disappearance of local customs, norms and lifestyles (Huntington, 1996); and (c) the geopolitical side of globalization (Friedman, 2006) caused by the breaking down of nation-states (Wallerstein, 1979) and their interdependence (Kerr, 1979) together with the fluidity of national boundaries.

It was imperative to include globalization as the springboard for this paper because education for the future is so inextricably connected to the relentless advance of globalization and its repercussions. The late Ron Mofatt (2007), president of the National Association for Foreign Student Advisers (NAFSA) had this to say: "Competencies once considered essential for productive professions within a regional or national economy are no longer the coin of the realm in a market place without borders" (para. 1). He added, "Global systems generate global issues that can only be addressed with global competencies" (para. 1), and global competencies can only be achieved through global education.

Making a Case for Global Education

Many scholars have attempted to define *global education* (Case, 1993; Hanvey, 1982; Merryfield, 1998). There are a few issues that are central to all of the definitions, namely - interconnectedness and interdependence, multiculturalism, and sustainable development. All educators seemed to follow a "*borrow and add* approach in developing the definitions" (Gaudelli, 2003, p. 6).

"Preparing global-ready students requires schools to rethink their mission, priorities and objectives…[which should include] students developing perspectives and skills to mitigate the growing cascade of challenges resulting from globalization's ubiquitous reach" were Mofatt's words while chairing a NAFSA meeting in 2007 (para.1). This statement is related to an essential question that educators, researchers, and policymakers face today: What do students have to learn that will facilitate their entry into a geocultural and geopolitical world? Is it understood that they will share global citizenship with the global workforce because "seismic demographic changes are transforming the workforce across the world?" (Hewitt Associates Survey, 2004, p. 5). Because of these changing demographics in the population, it is expected that this country will need a larger portion of them skilled in the critical areas of job vacancies,

and be able to adapt to an evolving economy. Global education will enable students to stay competitive and become lifelong learners as they fulfill these futuristic roles. Several educators have reiterated the same prudence and have validated it with empirical evidence as indicated in this paper.

Students must be cognizant that they live in an interconnected world and learn to respect diversity (Hendrix, 1998). It is almost a moral and ethical responsibility. In fact, this process of training students to participate in a multicultural society should become a matter of conscience. The analysis of the texts of state Social Studies standards in 2009 demonstrated that the standards of only 15 states contain the term *globalization* (Rapoport, 2009). It is important for administrators, policy makers, and teachers to realize that, "to educate from the global perspective is to solidify the transcultural human forces that live within people" (Guillory & Guillory, 1989, p. 58), and that, "the scope of the global education curriculum must be determined by the philosophy of an evolving world, and analysis of the current realities in which students live" (Hendrix, 1998, p. 307). Global educators, who advocate global education and global citizenship (Case, 1993; Kniep, 1986), argue that all of these concepts must be woven into the curriculum from an interdisciplinary point of view.

In retrospect, most global teachers in the early 1990s looked at social studies as the vehicle to develop the main tenets of global education. In her dissertation abstract, Thuermer (1993) quantified that information. One research question stands out: (e) How can students be prepared through the social studies to be ready for the future?" (Thuermer, 1993, p. 1). She drew the conclusion that it is of greater importance to discuss the kinds of attitudes the social studies curriculum can develop in students, and its link to their preparation for the future workforce. Her research indicated that global education could provide students with the tools to begin to engage in a new kind of cognition, helping them take patterns of history that were in the past and apply them to patterns of the present to be able to predict the blueprints for the future. This is imperative today when global issues imperil our collective future (Thuermer, 1993). This argument was *lost* when accountability appeared on the horizon.

It is worthy to note, nevertheless, that there is a gradual resurgence of global thinking since the beginning of the 21st century (Fujikane, 2003). It is the realization that we live in in an interrelated world, and the United States to maintain its status quo as a leader in economic dominance in the world, must enact change in education. According to Fujikane (2003), Japan and the United Kingdom identified three reasons for this shift in worldviews, which should relate to the revised educational imperatives in the United States. He emphasized a strong focus on: (a) the intensity of interdependence in all aspects of human life; (b) Falk's discussion on global citizenship (as cited in Steenbergen, 1994) "based on social responsibility, solidarity, a feeling for equity, and for nature" (p.7), and (c) "the growing moral sense of 'oneness' transcending national borders" (Fujikane, 2003, p. 143). In this context, the instruction in schools is flawed.

Wing-Wah (2004) shares similar ideas in her study. For her, the world has witnessed three important international trends in the past two decades: (a) an increase in the number of democratic states, (b) economic globalization, and (c) educational reforms in light of the challenges of the new millennium. Her research into educational reform due to globalization indicated there were few studies that considered a combination of the three trends. Therefore, her study sought to address this in the educational policy in Hong Kong and Taiwan. She observed the inadequacy of their educational systems to prepare students for the new millennium. However, she observed how their respective governments accommodated global

imperatives in future education and curriculum reforms, especially in the learning of English, and information and communication technology (ICT) introduced as transnational skills.

The brisk pace of globalization over the past 20 years has produced a whole new world, driven by profound technological changes described by Friedman (2005) in *The World Is Flat*, and the economic explosion of third world countries like China, and India with the accelerating pace of innovations. Yet, somewhat ironically, educational discourse has remained placid, framed by issues and standards set decades before the widespread use of the personal computer, the Internet, and free trade agreements (Fullan, 2001). Isolation is no longer an option educationally or economically. Other countries such as China, Russia, India, South Africa, Chile, and Brazil are "making fundamental reforms in response to changed political conditions and demographic shifts and in order to prepare their students to be successful in the knowledge-intensive, high-tech, and globalized economy" (Stewart & Kagan, 2005, p. 241). Global educational discourse in this country should be about the knowledge economy, lifelong learning, and the global society.

Finally, it seems that the United States has realized the grim situation our students are in when exposed to a competitive environment and has adopted national learning standards, the Common Core State Standards (CCSS). They are internationally benchmarked so that all students are prepared to succeed in the global economy and society. It must be noted that 87% (Howald, 2013) of the students will be subjected to learning within the framework of the CCSS, and Florida has adopted CCSS. Currently, it is being used as a reference base in pre-service teacher-training programs. However, what is being argued in this paper is the aggressive inclusion and practical application of not only the CCSS in the educational process of student-teacher programs, but also what other educators have advocated as global education or teaching from a global perspective. In a strange coincidence, both the CCSS and global education are complementary.

Re-Visiting Pre-Service Teacher Training Programs

The guiding question for this paper is first, how can pre-service teacher-educators help their pre-service teacher-students develop a global perspective? Second, how can the teaching methods be improved to include the techniques, procedures, and skills to facilitate the inclusion of global education in their lesson plans? A key step in addressing the first question is to identify that all teacher-training instructors understand their own level of global literacy. It should include – *Communication* skills, Curiosity about other cultures, *Citizenship* - understand global responsibility, *Community* participation, and *Careers* - become lifelong-learners (Wisconsin Department of Public Instruction, 2006). Although it may not be a *qualifying* criterion for the teacher-training instructor, it should be considered important and an advantage. To encourage this protocol, there are two obvious solutions: one is a policy adopted by the teacher-training colleges to mandate some prior exposure to global education, and the other is professional development. The current mindset that global perspectives should be relegated to educators or teachers of Social Studies or the Social Sciences is a misconception. Today global education is interdisciplinary and should be considered a measure of expertise all for instructors and teachers of pedagogy.

It is under the assumption that teacher-educators will harness the opportunity of enhancing their own personal global literacy, that the response to the second question is discussed. For pre-service teachers, the current curriculum does include one or two courses that address some components of global education such as diverse cultures in classrooms, and doing

community work through Service-Learning. However, it remains confined exclusively to those courses. The actual dissemination and application of those components of global education learned in those courses, both in the teacher-training programs and in the development of lesson plans, remains ambiguous.

The pre-service teachers' pedagogy should include the main precepts of global education, and if we are remiss in teaching this to the student-teachers in the teaching educational programs, then we are delinquent in this particular area of curricular instruction. Dantas (2007) and Jerome (2007) concur that there seems to be this missing paradigm in the pedagogical presentation of instructional and content strategies for pre-service teachers. And there is this central question of how do we transform these pre-service teachers, into becoming more versatile and well-grounded in global education. How do we develop in them an awareness of the difference in just content delivery, and/or teaching for global competency with a global perspective? These professional skills that can transform a teacher from mediocrity to proficiency if they use Hanvey's Dimensions in their lesson planning.

Practical Applications of Hanvey's Five Dimensions

This begs the question: what are the most important tenets of global education that can be easily incorporated into lesson planning for pre-service teachers? Hanvey (2004) argued that education for a global perspective enhances the individual's ability to understand his or her condition in the community and the world, and improves the ability to make effective judgments (introduction). In 1982 he gave us the five dimensions needed to acquire a global perspective.

Perspective Consciousness, the first one, in its simplest connotation suggests that each individual views the world through his/her own lens. Therefore, no views are duplicated, and that they are inherently different and should be respected. Students ought to learn about the diversity in perspectives among the world's cultures. As an example, they might learn that democracy, and citizen rights and responsibilities, have different meanings in varied democratic cultures (Hahn, 1998). It is about getting teachers and students to understand we live in an interconnected world, and all people who live in a free world are entitled to their opinion, and those viewpoints should be acknowledged.

A practical application for Social Studies includes psychology, political science, economics, geography, history, and civics. Any social, political, or economical issue can be introduced or discussed with a global perspective. Sometimes, just the headlines from the daily newspaper can provide adequate content to focus on different viewpoints—for example, the recent incident about a young girl who was shot over women's right to education in Pakistan. These are some of the haunting questions from the headlines of that day – women's right to education, cultural differences with religious implications, economic repercussions, and a few more. A teacher could introduce the topic with a video to engage the students in a discussion about the validity of the action taken, or freedom of speech, or women's education in Pakistan while comparing it to our own. Tolerance, understanding, and appreciation of multiple perspectives provide an insight into the complexity of human behavior, and must be treated with deference. Cumulatively, they are the cornerstone of a global perspective. The students should learn they can be critical but remain respectful at the same time.

The **'s**tate of the planet' awareness dimension entails teaching our students about the limited natural resources we have and the conservation of those reserves. It must be stated that many schools observe recycling, and maintenance of current natural resources, although sometimes it is done in a desultory manner. The legitimate concern should be: Is there a *real*

awareness of the depletion of our natural resources? Are all teachers delineating the dire need of not leaving carbon footprints as part of their objectives in a science, a social studies, a language arts, or even a math lesson?

A practical application of the second dimension for science could be the felling of trees in parts of Southeast Asia and the Amazon as an example of soil erosion. It can be done even in a math class with numeracy, namely the effect of deforestation on climate, population, crops, and economy. Is it worth it – a self-reflection poised for critical thinking? Visual effects and technology can be used most effectively to generate a conversation about the ecological state of the earth. It can be done almost effortlessly by linking a science class to climate change, and/or disease. The twin words, sustainable development, can be introduced in a Language Arts lesson as part of a descriptive essay on the changing habitat of the polar bear in the arctic region. This dimension can even be taught in political science where certain governments choose to ignore *their* carbon footprints in lieu of economic development. It is about learning to adopt sustainable lifestyles that could determine the future of our planet (Orr, 2004).

Cross-Cultural Awareness is the third dimension, and Dantas (2007) explains it best when he argues, "Teacher preparation, professional development, and teacher effectiveness when working with a culturally, linguistically and/or socioeconomic diverse student population require exploration of cultural issues, deficit beliefs and a broader definition of literacy" (p. 91). Teachers should help students develop an appreciation for diverse perspectives and the historical context of the cultures of the world. Cross-cultural awareness should include cultural differences resulting from religion, nationality, ethnicity, race, gender, age, education, socio-economic status, and language. On a wider scope, it embraces global citizenship as is indicated by Appiah (2006) who argues that "no local loyalty can ever justify forgetting that each human being has responsibilities to every other" (p. xvi).

A practical application for Language Arts, or Social Studies can be a discussion on the subtle nuances of cultural differences which can be sensitive, and therefore, teachers are afraid to address these issues. Having empathy is a psychosocial behavior that is difficult to attain especially for people from distant lands. Therefore, this should have its roots in the classroom and the local community. However, using technology to effectively introduce and discuss cross-cultural awareness is a feasible option. The introduction of YouTube videos to demonstrate abuse of culturally different students, or gender differences, race and ethnic issues are easier to explain and deliberate. Students today tend to identify more with technology, and therefore this media makes the topic more amenable for reflection.

Global Dynamics, the fourth dimension, is the reality that the world is so interconnected and interdependent through trade, economics, and technology, with centrifugal and centripetal forces working relentlessly to create a harmony within a chaos, that students need to be cognizant of this World System as Wallerstein (1979) called it. The students have embraced the social media; therefore it should be used constructively to demonstrate this synergy (Moffatt, 2007). A key word in understanding global dynamics is *change*. It is *change* happening on the social, economic, and political levels that necessitates adjustment and adaptation to the environment.

A practical application for STEM (Science, Technology, Engineering, and Math) would entail that both pre-service teachers and in-service teachers must be prepared to find new ways in making digital literacy the underpinnings for the perception of this mosaic world. Students must understand the concept of *change* associated with the complexities of this global society in

a more intelligible way. Identifying Math as a "numerical value" places it in a different global, social, and economic context - for example, the fluctuating pricing of fossil fuel and the resultant changes in economies, or the scientific application of global warming causing climate change, and affecting the flora and fauna. With the availability of technology in some classrooms across the United States, pre-service teachers and in-service teachers need to avail themselves of this advantage to promote investigative problem-solving, always asking *provocative* questions with a world-view.

Awareness of Human Choices is the last dimension which involves the problems of choices confronting individual, nations and the human species at large. This dimension dictates the repercussions of good and bad choices, and being selective in the choices we make. Children should understand they make choices from the moment they wake up until nightfall. These choices are sometimes perfunctory as what clothing to wear, while others can be more crucial involving other human beings, and have more afflictive consequences. The students must be helped to develop the acumen of making good choices – choices that validate their own principles and philosophies of life.

This dimension can be incorporated in any subject and in any grade. Discussions within lessons should provide for viable debates on social justice, empathy, tolerance, and instilling the desire for peace and equity. Included in this dimension are choices made relevant to the Universal Declaration of Human Rights (UDHR). Any article from the UDHR could be used to underscore a social, political, economic, educational, or sustenance issue within an interdisciplinary curriculum. It would involve making appropriate choices and commitment to take relevant, responsible and effective actions on science and technology-related content, and matters of social, economic, environmental, and moral/ethical concern (Hodson, 2011). The teacher can use questions, discussions, and research to help and substantiate choices students learn to make, which should be grounded in factual data tempered with truth, understanding, and sensibility. This dimension dovetails into the teaching strategy that has gained much momentum namely critical thinking.

Conclusion

The challenges in pre-service teacher preparation are myriad as they develop a certain level of teaching competence migrating from pre-service to novice teachers. While subscribing to teaching strategies to include Standards, Learning Outcomes and Competencies along with content knowledge, they must also be prepared to effectively handle a "variety of multicultural, multilinguistics, and multiability needs" (Young, Grant, Montbriand, & Therriault, 2001, p. 1). Darling (2006) elaborated on a teacher of the 21st century who should know the cultural biography of their students, be analytical in selection of issues, creative in presentation of content, and practical in its application.

The techniques prescribed in this paper are simplistic. They are not meant to hamper the main lesson plan, but instead they are meant to accentuate the content. It is about developing the skill to incorporate a global perspective into the lessons. Any subject in the core or elective curriculum can be used effectively to inculcate a global perspective because global education is interdisciplinary. It is also imperative that pre-service teachers be given time and practice to apply this global pedagogy in the instructional process with supervisory guidance. Education practitioners, even those who are genuinely committed to teaching from a global perspective, need candid pedagogical guidance to justify their initial interest in including global education. "With the integration of a global perspective in curriculum and instruction, ethnocentric and

nation-specific teaching are transformed to focus on all people, regardless of age, class, disability, ethnicity, gender, sexual orientation, race and location" (Kirkwood, 2001, p. 11). Students should be able to perceive how intertwined their lives with others, and "develop ethical positions about global issues that are informed, thoughtful, and nuanced" (Nair, Norman, Tucker, & Burkert, 2011, p. 60) while engaging in socially responsible behavior.

<div align="center">References</div>

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