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# The effects of a social studies teacher training program, emphasizing global education, on the teaching behaviors of secondary level preservice teachers

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The Effects of a Social Studies Teacher Training Program  
Emphasizing Global Education on the Teaching  
Behaviors of Secondary Level Preservice Teachers

Barbara C. Cruz  
Florida International University  
College of Education  
Fall, 1990

This study investigates the effects that enrollment in a year's social studies teacher training program emphasizing global education has on preservice social studies teachers' teaching behaviors.

A qualitative research effort supported by quantitative approaches was employed. A researcher-made questionnaire, the Social Studies Internship Inventory (SSII), was utilized along with classroom observations by a participant-observer.

Subjects taking the SSII included all student teachers completing their internships in secondary social studies education during the 1988-1989 academic year. For the observational portion of this study, six subjects were selected from among the aforementioned group. Their student teaching placements were in a mixture of urban, suburban, and inner-city schools at both the junior and senior high school levels.

Findings include:

- much of global education relies on the ability of the teacher to recognize a "critical teaching moment";
- a curriculum that emphasizes a global perspective may depend more on the teacher than other curriculums;
- daily newspaper reading increased significantly between the beginning of the academic year and the end of the internship;
- a reversal occurred in the popularity of the television and newspaper as the main source of information over the course of the academic year (television news was watched more at the beginning; newspapers consulted more by the end);
- at the beginning of the study, 20% of the future teachers belonged to a professional organization; by the end of the program, 96% had memberships;
- though both the discrete and infusion approaches to global perspectives in education have their respective merits, a blending of the two was most effective;
- the role of the cooperating teacher seems to be crucial in imparting global perspectives to the student teacher;

- the university supervisor, who was trained in global perspectives, had an effect on the interns' teaching;
- an unexpected finding was the great amount of student-talk observed;
- teachers who were most successful in teaching from a global perspective emphasized critical thinking skills and civic responsibility.

The Effects of a Social Studies Teacher Training Program  
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Behaviors of Secondary Level Preservice Teachers

by

Barbara C. Cruz

A dissertation submitted in partial fulfillment of the  
requirements for the degree of

DOCTOR OF EDUCATION

in

CURRICULUM AND INSTRUCTION

at

FLORIDA INTERNATIONAL UNIVERSITY

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Fall, 1990

To Professors Tucker, Huchingson, Novoa, and Rosenberg:

This thesis, having been approved in respect to form and mechanical execution, is referred to you for judgment upon its substantial merit.

Dean I. Ira Goldenberg  
College of Education

The thesis of Barbara C. Cruz is approved.

Professor

Professor

Professor

Major Professor

Date of Examination: August 28, 1990



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## INTRODUCTION

There is an urgent need for colleges of education and teacher training institutes to give high priority to a more appropriate preparation of teachers...These opportunities to enrich teacher education with global perspectives come at a particularly good moment.<sup>1</sup>

The purpose of this study is to investigate the effects that a teacher training program emphasizing global education has on preservice social studies teachers' teaching behaviors.

Research done in the area of teacher education has consistently shown a correlation between preservice teacher training and future teaching behaviors, especially short-term differences.<sup>2</sup> Teachers are inclined to reflect the values that are stressed in society and given prominence in their preservice training.<sup>3</sup> It is reasonable to assume that the type and quality of preservice training has a direct bearing

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<sup>1</sup>National Task Force on Education and the World View, Task Force Statement on Education and the World View, (New Rochelle, NY: Council on Learning, 1981).

<sup>2</sup>Judith E. Lanier and Judith W. Little, "Research on Teacher Education," Handbook of Research on Teaching, (New York: MacMillan Publishing, 1986), p. 528.

<sup>3</sup>Humphrey Tonkin and Jane Edwards, The World in the Curriculum, (New Rochelle, New York: Change Magazine Press, 1981), p. 37.

on the type and quality of teacher that will emerge from such a program.

Little research has been done linking global perspectives and teacher training, even though today's teachers are expected to incorporate information about current events, geography, and other cultures into their daily teaching. Many scholars are now calling for the "globalization" of higher education, including those programs in teacher training colleges. The National Governors' Association,<sup>4</sup> for example, issued an imperative in 1989 to internationalize the college curriculum.

Today's school children will spend the greater portion of their lives in the 21st century and consequently will "bear the legacy of human history and the horizon of a global society different from any that has previously existed."<sup>5</sup> Yet, recent tests and polls reveal the appalling ignorance American students have regarding the world. Students do not seem prepared to "understand, analyze and digest, and most

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<sup>4</sup>National Governors' Association, "America in Transition: The International Frontier," (Washington, D.C.: National Governors' Association, 1989).

<sup>5</sup>Frank P. Besag and Jack L. Nelson, The Foundations of Education: Stasis and Change, (New York: Random House, 1984), p. 242.

important, to question."<sup>6</sup> Global education, a relatively new educational field, seeks to reverse these trends.

The question remains, however: Are teachers adequately prepared to instruct students in grappling with this legacy? Are there teacher education programs that emphasize global perspectives in their training? Would a teacher training program that incorporates global education and awareness have a measurable impact on preservice teachers' attitudes and behaviors? Specifically, would a secondary social studies methods course have a noticeable effect on those interns enrolled in it? And, would placing student teachers with cooperating teachers experienced in global education make a difference?

This study examined these questions by using a combination of quantitative and qualitative research techniques. A survey was developed that simultaneously gathered background information on the subjects while measured changes in personal and professional behaviors of preservice teachers majoring in social studies education. Then, during the student teaching experience itself, selected student teachers were observed in their internship placements. The

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<sup>6</sup>Antonia Pantoja, "Cultural Pluralism Committee Statement," Teacher Education in the United States: The Responsibility Gap, (Lincoln, Nebraska: University of Nebraska Press, 1972), p. 3.

resulting study attempts to make some linkages between global education and preservice teacher training.

## REVIEW OF RELATED LITERATURE ON TEACHER EDUCATION

Teaching is a complex activity, and teacher education is likely to be even more complex. It has a time sequence, is a process, has a structure and organization, is set in a context, and so on.<sup>7</sup>

The development of teacher education programs was based on the rationale that teachers need more than just an empirical application of teaching skills; it is also necessary for them to acquire a theoretical understanding of the profession itself.<sup>8</sup>

Six decades have passed since the beginning of the empirical study of teacher education.<sup>9</sup> This type of research reached its apex in the 1970s and suffered a slight decrease in the 1980s. Studies that have reported poor intellectual performance on tests have renewed interest in "the qualifications, competencies, expectations, and attitudes of those who teach."<sup>10</sup> Even the general public has reported

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<sup>7</sup>S.C.T. Clarke, "Designs for Programs of Teacher Education," in Research in Teacher Education, (New Jersey: Prentice-Hall, Inc., 1971), p. 120.

<sup>8</sup>Seymour B. Sarason, Kenneth S. Davidson, and Burton Blatt, The Preparation of Teachers: An Unstudied Problem in Education, (NY: John Wiley, 1962).

<sup>9</sup>B. Othanel Smith, Research in Teacher Education, (NJ: Prentice-Hall, Inc., 1971), p. 1.

<sup>10</sup>Lanier and Little, p. 536.



concern in contemporary polls with respect to the knowledge base of America's students and teachers.<sup>11</sup>

Most of the educational research has focused on the teacher education curriculum itself, with much of that emphasis placed on professional education courses and the student teaching experience. This emphasis has seemed appropriate considering that a teacher training program is best measured by "looking at the teachers it brings forth."<sup>12</sup>

In the United States, preservice teacher education appears to be fairly standardized throughout colleges of education.<sup>13,14</sup> Essentially, the curriculum is organized around three themes: general education, subject matter concentrations, and pedagogical studies.<sup>15</sup>

The general education portion of a future teacher's curriculum is usually composed of a fairly traditional liberal

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<sup>11</sup>George H. Gallup, "The 15th annual Gallup Poll of the public's attitudes toward the public schools," Phi Delta Kappan: pp. 33-47.

<sup>12</sup>Paul A. Olson, "The Preparation of the Teacher: An Evaluation of the State of the Art," Education for 1984 and After, (Lincoln, Nebraska: University of Nebraska Curriculum Development Center, 1972), p. 19.

<sup>13</sup>Charles E. Silberman, Crisis in the Classroom, (New York: Random House, 1970), pp. 439-451.

<sup>14</sup>David L. Clark and Gerald Marker, "The Institution-alization of Teacher Education," Teacher Education, (Chicago, Illinois: University of Chicago Press, 1975), pp. 53-86.

<sup>15</sup>Lanier and Little, p. 546.

arts orientation. The information teachers disseminate should be "accurate and significant," but it is not the responsibility of the professors of education to provide this information.<sup>16</sup> These general education courses encompass approximately forty per cent of the student's curriculum at the undergraduate level,<sup>17</sup> about the first two years of lower division courses.

The remaining sixty per cent of the future teacher's curriculum is dedicated to the areas of specialization (39 per cent) and to professional education (21 per cent). Professional education is further broken down into: foundations of education (seven per cent), curriculum and methods courses (six per cent), and field experience, including student teaching (eight per cent).<sup>18</sup> Teachers should possess an understanding of children's growth and development patterns as well as of the principles of teaching,<sup>19</sup> hence, the foundations of education courses. The general methods courses attempt to impart a set of predictive

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<sup>16</sup>James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), pp. 115-116.

<sup>17</sup>Robert L. Egbert, "The Practice of Preservice Teacher Education," Journal of Teacher Education, 1985, p. 17.

<sup>18</sup>Ibid., p. 17.

<sup>19</sup>Conant, p. 115.

generalizations that are "valid wherever a teaching-learning situation exists."<sup>20</sup>

The National Council for Accreditation of Teacher Education groups the skills necessary for becoming a teacher into four categories of professional education: teaching content specialty, humanistic and behavioral studies, teaching and learning theory, and the practicum.<sup>21</sup> These specialized skills and knowledge are acquired during a "prolonged period of education and training."<sup>22</sup>

John Dewey divided the field experience in teacher education into what he called the "apprenticeship" and "laboratory" approaches. In the laboratory approach, the student teacher is presented with the theoretical principles necessary to understand the social, ethical, curricular, and cognitive issues that influence teaching.<sup>23</sup>

In the apprenticeship portion, a relatively short amount of time is used to provide the prospective teacher with the

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<sup>20</sup>Ibid., p. 138.

<sup>21</sup>National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education, (Washington, D.C.: NCATE, 1982).

<sup>22</sup>Edgar H. Schein, Professional Education, (New York: McGraw-Hill, 1972), p. 8.

<sup>23</sup>John Dewey, "The relation of theory to practice in education," in Teacher Education in America: A Documentary History, (New York: Teachers College Press, 1965), pp. 140-171.

practical skills necessary to conduct a classroom.<sup>24</sup> Dewey believed that the professional instruction of teachers must involve practical work as well as theoretical.

In preparatory teacher education programs, three types of field work exist:<sup>25</sup>

- observation, which usually occurs while the prospective teacher is enrolled in foundations of education courses and involves little or no teaching;
- observation-participation, which usually takes place while enrolled in special methods or curriculum courses and can involve teaching small groups or tutoring;
- student-teaching, wherein the intern teacher uses the observation principles learned earlier while teaching full-time.

With good reason, much of the literature in preservice teacher education has tended to focus on the student teaching experience itself. Since the 1800s, the main component of teacher education has been student teaching. It was originally designed as an apprenticeship system, with an older, more experienced teacher socializing the younger ones

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<sup>24</sup>Ibid.

<sup>25</sup>JoAnn Taylor, "Some Notes on the Pre-Service Observation Period of Teacher Training, Education, Winter, 1986, p. 187.

to the system.<sup>26</sup> Student teaching has been regarded as the "capstone" of the teacher education program, by both professional educators and student teachers.<sup>27</sup> Most teachers rate student teaching as the "most valuable part of teacher training, because students receive frequent and detailed feedback"<sup>28</sup> and express the "critical influence" that the student teaching experience has.<sup>29</sup>

The student teaching experience offers the future teacher "the opportunity to translate theory into practice under the direct supervision of a master teacher and university supervisor."<sup>30</sup> Goodlad defines the clinical, or laboratory, experience as that phase of teacher education "where an effort is made to teach and justify practice in the light of theory and principle."<sup>31</sup> The purpose of the student teaching

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<sup>26</sup>Bruce R. Joyce, "The Roots of Humanity: Views of Humankind and the Education of Teachers," Flexibility in Teaching, (New York: Longman, Inc., 1981), p.6.

<sup>27</sup>Arnold L. Willems, et. al., "What are the Key Guidelines that Ensure a Quality Student Teaching Experience?" Education, Volume 107, Number 2 (1986/87), pp. 192.

<sup>28</sup>G. Evans, "Reading panel backs five-year teacher-training programs," Chronicle of Higher Education, May 8, 1985, p. 14.

<sup>29</sup>Bruce R. Joyce, "Training Research and Preservice Teacher Education: A Reconsideration," Journal of Teacher Education, Volume 39, Number 5 (September/October, 1988), p. 33.

<sup>30</sup>Willems, et. al., p. 192.

<sup>31</sup>John I. Goodlad, "The Clinical Professorship and Clinical Experiences," Innovation in Teacher Education, (Evanston, Illinois: Northwestern University Press, 1965), p. 25.

experience, then, is to provide a "worklike setting" where preservice teachers can study teaching and put to use what they have already learned about the nature of teaching and learning.<sup>32</sup>

Yet despite the research on student teaching, there has been little effort to investigate the actual effects of student teaching on teachers' attitudes.<sup>33</sup> In a review of studies on preservice teacher education, Koehler found that none of the studies investigated general attitudes toward teaching, a topic which was "extensively investigated" in the 1970s.<sup>34</sup> However, one researcher did find that after a semester of student teaching, interns' values shifted from "informal spontaneity" toward greater "formal structure." Findings suggested that although the student teaching experience is positive and instills confidence in prospective teachers, it also promotes styles of teaching that are "more restrictive and custodial than those they valued before

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<sup>32</sup>Donald R. Cruickshank, Models for the Preparation of America's Teachers, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1985), p. 30.

<sup>33</sup>Forrest W. Parkay, "The Effect of Student Teaching on Secondary Education Majors," Phi Delta Kappan, June, 1982, p. 705.

<sup>34</sup>Virginia Koehler, "Research on Preservice Teacher Education," Journal of Teacher Education, Volume 36, Number 1 (January/February, 1985), p. 24.

student teaching."<sup>35</sup> The student teaching experience may have an adverse effect on attitudes toward self and children. Walberg offered that when a student teacher's efforts are met with less success than he/she expected, the teacher's self-esteem may suffer and as a consequence, be projected onto his/her students.<sup>36</sup>

There have been only a few studies that have attempted to correlate interns' teaching styles with respect to "variance in the behavior of the cooperating teachers." Those few supported the notion that there was indeed an influence; this included attitudes as well as teaching behaviors.<sup>37</sup> More than anyone else, the cooperating teacher, with whom the student teacher is placed during the clinical experience, influences at least the early teaching style of the neophyte.<sup>38</sup>

If only to achieve a good grade, the savvy student teacher will pay close attention to, and try to emulate, the values of the cooperating teacher.<sup>39</sup> Indeed, Brown reported that during the course of student teaching, interns modified

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<sup>35</sup>Parkay, p. 705.

<sup>36</sup>Herbert J. Walberg, "Self-Conception in Beginning Teachers, Journal of Teacher Education, Volume 17 (1966), p. 254.

<sup>37</sup>Joyce, p. 33.

<sup>38</sup>Goodlad, 1965, p. 26.

<sup>39</sup>Ibid., pp. 26-27.

their teaching styles until they approximated those of the cooperating teacher.<sup>40</sup>

Although some studies have found that there may be no consistent pattern of influence on the student teacher by the cooperating teacher, there is a definite relationship shortly after the field experience begins and the relationship does continue during the internship.<sup>41</sup> There is no doubt that the behavior of the student teacher is substantially influenced by the cooperating teacher.<sup>42</sup>

A thought-provoking finding reported by Seperson and Joyce was that interns' behaviors were more student-centered and at a higher cognitive level when they planned and carried out learning activities by themselves (as opposed to carrying out activities planned with the cooperating teacher).<sup>43</sup>

Criticisms with respect to teacher education include the lack of substantive content courses, the questionable value of methods courses, the lack of a conceptual framework for

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<sup>40</sup>Clark C. Brown, "A Multivariate Study of the Teaching Styles of Student Teachers," (New York Teachers College, Columbia University, 1967).

<sup>41</sup>Marvin Seperson and Bruce R. Joyce, "The Relationship between the Teaching Styles of Student Teachers and Those of Their Cooperating Teachers," Flexibility in Teaching, (New York: Longman, Inc., 1981), p. 105.

<sup>42</sup>Ibid., p. 105.

<sup>43</sup>Unpublished study conducted by R. Wald, M. Weil, C. Gilliom, and B. Joyce at Teachers College, Columbia University, 1971, as reported by Marvin Seperson and Bruce R. Joyce, 1981.



teacher education, the gap between theory and practice, the number of years a teacher preparation program should be, and the standards for selection and retention of teacher candidates.

While some reports have called for a longer teacher training program, others assert that what a teacher is supposed to learn from a training program "must be specified as part of a performance credential which has nothing to do with hours."<sup>44</sup>

Even prospective teachers themselves have low expectations for the professional education courses that are part of the curriculum;<sup>45</sup> they do not feel that their college education "markedly enhanc[es] themselves as people."<sup>46</sup> There is an obvious sense of a lack of personal growth. Then there are complaints that the theoretical training does not adequately prepare them for reality. Teacher education programs have been criticized for "appear[ing] to lack

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<sup>44</sup>Olson, p. 38.

<sup>45</sup>Lanier and Little, p. 542.

<sup>46</sup>Study Commission on Undergraduate Education and the Education of Teachers, Teacher Education in the United States: The Responsibility Gap, (Lincoln, Nebraska: University of Nebraska Press, 1976), p. 40.

objectives that operationally integrate theory into practice."<sup>47</sup>

Some educators charge that despite the sharp criticism regarding the value of methods courses in teacher education, these courses can be "thought-provoking" while simultaneously occupying a meaningful position in the preparation of future teachers.

... this potential can be realized only if educators develop courses from a sound theoretical understanding of schooling and society that takes into full account the complexity of teaching.<sup>48</sup>

Little or no research has been done on the infusion of global perspectives into teacher education, despite the fact that global perspectives have been mandated at the elementary and secondary school levels in at least 23 states.<sup>49</sup> This lack of research is due to at least three reasons: global education is a relatively new movement in American education; as a consequence, all research in this area would be seminal and would therefore require considerable work; and finally, there simply are not that many teacher's colleges that have

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<sup>47</sup>Lawrence J. Peter, Competencies for Teaching: Teacher Education, (California: Wadsworth Publishing Company, Inc., 1975), p. 3.

<sup>48</sup>Adler and Goodman, p. 2.

<sup>49</sup>Survey sponsored by the Council of State Social Studies Specialists (1986) as reported by the Study Commission on Global Education (1987).

"internationalized" the curriculum. Rare is the college of education that infuses global perspectives into the professional education courses. Anderson argues that but for a few exceptions, the undergraduate social science courses that future teachers take do not significantly enhance the development of a global perspective.<sup>50</sup> If one classifies the courses prospective teachers take into either those whose content focuses on the United States and those which focus on the rest of the world and/or the United States' relationship to it, most courses would fall into the first category.<sup>51</sup>

Tonkin and Edwards underscore the importance of adding an international component to teacher education. Teachers often lack awareness of the world at large; trained in an atmosphere that places little emphasis on international affairs, this is not surprising.<sup>52</sup> Fewer than five percent of teachers being trained today have any exposure to international, comparative, or intercultural courses in their preparation for certification.<sup>53</sup> Of all college majors, students in teacher

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<sup>50</sup>Lee F. Anderson, "The Social Sciences and the Education of Prospective Teachers," May, 1986, (ERIC No. 265 106), p. 3.

<sup>51</sup>Ibid., p. 4.

<sup>52</sup>Tonkin and Edwards, p. 36.

<sup>53</sup>Rose Lee Hayden, "The World and You: Global Education is the Answer," International Brief Series, 1979.

preparation programs take the least number of international education-related courses.<sup>54</sup>

Teacher education has been slow in responding to the call for greater attention to global perspectives. Faced with demands from a variety of special interests and with a tightly prescribed curriculum, teacher educators feel too overwhelmed to make room for still another special interest.<sup>55</sup>

Anderson found a void in pre-service teacher education in the area of international education. He charges that prospective teachers must develop an awareness of global dynamics, divergent perspectives, and a consideration for the problem of ethics within the context of human choice and goals.<sup>56</sup> Tonkin and Edwards feel that the parochial attitudes held by teachers may prove to be "one of the largest stumbling blocks to broadening pupils' attitudes."<sup>57</sup>

Yet, it seems reasonable and appropriate that in teacher education greater stress will be placed on "the role of alternatives, choices, and consequences as topics of study

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<sup>54</sup>National Governors' Association, America in Transition: The International Frontier (Washington, D.C.: National Governors' Association, 1989), p. 10.

<sup>55</sup>Anna S. Ochoa, "Internationalizing Teacher Education," in Robert E. Freeman (Ed.) Promising Practices in Global Education: A Handbook with Case Studies (New York: National Council for Foreign Language and International Studies, 1986), p. 46.

<sup>56</sup>Anderson, p. 2.

<sup>57</sup>Tonkin and Edwards, p. 37.

with respect to tomorrow's world."<sup>58</sup> The obvious recognition of life as a "seamless web" will undoubtedly influence teacher education. Many educators feel that this web, which binds humankind tighter than ever, should be manifest in the classroom.<sup>59</sup> One of the objectives cited by the National Governors' Association was the recognition that "teachers must know more about international issues"<sup>60</sup> so that teacher education must be strengthened by including, among other things, international studies.<sup>61</sup>

In planning a program of teacher education, the context for which teachers are prepared must be taken into account.

...schools of education more and more are going to have to become interdisciplinary schools, because the phenomena of education are complex, with involvement in sociology, anthropology, philosophy, and many other fields."<sup>62</sup>

The present and future state of the world, nation, education,

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<sup>58</sup>Harold G. Shane, "Possible Changes in Teacher Preparation: 1975-1985," in Kevin Ryan (Ed.) Teacher Education, (Chicago, Illinois: Chicago University Press, 1975), p. 322.

<sup>59</sup>Ibid., p. 322.

<sup>60</sup>National Governors' Association, p. 16.

<sup>61</sup>Ibid., p. 17.

<sup>62</sup>Goodlad, 1965, p. 31.

and the profession itself must be scrutinized in order to make appropriate decisions.<sup>63</sup>

Teacher education requires "not only a sensitivity to the need for change, but, equally important, the will to change."<sup>64</sup> In 1935, George S. Counts, editor of The Social Frontier and considered by many to have been one of America's most insightful students of the relationship between the schools and social interest, criticized the education establishment for being overly concerned with standardization and timid about proposing a teacher training program at variance with tradition.<sup>65</sup>

Those of us who are interested in making the educational profession function adequately in realizing a new American society equal to modern economic and cultural opportunities, must appreciate the necessity for breaking the present lockstep in teacher training.<sup>66</sup>

This imperative is more crucial now than ever.

In 1938, the American Council on Education's Commission on Teacher Education took on a project that attempted to describe teacher education in America while advocating the

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<sup>63</sup>Clarke, p. 121.

<sup>64</sup>Stinnett, p. 9.

<sup>65</sup>George S. Counts, "Break the Teacher Training Lockstep," 1935, in M.L. Borrowman (Ed.) Teacher Education in America, (New York: Teachers College Press, Columbia University, 1965), p. 219.

<sup>66</sup>Ibid., pp. 222-223.

expedition of reform and an increase of agency cooperation in teacher education.<sup>67</sup> The Commission asserted that future teachers should receive a general education that would enable them "to meet effectively the most important and widespread problems of personal and social existence."<sup>68</sup> The Commission also recognized the importance of developing social and community understanding in teachers -- the knowledge of "the culture of which the school is an expression."<sup>69</sup> In 1945, this meant the immediate community. In 1990, the school's culture which is expressed is the world.

Even in 1945, the need to go beyond the immediate community was evident. It was felt that teachers, even more than other classes of citizens, should have a considerable understanding of not only their region and country, but of their world as well.<sup>70</sup> But this advice was not heeded in 1945, as evidenced by available statistics. In 1990, teacher education has still obviously not heeded this sage advice. Frances Haley, Executive Director of the National Council for

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<sup>67</sup>Merle L. Borrowman, Teacher Education in America: A Documentary History (New York: Teachers College Press, 1965): p. 226.

<sup>68</sup>Commission on Teacher Education, "The Improvement of Teacher Education," 1946, in M.L. Borrowman (Ed.) Teacher Education in America, (New York: Teachers College Press, Columbia University, 1965), p. 226.

<sup>69</sup>Ibid., p. 236.

<sup>70</sup>Ibid., p. 237.

the Social Studies, feels that teachers are not receiving "a solid grounding in their undergraduate training for world studies."<sup>71</sup>

The gap in the knowledge of future teachers regarding the world is appalling: in 1981 for instance, the American Association for Colleges of Teacher Education estimated that only five percent of the nation's teachers have had any academic preparation in topics and issues of international import.<sup>72</sup> There has not been a wholehearted attempt to train and/or recruit teachers who are models of internationalism or interculturalism.<sup>73</sup> The National Governor's Association recently cited lack of teacher preparation in global perspectives as a major impediment for the United States to meet the economic, political, and social challenges and problems with which the nation will be faced in the 21st century.<sup>74</sup>

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<sup>71</sup>John O'Neil, "Global Education: Controversy Remains, But Support Growing," ASCD Curriculum Update (Alexandria, VA: ASCD, January, 1989), p. 7.

<sup>72</sup>Council on Learning, 1981.

<sup>73</sup>Orr, p. 103.

<sup>74</sup>National Governors' Association, 1989.



The kind of preparation which a teacher has received in the United States and the kinds of institutions at which he has received it have depended very much upon what American society has felt that education should do for it.<sup>75</sup>

Gilliom and Harf argue that if prospective social studies teachers are to develop and incorporate a global perspective into their teaching, they should be exposed to global content in their professional education courses as well as their undergraduate social science coursework.<sup>76</sup>

Almost certainly, teacher education in the future will be affected by the different and complex crises that will affect the United States and the entire world.<sup>77</sup> The challenge will be, however, in "building into its structure the capacity for adaptability to the rapidly changing needs of our schools and communities."<sup>78</sup> It is obvious that we are not currently meeting these needs. In a study of thirty teacher education programs throughout the nation, teacher educators identified four areas of concern in preparing teachers to teach with a

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<sup>75</sup>Olson, p. 16.

<sup>76</sup>Eugene M. Gilliom and James E. Harf, "Introducing an International Dimension into the Social Studies' Methods Course," May, 1985, (ERIC No. 265 115), p. 1.

<sup>77</sup>Shane, p. 321.

<sup>78</sup>George W. Denemark, "Teacher Education: Repair, Reform, or Revolution," in Olson, Freeman, and Borrowman (Eds.) Education for 1984 and After, (Lincoln, Nebraska: University of Nebraska Curriculum Development Center, January, 1972), p. 144.

global perspective: a) teachers (both inservice and preservice) have little or no previous knowledge of global perspectives, b) ethnocentrism, c) perception that global education is an add-on, and d) lack of leadership and support at the school district level.<sup>79</sup>

Reports like the one issued from the Carnegie Forum on Education and the Economy have heard the plea and have called for a restructuring of teacher education to adequately meet and reflect the challenges of an economy based on changing world conditions.<sup>80</sup>

Klassen and Leavitt present their rationale for the introduction of global education into teacher preparation programs based on five points:<sup>81</sup>

- the certainty of world change;
- the need to redress deficiencies in student knowledge and perceptions about the world;

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<sup>79</sup>Merry M. Merryfield, Preparing Secondary School Teachers to Teach with a Global Perspective: A Look at Thirty Programs in the United States. Presented at the annual meeting of the American Educational Research Association. Boston, April 20, 1990.

<sup>80</sup>Carnegie Forum on Education and the Economy, A Nation Prepared: Teachers for the 21st Century (New York: Carnegie Forum, 1986).

<sup>81</sup>Frank H. Klassen and Howard B. Leavitt, Teacher Education and Global Perspectives, (Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1982), ERIC No. 216 993), pp. 12-19.

- the recommendations by national commissions to strengthen global education in the United States;
- accreditation requirements that more and more institutions and states are adopting;
- recommendations by the American Association of Colleges for Teacher Education (AACTE) to incorporate more global perspectives into the preparation of teachers.

Paul G. Orr believes that

significant progress will be made when instructional personnel at all levels, elementary, secondary, and college are trained and committed to educate for societal and world responsibilities. However, the content and methodology in most preparation programs bears little relation to this objective.<sup>82</sup>

In order to incorporate a global dimension into teacher education, the issues of institutional commitment, curricula, faculty commitment, and facilities and resources must be addressed.<sup>83</sup> Since teacher education has become a function primarily of colleges and universities, faculties in these institutions must engage in the continuing dialogue over critical issues affecting the field.<sup>84</sup> Denmark argues for

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<sup>82</sup>Orr, p. 101.

<sup>83</sup>Klassen and Leavitt, pp. 23-31.

<sup>84</sup>Stinnett, p. 12.

a teacher education program where the school of education would ideally be an integral component of a "total university-community commitment to adequate teacher preparation."<sup>85</sup>

Though a total program which reflects a global perspective is preferable to a single course attempt, Gilliom and Harf cite the social studies methods course as a crucial and logical starting point for examination. Since the social studies methods course provides the bridge between the theory and the practice, it is a logical place to "enhance both the academic and professional relevance of the material for future teachers."<sup>86</sup> Cogan agrees, and as part of the recommendations he makes in a comparison of Japanese and American education majors, he concludes that social studies professional courses should be instrumental in developing global awareness.<sup>87</sup>

The course content of social studies methods courses tends to be highly individualized, usually due to the professional and personal experiences of the instructor teaching the course. However, a common core of topics does seem to be covered: planning, instructional methodology,

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<sup>85</sup>George W. Denemark, "The Blending of the College of Arts and Sciences and the College of Education: Teacher-Learning Centers," Chicago, Illinois, 1971.

<sup>86</sup>Gilliom and Harf, pp. 2-3.

<sup>87</sup>John L. Cogan. "The Japanese-U.S. Global Awareness Survey: Implications for Training Social Studies Teachers," February, 1986, (ERIC No. 261 918).

teaching skills, and evaluation.<sup>88</sup> Merryfield reports that there does seem to be some agreement in the conceptualization of global education.<sup>89</sup>

With respect to global perspectives, there are two methods by which an instructor can introduce a global dimension to the social studies methods course: a) the infusion approach or b) the discrete approach.<sup>90</sup> In the former, the instructor uses every opportunity available to infuse a global perspective into the ongoing content. In the discrete treatment, the instructor focuses directly on global education as a specific topic of study. Gilliom and Harf recommend utilizing both for optimum results.

Before teacher education begins to systematically incorporate and reflect global perspectives, a rationale must be developed and presented to teacher educators. Are there successful global education programs? On what premises have they been developed? What changes have occurred in the United States and abroad that necessitate a new teacher education curriculum?

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<sup>88</sup>Gilliom and Harf, pp. 3-5.

<sup>89</sup>Merryfield, 1990, p. 11.

<sup>90</sup>Op.Cit., p. 9.

## REVIEW OF RELATED LITERATURE ON GLOBAL EDUCATION

Even since the development of the social studies curriculum currently in practice, the world has changed dramatically.<sup>91</sup> In 1986, a report presented by the Wingspread Conference asserted that education needs to "provide a more realistic view of the United States' role in the world."<sup>92</sup> Business and government leaders have indicated the need to enhance American youths' understanding of international interests to ensure economic competitiveness and maintain national security.<sup>93</sup> The United States' current linguistic isolation was deplored by the National Advisory Board on International Education in a report to the Secretary of Education;<sup>94</sup> as a result, communication with the majority of the world's population is hampered and involvement in the world community is made much more difficult.

Although there is no doubt that the world is in the process of becoming one large global community, the various

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<sup>91</sup>Walter C. Parker, "Globalizing the Social Studies Curriculum," Educational Leadership, Volum 43, Number 7, (April, 1986).

<sup>92</sup>National Association of State Boards of Education, p. 5.

<sup>93</sup>Robert B. Woyach, "Understanding the Global Arena," Quarterly Report, Volume 11, Number 4, (Spring, 1987) p. 1.

<sup>94</sup>The National Advisory Board on International Education, Critical Needs in International Education: Recommendations for Action, (Washington, D.C.: Government Printing Office, 1983).

national and cultural groups are continuing to use a parochial attitude more appropriate to a different technological age. Despite growing concerns regarding the inadequacy of the preparation American education provides in dealing with contemporary challenges, there has been little incorporation of global perspectives into the curriculum.<sup>95</sup> With some notable exceptions, the schools continue to emphasize local and national studies. Changes occurring in the global arena are either ignored or avoided.<sup>96</sup> An "educated person" has not yet been defined as one who knows what is happening in other countries.<sup>97</sup>

Some feel that the continuance of these outdated attitudes and habits is basically an educational problem.<sup>98</sup>

For example, Edwin O. Reischauer feels that

there is a growing concern...that our education system is not adequately preparing Americans for the challenges we face: foreign economic competition; interdependence with other cultures at home and abroad; rapid technological

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<sup>95</sup>Robert E. Freeman (Ed.) Promising Practices in Global Education: A Handbook with Case Studies (New York: National Council on Foreign Language and International Studies, 1986), p. 14.

<sup>96</sup>Besag and Nelson, p. 243.

<sup>97</sup>Jack D. Gordon, Global Awareness Program Advisory Board Meeting, June 9, 1989.

<sup>98</sup>Edwin O. Reischauer, Toward the 21st Century: Education for a Changing World, (New York: Alfred A. Knopf, 1973), p. 4.

change; and unprecedented problems of international security, economic development, and ecological balance.<sup>99</sup>

Speakers at the conference "Global Crossroads: Educating Americans for Responsible Choices" asserted that

the advance of communications and information exchanges, the growth of international trade, the concern for the world environment, and the development of dangerous new weaponry have all made it imperative that the nation's education system strengthen and expand its international education programs at all levels.<sup>100</sup>

Education has traditionally focused on the transmission of past knowledge and skills.<sup>101</sup> Educators must now also equip students with the ability to grapple with problems that may arise in the future. One of Boyer's goals, as outlined in the report developed for the Carnegie Foundation, is to assist students in "learn[ing] about themselves, the human heritage, and the interdependent world in which they live."<sup>102</sup> Adults and children in the U.S. need to develop an awareness of the

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<sup>99</sup>Freeman, p. 14.

<sup>100</sup>Sheppard Ranbom, "Lack of Global Understanding Imperils Nation, Experts Say" (Education, Volume III, Number 36, May 30, 1981).

<sup>101</sup>Reischauer, p. 16.

<sup>102</sup>Ernest L. Boyer, High School: A Report on Secondary Education in America (New York: Harper and Row, 1983), p. 67.



languages, history, and cultures of other societies;<sup>103</sup> in doing so, they acquire the knowledge and tools necessary to develop creative solutions to the myriad of problems currently confronting the world and which are still to come.

Though there have been attempts to incorporate international education into the curriculum, there are some important differences between international and global education. International education usually refers to the study of the relationships between nations; global education takes into consideration "broader issues that embrace the world and all humanity."<sup>104</sup> While international education emphasizes the importance of nation-states and governments as major actors in the world system, global education recognizes the "diversity of actors in worldwide systems" and "that national borders do not circumscribe the limits of knowledge."<sup>105</sup>

The world has simply changed too much to expect international education to do an adequate job of training our students; non-governmental actors and organizations, dwindling resources, environmental deterioration, and changing relations

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<sup>103</sup>Ranbom, 1981.

<sup>104</sup>Klassen and Leavitt, p. 1.

<sup>105</sup>Chadwick F. Alger and James E. Harf, "Global Education: Why? For Whom? About What?" in Robert E. Freeman (Ed.) Promising Practices in Global Education (New York: National Council on Foreign Language and International Studies, 1986): p. 2.

between nations have transformed the realities of the globe significantly. James Becker feels that while international education studied nations, geographic regions, cultures, international organizations and diplomacy, it nonetheless lacked the ability to help students in understanding the connections between individuals and peoples all over the world.<sup>106</sup>

Global perspectives in education attempts to impart

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.<sup>107</sup>

Although the movement to add a stronger global component to the educational curriculum is not new, the movement has been linked to the report issued by the President's Commission on Foreign Language and International Studies.<sup>108</sup> This report, entitled Strength Through Wisdom, charged that our national education system was contributing to nothing short of a national crisis.<sup>109</sup> Competent citizens must view

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<sup>106</sup>O'Neil, p. 2.

<sup>107</sup>National Council for the Social Studies, "Position Statement on Global Education," (Washington, D.C.: NCSS, 1982), pp. 1-2.

<sup>108</sup>National Association of State Boards of Education, Issues in Brief, Volume 2, Number 1, (September, 1986), p. 2.

<sup>109</sup>President's Commission on Foreign Language and International Studies, Strength Through Wisdom (Washington, D.C.: Government Printing Office, November, 1989), p. 5.

themselves as participants in an interrelated world or a global society and students must acquire a self-conscious awareness of their own involvement.<sup>110</sup> High school graduates today need sophisticated skills to function as workers, citizens, and leaders in this constantly changing world: being able to employ multiple perspectives, conflict management skills, understanding interdependent systems, being well-grounded in historical context, and being able to think critically.<sup>111</sup>

Another classic work is Schooling and Citizenship in a Global Age authored by Lee Anderson. This report documented increasing worldwide interrelatedness and stressed the importance of finding appropriate educational responses to a world characterized by dramatic increases in transnational interactions.<sup>112</sup> In addition to the expected citizenship studies, the preamble to the recently released "Social Studies for the 21st Century" recognizes the impact of global

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<sup>110</sup>James M. Becker, "International Interdependency Mandates Global Education, Center for World Studies, February, 1981, p. 1.

<sup>111</sup>Ron Herring, A California Network of International Studies Resource Centers, (Palo Alto, California: Stanford University, 1985), p. 1.

<sup>112</sup>Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education, (Indiana: Indiana University Press, 1979).

communications and the melding of diverse cultural heritages.<sup>113</sup>

There is no universally accepted definition of global education -- even proponents admit that arriving at a universal philosophy is still a problem<sup>114</sup> -- but several educators and educational organizations have provided thoughtful starting points. The United States Commissioner of Education's Task Force for a Global Perspective issued a report in 1979 that defined education with global perspectives as

those forms of learning... which enhance the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and civilizations... with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process.<sup>115</sup>

James Becker includes a combination of knowledge, skills, and attitudes in his definition of global education:

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<sup>113</sup>National Commission on Social Studies in the Schools, "Charting a Course: Social Studies for the 21st Century," November, 1989, p. 5.

<sup>114</sup>Bruce R. Joyce and Alexander M. Nicholson, "Imperatives for Global Education," in James Becker (Ed.), Schooling for a Global Age, (New York: MacGraw-Hill, 1979), p. 98.

<sup>115</sup>U.S. Commissioner of Education's Task Force for a Global Perspective, Report and Recommendations, (Washington, D.C.: Government Printing Office, 1979).

- knowledge and appreciation of other cultures and their values and priorities;
- awareness of the developments in technology which shrink time and space;
- understanding of the interdependence of the people and systems of the world; and
- learning how to analyze problems and work towards their solutions which threaten humankind (such as, pollution, poverty, resource depletion, hunger, violence, war).<sup>116</sup>

Robert Hanvey's five-point strategy for attaining a global perspective includes:

**Perspective Consciousness:** the awareness that one's own view of the world is not shared universally and is often shaped unconsciously;

**State of the Planet Awareness:** understanding prevailing world conditions and developments;

**Cross-Cultural Awareness:** recognition of similar and different practices and ideas of human societies around the world;

**Knowledge of Global Dynamics:** understanding key traits and mechanisms of the world system; and

**Awareness of Human Choices:** understanding the dilemmas

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<sup>116</sup>Becker, 1981, p. 1.

that confront individuals and societies as knowledge expands and the globe shrinks.<sup>117</sup>

The Michigan Department of Education cites the understanding of the various social, cultural, economic, linguistic, racial, ecological and technological systems of the world community and their interdependence as the crux of global education.<sup>118</sup> The analysis and exploration of these systems include concepts, principles, values, priorities, and problem-solving.

It is important that social studies help students understand that our entire history has taken shape in response to significant foreign contributions, threats, and resources. Our future is likely to see an elaboration of this global link.<sup>119</sup>

The National School Boards Association Task Force defines global education as

the kind of education which provides students with the knowledge, skills and attitudes that are necessary for them to meet their responsibility as citizens of their community, their

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<sup>117</sup>Robert G. Hanvey, "An Attainable Global Perspective," (Theory into Practice, Volume XXI, Number 3).

<sup>118</sup>State of Michigan Department of Education, Guidelines for Global Education, (Michigan: State of Michigan Department of Education, 1978).

<sup>119</sup>National Commission on Social Studies in the Schools, p.13.

states, their country, and the increasingly complex, interdependent society of which they are a part.<sup>120</sup>

Global education extends the mission of citizenship education by "enlarging the vision and meaning of citizenship" to go beyond the local community, state, and nation, and include the global community as well.<sup>121</sup>

In the past, students studied countries and heads of state, while today other non-governmental actors are equally important in understanding how the world works.<sup>122</sup> The universal problems faced by humankind today require an informed citizenry educated in a new and radically different way. Better understanding of the outside world and changes in attitudes toward other people are seen as crucial to human survival.<sup>123</sup>

Education is not adapting rapidly enough to produce the attitudes, knowledge, and skills that may prove to be necessary for human survival in the future; it is an essential component in developing the understanding of a world

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<sup>120</sup>The National School Boards Association Task Force as quoted by Kay Glasser, "Global Education: A Concept Whose Time Has Come," The Board, Volume 5, Number 2, (Fall, 1981), p. 4.

<sup>121</sup>Willard M. Kniep, "Social Studies Within A Global Education," Social Education, November/December, 1986, p. 536.

<sup>122</sup>Becker, p. 1.

<sup>123</sup>Reischauer, p. 24.

community.<sup>124</sup> "In changing times, unchanging education is not acceptable."<sup>125</sup> The rapid changes and increasing interdependence that we are witnessing are cited as evidence of the need for global education and the formulation of a new ethic.<sup>126</sup>

No comparable time in the world's history has witnessed the revolutionary change in the world's history affecting the political, economic, social, scientific, and technological environment. Yet, the impact of these changes on curriculum has been minor, if not negligible.<sup>127</sup>

Within the last 150 years the world has been changing at an incredibly quickened pace. The second half of the nineteenth century saw a rapid advance toward a new stage in international relations:<sup>128</sup>

- mechanization of production in the West
- military strengthening in the West
- expanding economic force of the West
- application of steam power to navigation
- the opening up of Japan's and China's doors

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<sup>124</sup>Reischauer, p. 135.

<sup>125</sup>Peter, 1975.

<sup>126</sup>Robert Muller, Need for Global Education, (Philadelphia: World Affairs Council, 1989), p. 37.

<sup>127</sup> Thomas A. Shannon, Executive Director of the National School Boards Association, as quoted by Kay Glasser, "Global Education: A Concept Whose Time Has Come," The Board, Vol. V, No. 2, Fall, 1981.

<sup>128</sup>Reischauer, pp. 24-25.



- political domination and economic exploitation by the West.

By the early 20th century, World War I had transpired and World War II was on its way. There had been efforts to establish a world order through a League of Nations, there was a worldwide economic depression in the late 20s and 30s, and the United Nations was established.<sup>129</sup> The world "seemed" to be more unified. Most people felt that this unification was a result of the West absorbing most of the countries in the world. This proved to be a delusion, however. Western culture and attitudes were not shared by the rest of the globe. Crisis after crisis showed how ill-equipped nations were in dealing with situations of global dimensions.<sup>130</sup> Probably more than any single modern event, the launching of Sputnik in 1957 did more to promote "American awareness of the need to compete educationally."<sup>131</sup>

Ernest Boyer, president of the Carnegie Foundation, illustrates how international relations and people's daily lives have become more complex by showing how:

the world's 165 independent nations and  
sixty-odd political jurisdictions are

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<sup>129</sup>Reischauer, pp. 27-30.

<sup>130</sup>Ibid., pp. 26-27.

<sup>131</sup>Tonkin and Edwards, p. 31.

interlocked... What happens in the farthest corner of the world now touches us almost instantly.<sup>132</sup>

Technological changes such as instantaneous global communications, networks of airplane travel, oceanic transportation, and media coverage have facilitated this interlock.<sup>133</sup> Travel, television, and multinational corporations provide millions of Americans with experiences, information, and products which would have seemed impossible just two or three decades ago.<sup>134</sup>

Some feel that mankind before long will have to develop a truer world community.<sup>135</sup> The world community is superseding the nation as "the ultimate unit of human cooperation."<sup>136</sup> Evidence of these changing world conditions include space exploration, food shortages, nuclear proliferation, expanding international trade, and instantaneous media coverage.<sup>137</sup>

The economic interdependence between the United States

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<sup>132</sup>Ernest L. Boyer, "The Globe, the Nation and Our Schools," Kettering Review (November, 1984), pp. 19-20.

<sup>133</sup>Reischauer, p. 3.

<sup>134</sup>James M. Becker (Ed.), Schooling for a Global Age, (New York: McGraw-Hill Book Company, 1979), p. 35.

<sup>135</sup>Op.Cit., p. 129.

<sup>136</sup>Ibid., pp. 175-176.

<sup>137</sup>Becker, 1981, p. 1.

and the world can be illustrated by considering a few statistics about the United States:

- more than 7,000 corporations operate overseas
- international trade now accounts for twenty-five percent of the U.S. gross national product
- the thirteen largest banks in the United States earn half their incomes from foreign sources<sup>138</sup>
- two of every five acres of farmland are used for export
- one-fourth of our business loans come from foreign sources
- about five million American jobs depend on trade
- about one-third of corporate profits in the United States flow either from exports or investments abroad<sup>139</sup>
- of the top fifty banks in the world, only four are American: Citicorp ranked 12; Chase Manhattan, 37; BankAmerica, 38; and J. P. Morgan and Company, 49

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<sup>138</sup>National Association of State Boards of Education, p. 1.

<sup>139</sup>Alfred Balk, The Myth of American Eclipse (New Brunswick: Transaction Publishers, 1990), p. 31.

- nine are Japanese; the tenth is French)<sup>140</sup>
- 70 percent of all American products face foreign competition<sup>141</sup>
  - exports (as a percentage of the U.S. GNP) have risen from seven percent in the 1960s to more than nine percent in the 1980s
  - direct foreign investment in the United States rose to \$262 billion in 1987 from \$48 billion in 1976
  - every billion dollars of exports generates an average of 25,000 jobs
  - over half of the U.S. wheat crop is exported and U.S. corn represents 74 percent of the world's market
  - the United States relies on Third World countries for 100 percent of its natural rubber and tin and 95 percent of its chromium and cobalt<sup>142</sup>
  - from 1970 to 1990, international trade in the

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<sup>140</sup>Dade County School Employees Federal Credit Union, Trends, Volume 1, Number 4, (November, 1989), p. 3 (citing a study in Fortune Magazine).

<sup>141</sup>H. Brandt Ayers, "Small Town, U.S.A., Is Going Global," The New York Times, January 20, 1990.

<sup>142</sup>National Governors' Association, p. 6.

state of Florida alone increased from about \$1 billion to \$15 billion<sup>143</sup>

Evidence of worldwide expansion includes:<sup>144</sup>

- population growth
- increased economic production
- increased energy consumption
- increase in destructive power
- world trade
- heightened communication

All of these factors are interrelated phenomena which evidence growth and change in the world community.<sup>145</sup> However, the speed of change and complexity of global relationships have brought a rapid increase not only in interdependence, but also of tensions.<sup>146</sup> International relations have become more complex because the "rush of technology is fast eliminating the cushioning space that once existed between the diverse nations and contrasting cultures of the world."<sup>147</sup>

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<sup>143</sup>Florida State Representative Art Simon, "Florida International Trade Promotion Act," Global Awareness Program Advisory Board Meeting, February 2, 1990, Miami, Florida.

<sup>144</sup>Reischauer, p. 33.

<sup>145</sup>Ibid., p. 33.

<sup>146</sup>Ibid., p. 3.

<sup>147</sup>Ibid.

Until recently, some communities were able to exist with virtually no contact with the outside world; this is quickly becoming a reality of the past. H. Brandt Ayers, editor and publisher of the Alabama-based The Anniston Star illustrated Calhoun County's link with world events: at a local Monsanto plant, nearly a third of production had to be shut down after hard currency dried up in China following the Tiananmen Square tragedy. "The move toward international curricula reflects the growing interdependency of the global economy."<sup>148</sup>

Yet, despite all these links, students are not receiving the kind of education necessary to understand and deal with all the changes. Research concerning students' knowledge of other cultures and nations overwhelmingly agree that students critically lack even the most rudimentary knowledge.<sup>149</sup> The results from a survey of fourth, eighth, and twelfth graders' knowledge and attitudes about other peoples and other nations conducted by the Educational Testing Service were disconcerting. The majority of the students had a surprisingly limited understanding of other countries.<sup>150</sup>

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<sup>148</sup>John Naisbitt, "Globalized Education," Inside Guide, Summer, 1990, p.8.

<sup>149</sup>President's Commission on Foreign Language and International Studies, p. 5.

<sup>150</sup>Lewis W. Pike and Thomas S. Barrows, Other Nations, Other Peoples: A Survey of Student Interests, Knowledge, and Perceptions, (Washington, D.C., 1979).

In a survey conducted for the National Geographic Society in eight countries (Japan, France, West Germany, the United Kingdom, Sweden, Italy, the Soviet Union, and the United States), the scores of young Americans between the ages of 18 and 24 were the worst of all the nations surveyed.<sup>151</sup> Of 16 places they were asked to identify on a world map, they averaged a score of 6.9. When compared to the Soviet Union, young Soviets' scores were significantly better than their American counterparts.<sup>152</sup>

In a survey of global awareness at Ohio State University, it was discovered that seniors in seven colleges performed above average. However, seniors in the College of Education scored well below the others.<sup>153</sup> This finding was echoed in another sophisticated survey on global relationships and complexities, education majors scored lowest of all college students surveyed.<sup>154</sup> These findings are especially disturbing since these are to be the future teachers of tomorrow's children. In another study of one thousand seniors

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<sup>151</sup>The Gallup Organization, A Gallup Survey of Geographic Knowledge in the Soviet Union, (Princeton, New Jersey: the Gallup Organization, November, 1989), pp. 2-3.

<sup>152</sup>Ibid., p. 2.

<sup>153</sup>Woyach, p. 2.

<sup>154</sup>Thomas S. Barrows, et. al., College Students' Knowledge and Beliefs: A Survey of Global Understanding, (New Rochelle, New York: Change Magazine Press, 1981).

from 185 institutions of higher learning, students' knowledge concerning global relationships and complexities was tested.

The following findings were gathered:<sup>155</sup>

- the mean score out of 101 questions was 50.5
- although 90% of the respondents indicated that they had studied a foreign language, useful levels of proficiency are being attained by a very few
- fewer than one in twelve college seniors had participated in programs of study abroad
- patterns of response indicated that misconceptions existed among even the most able students concerning:
  - the degree to which the United States is dependent and vulnerable to increases in the price of oil or decreases in its supply
  - the membership of OPEC and reasons why it can raise oil prices
  - the causes of inadequate nutrition around the globe
  - the comparative world membership of Islam and Christianity
  - the patterns of current world birth and death rates
  - the pattern of the world's consumption of fossil fuels.

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<sup>155</sup>Frank P. Besag and Jack L. Nelson, The Foundations of Education: Stasis and Change, (New York: Random House, 1984).



Though there seems to be agreement that the average college curriculum is inadequate with respect to international content, there exist sharp differences in opinions as to how such deficiencies should be remedied.<sup>156</sup> State education agencies have initiated various legislative efforts to promote international studies.

Interest in international/global studies is evidenced by the mandates that 34 of the 50 states have issued. According to the American Forum for Global Education, these 34 states have passed mandates that either require or at the very least encourage global education. The other 16, notes Willard Kniep, vice-president of the organization, are either discussing such regulations or have legislation pending.<sup>157</sup> One of the earliest formal efforts was House Concurrent Resolution 301 supports foreign language and international studies education.<sup>158</sup>

The Study Commission on Global Education prepared and issued a report, The United States Prepares for Its Future, in 1987 that called for an infusion of global perspectives into coursework throughout the curriculum. The report essentially

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<sup>156</sup>Tonkin and Edwards, p. 34.

<sup>157</sup>Ari L. Goldman, "World Affairs Can Be Child's Play," The New York Times (Education Life) Section 4A, April 9, 1989.

<sup>158</sup>Dorothy V. Huss, "Happenings on the Hill," Global perspectives, November, 1980.

focuses on four areas that should be integrated into the school curriculum: understanding the development of modern civilization, becoming aware of other cultures and perspectives, appreciation of the interdependence and interrelationship between and among systems, and preparing students to engage in policy analysis by developing analytical and creative thinking skills.

Yet, despite the various mandates and legislative actions, the American Institute for Foreign Study has expressed that American students are "amazingly ignorant" about even the most basic facts concerning geography, foreign cultures, languages, and events.<sup>159</sup> In research conducted at 38 schools in the United States, Goodlad reported little infusion of content that could be called "global" or "international." In fact, more than fifty percent of the students surveyed felt that "foreign countries and their ideas are dangerous to the American government."<sup>160</sup>

In a 1982 Canadian study by Williams, adolescent students' perceptions and knowledge of foreign countries and peoples were examined. It concluded that most students

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<sup>159</sup>American Institute for Foreign Study, America's Crisis in International Competence (Greenwich, CT: AIFS, 1980), p. 1.

<sup>160</sup>John I. Goodlad, A Place Called School (New York: McGraw-Hill, 1984), p. 212.

perceive most Western nations as progressive and other nations as aggressive and underdeveloped.<sup>161</sup>

In an analysis of the 1980 survey cosponsored by the Educational Testing Service and the Council on Learning sampled among 3000 freshmen at 185 United States colleges, it was found that merely taking history or geography courses is an important predictor of global awareness.<sup>162</sup>

An often-heard objection to a comparative, global approach in education has been that it might lessen interest and pride in one's own nation and culture. If schools are responsible for instilling national loyalties in youth, how can the concept of global interdependence be incorporated? Some fear that these goals may not even be compatible for schools. Yet, a study by Barnes and Curlette indicates that teachers' attitudes toward global mindedness and awareness of world problems and issues can increase without affecting their attitudes toward national identity and patriotism.<sup>163</sup> Barnes and Curlette found that when teachers were exposed to global studies in a graduate course, their awareness of world

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<sup>161</sup>Harry Dhand, "Recent Research on Global Education," The History and Social Science Teacher, Volume 22, Number 2, (1986/87), p. 72.

<sup>162</sup>Torney-Purta, 1982.

<sup>163</sup>Buckley R. Barnes and William L. Curlette, "Effects of Instruction on Teachers' Global Mindedness and Patriotism," Theory and Research in Social Education, Spring, 1985.

problems and issues was increased while their attitudes of patriotism and national identity were unaffected.

In a recent educational report issued by the Atlantic Council of the United States, it was suggested that colleges and universities should adopt as an objective the "de-parochialization" of students' perspectives on international affairs. The council clarifies that this should not be taken to mean that students should develop an anti-U.S. perspective, but rather to look at international issues from vantage points other than the United States.<sup>164</sup>

Some educators argue that

Global education...[is not] particularly revolutionary. Global education recognizes that, in order to respond to the realities of modern existence in a world of intricate interdependencies, people must have a greater awareness of the intrinsic unity of the Earth and the people who inhabit this fragile planet.<sup>165</sup>

In responding to the question: "Are global education studies antithetical to national self-interest?" Merry M. Merryfield replied that not only will global education not undermine students' loyalty to U.S. political and economic systems, but that it "is critical for national security and

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<sup>164</sup>Atlantic Council of the United States, "Post World War II International Relations as a Component of General Education in American Colleges and Universities," 1989, p. 7.

<sup>165</sup>Douglas Roche, "Global Education," The History and Social Science Teacher, Volume 22, Number 2, (1986/87), p. 68.

survival."<sup>166</sup> In responding to the same questions, Mary Swenson asserted that

knowing the truth about the world is ultimately in our national self-interest; the more the citizens of every country know about each other, the more likely we are to have global justice, and therefore global peace.<sup>167</sup>

In fact, it has been argued that the students' sense of national citizenship can even be enhanced by international studies. This is because, as Ward Morehouse has pointed out:

...the basic civic literacy which prepares the individual for American citizenship must include a reasoned awareness of...the way that global problems impinge upon and are linked with American communities, large and small.<sup>168</sup>

Just as identification with the state does not supplant family and local community bonds, neither will the identification with the world community substitute the student's identification with his/her nation-state.<sup>169</sup> Ann Ratliff quotes Lee Anderson's argument that an individual "can simultaneously be a citizen of...overlapping governmental

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<sup>166</sup>Merry M. Merryfield, ASCD Update, Volume 32, Number 1, (January, 1990), p. 7.

<sup>167</sup>Mary Swenson, ASCD Update, Volume 32, Number 1 (January, 1990), p. 7.

<sup>168</sup>Morehouse, p. 2.

<sup>169</sup>Reischauer, p. 178.

communities like cities, states, and nations."<sup>170</sup> The participants at the "Global Crossroads" conference argued that developing a global perspective encourages students to act more responsibly as citizens as well as develop their abilities in critical thinking.<sup>171</sup>

Some proponents of global education point out that even conservatives should support global education because if one considers people as enemies, it is better to "know thine enemy."<sup>172</sup> Global education, it can be argued, is conservative; it attempts to conserve those qualities of our own culture and universally, that are worthy.<sup>173</sup>

To compete, Americans must know more about their economic partners and competitors, allies and foes. To do business overseas, Americans must understand the customer's language and customs.<sup>174</sup>

Despite criticism that Americans need to study Western civilization since it is of more important to the understanding of the development of American institutions and society, citizenship in the 21st century will require a

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<sup>170</sup>in ASCD Update, Volume 32, Number 1 (January, 1990), p. 7.

<sup>171</sup>Ranbom, 1981.

<sup>172</sup>Gordon, June 9, 1989.

<sup>173</sup>Jan L. Tucker, Closing Comments at the Global Awareness Program Advisory Board Meeting, June 9, 1989.

<sup>174</sup>National Governors' Association, p. 7.

broader perspective.<sup>175</sup> An analysis of data collected in various countries from 30,000 students revealed that the use of rote methods of learning and emphasis on patriotic ritual were negatively associated with knowledge and understanding of civics and democratic values.<sup>176</sup>

David S. Hoopes presents a compelling case for a conceptual approach to global education whereby cultural identity would be an important element in efforts to develop global perspectives.<sup>177</sup> This approach would emphasize cultural pluralism and global interdependence, while retaining the strong bonds to students' cultural and national identity. There is competition among every person's loyalties -- the family, community, nation, and world. These loyalties interact, sometimes conflict, but coexist all the same.<sup>178</sup> Jack Gordon (Democratic State Senator, Florida) feels that if understanding of the whole world is fostered in students, they, in effect, will have a better understanding of

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<sup>175</sup>Rothman, 1987.

<sup>176</sup>Judith Torney, A. N. Oppenheim, and R. Farnen, Civic Education in Ten Countries: An Empirical Study, (New York: Wiley, 1975).

<sup>177</sup>David S. Hoopes, Intercultural Education, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1980).

<sup>178</sup>National Commission on Social Studies in the Schools, p. 5.

themselves.<sup>179</sup> Jan L. Tucker asserts that "...the more you learn about the rest of the world, the more you learn about your own country."<sup>180</sup>

Judith Torney-Purta reported that incorporating a global perspective into the classroom climate was the most significant predictor of "tolerance for democratic dissent in political life." Also, students are more likely to bring up current events for classroom discussion in a class where global perspectives are emphasized.<sup>181</sup>

It is clear that without a global dimension, an education is not complete. A global perspective is imperative; the consequences of not having it, are frightening.<sup>182</sup> Noted educator Maxine Greene feels that "we have reached a point [where our] past must be reinterpreted and reincarnated in the light of what we have learned."<sup>183</sup>

Margaret S. Branson and Cathryn J. Long explore the

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<sup>179</sup>Jack D. Gordon, "Civic Responsibility and Global Awareness: Curriculum Priorities for the 90s," June 9, 1989.

<sup>180</sup>Jan L. Tucker as quoted by Ari L. Goldman.

<sup>181</sup>Judith Torney-Purta, "The Results of the Global Awareness Survey: Implications for Teacher Education," Theory into Practice, Volume 21, Number 3 (Summer, 1982), p. 204.

<sup>182</sup>Jan L. Tucker, Closing Comments at the Global Awareness Program Advisory Board Meeting, June 9, 1989.

<sup>183</sup>Maxine Greene, "In Search of a Critical Pedagogy," in Teaching, Teachers, and Teacher Education, (Cambridge, MA: Harvard Educational Review, 1987), p. 247.



tensions that exist between a need for change and the need to care for the natural environment.<sup>184</sup> The Department of Education of the state of Michigan encourages students to explore their personal values and behaviors within the context of a global perspective and to use this information to plan for alternative futures.<sup>185</sup>

Though global educators vary in their approach and definition of the field, Alger and Harf insist that "there is wide agreement that education about the world and our involvement in it is extremely inadequate."<sup>186</sup> If it is evident that our schools must change to meet the challenges of our times, then the education of teachers must change as well.<sup>187</sup>

It also seems logical that

...teacher education is inextricably interwoven with elementary and secondary education. You can't propose changes in a program for one without rooting these changes in beliefs about the other.<sup>188</sup>

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<sup>184</sup>Margaret S. Branson and Cathryn J. Long, Global Perspectives: The Human Dimension, Part II, (New York: Center for Global Perspectives, 1977).

<sup>185</sup>State of Michigan Department of Education, 1978.

<sup>186</sup>Alger and Harf, p. 1.

<sup>187</sup>Denemark, 1972, p. 139.

<sup>188</sup>Dean Corrigan, "Review of Teachers for the Real World," (Lincoln, Nebraska: University of Nebraska Curriculum Development Center, January, 1972), p. 122.

The Report of the National Commission on the Role and Future of State Colleges and Universities issued in 1986 called for the need to improve international education programs for future teachers, especially those in social studies education.<sup>189</sup>

Only 27 states require testing of students that include social studies skills and it is unclear how many of those items address concepts found in global education.<sup>190</sup> Will teachers be likely to devote time to these topics if they will not be tested or held accountable?

How can teachers be trained to infuse a global perspective into the existing curricula? Are there existing models of teacher training that achieve this end? What types of preservice training can student teachers receive that would reverse the non-productive practice of ethnocentric instruction and present a more accurate reflection of the world and skills with which to study it?

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<sup>189</sup>National Commission on the Role and Future of State Colleges and Universities, To Secure the Blessings of Liberty, (Washington, D.C.: American Association of State Colleges and Universities, 1986), p. 30.

<sup>190</sup>National Governor's Association, p. 11.

THE FIU SOCIAL STUDIES TEACHER TRAINING PROGRAM

Florida International University is a state supported institution with an enrollment of nearly 20,000. The University has two main campuses in Dade County, Florida to service the multiethnic, multicultural urban environment with approximately two million residents.

The Dade County Public Schools (DCPS) has served as the laboratory for the development of a prototype teacher training program that promotes global perspectives.<sup>191</sup> The DCPS is the fourth largest school system in the United States. Over 260,000 students were enrolled in the system staffed by approximately 13,000 teachers. Over 100 nationalities were represented in the Dade County Public Schools during the time of this study.<sup>192</sup>

Under the auspices of the Division of Curriculum and Instruction, the secondary social studies education program at Florida International University seeks to enhance the mission of the College of Education, that is, the comprehensive improvement of educational practice. Students are prepared to be educators who will be able to equip students with those

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<sup>191</sup>Jan L. Tucker, "Developing a Global Dimension in Teacher Education: The Florida International University Experience" (Theory Into Practice, Volume XXI, Number 3 (Summer, 1982), pp. 212-217.

<sup>192</sup>O'Neil, p. 1.

skills and the knowledge necessary to meet the demands of the increasingly complex nature of the world. In the baccalaureate, master's and doctoral programs, coursework, projects, readings, and assessments reflect a global dimension.<sup>193</sup> Florida International University was recognized as a model "of what can be done if there is a commitment to global perspectives."<sup>194</sup>

To qualify for admission to the social studies education program, undergraduate students must have met all lower division requirements (general education with a liberal arts orientation), passed the College Level Academic Skills Test (CLAST) examination (a basic skills assessment required to progress from lower division to upper division status), and completed 60 semester hours. Lower division undergraduates must take two courses in history and one course in the social sciences at the lower division beyond the freshman social science core before qualifying for the upper division program.

Once admitted to the upper division program, students must take a minimum of 30 upper division credits in the subject matter specialization, which includes political science, United States history, non-United States history, geography, economics, anthropology, and sociology (see

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<sup>193</sup>Global Awareness Program Brochure, Florida International University, Miami, Florida, 1988.

<sup>194</sup>Merryfield, 1990, p.8.

Appendix I, "Description of Bachelor of Science in Social Studies Education"). Of the six required credits in geography, students are required to take World Regional Geography (GEA 3000); of the six required credits in political science, students are required to take American Federal Government (POS 2042). Students are further encouraged to enroll in other courses that focus on the new international economic order, international human rights, and world politics.<sup>195</sup> These remaining courses (30 credits at the upper division) are selected by the student (see Appendix II, "Description of Selected Courses from the College of Arts and Sciences"), a practice strongly advocated by the Commission on Teacher Education.<sup>196</sup> It is felt that increased student participation in the determination of their undergraduate educational programs is positive, promoting the ideas of democratic theory, the worth of self-guidance, and the realization of personal goals.

The education core requirements encompass the social and historical foundations of education, the psychological foundations of education, and general teaching methods. Students enroll in the required Introduction to Educational Psychology (EDP 3004) and often take Developmental Psychology

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<sup>195</sup>Tucker, 1982, pp. 214-215.

<sup>196</sup>Commission on Teacher Education, pp. 242-243.

(DEP 2000) as a precursor. There is a choice between Philosophy of Education (EDF 3521) or History of Education (EDF 3542), in addition to Schooling in America (EDF 3723) in order to satisfy the social foundations of education requirement. At least 25 percent of this basic course focuses on global issues as they affect education in the United States.<sup>197</sup> The general teaching methods courses are comprised of General Methods of Instruction (EDG 3321) and an accompanying laboratory experience (EDG 3321L) as well as Human Relations in Education (EDG 3322).

All entering freshmen at Florida International University must enroll in "World Prospects and Issues" (SSI 3240), a course that examines, from a multidisciplinary point of view, specific global issues such as food, population, and arms control."<sup>198</sup> Since the course reflects the constant flux of world events, issues studied and discussed often change from one semester to the next.

In addition, all social studies education majors must enroll in "Developing a Global Perspective" (SSE 4380). This course serves as an introduction to the theory, rationale, content, and practice of global education. Students explore teaching strategies and learn how to utilize and develop

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<sup>197</sup>Global Awareness Program Brochure.

<sup>198</sup>Florida International University Catalog, Miami, Florida, 1988, p. 84.

learning materials so as to reflect a global perspective in teaching.<sup>199</sup>

For students with a bachelor's degree in an area other than education, but seeking teacher certification, the University offers an alternative track: the "Modified Masters Program in Education." The modified master's program "accommodate[s] candidates with a baccalaureate degree appropriate to the certification area but without teacher certification, who are seeking entry into the teaching profession."<sup>200</sup> These graduate students enroll in general foundations of education, methods of instruction, and subject teaching methods courses as well as graduate subject content and research courses (see Appendix III, "Description of Master of Science in Social Studies Education"). After the preparatory work in professional education and most of the graduate academic coursework is completed, the modified masters student enrolls in the regular, supervised student teaching experience in which all students seeking initial certification must participate.

Once the student (both undergraduate and graduate) has completed the required foundations of education courses and all core courses, the student may enroll in "Special Teaching

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<sup>199</sup>Ibid., p. 205.

<sup>200</sup>"Modified Master's Degree Proposal," Division of Curriculum and Instruction, Florida International University, 1988.

Laboratory: Social Studies" (SSE 4384) in the fall term (see Appendix IV, "Syllabus of SSE 4384"), where the "development of instructional skills, techniques, and strategies for teaching social studies in the junior and senior high school" takes place.<sup>201</sup>

SSE 4384 is the last methods course student teachers take before commencing their internships. SSE 4384 requires the infusion of a global perspective into all the lessons, activities, and semester teaching plans prepared by the interns. For example, students plan and teach a current events lesson that emphasizes global perspectives while continuing to follow the Dade County Public School curriculum objectives and ongoing course content (see Appendix V, "Module Two of the SSE 4384 Handbook"). When developing the "Semester Plan" for the upcoming internship, students are required to incorporate global perspectives into the goals, objectives, and lessons of the Plan (see Appendix VI, "Module Four of the SSE 4384 Handbook"). The course utilizes both the infusion and discrete approaches for global education discussed earlier.

The required texts for the course are Jack R. Fraenkel's Helping Students Think and Value: Strategies for Teaching Social Studies (1980), subscription to Social Education, and

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<sup>201</sup>Florida International University, p. 206.



the Christian Science Monitor. In addition, various books and articles dealing with curriculum development, global education, and classroom management are placed on reserve in the library for supplementary reading.

Field observations are required in this course (minimum of 55 hours) and take place at schools which have participated in the Global Awareness Program and whose teachers have been involved in the Global Education Leadership Training Program (see Appendix VII, "Description of the Global Education Leadership Training Program"). Students select their school sites and teachers from a list of schools and teachers involved in GELTP. They are required to visit a minimum of two schools, meet and observe the cooperating teachers in the classrooms, and then through a process of mutual interviewing, select their placement. During this fall semester, student teachers have the opportunity to become acquainted with administrative and instructional personnel, with the facility and its available resources, and learn students' names. From the cooperating teacher, the intern begins to observe first-hand, the process of lesson planning, the incorporation of various teaching methods, and the usage of classroom management techniques.

Immediately following the conclusion of the Special Teaching Laboratory in Social Studies, the student commences the teaching internship experience (SSE 4942) in the spring

term. Akin to Dewey's "apprenticeship approach,"<sup>202</sup> the intern engages in a supervised teaching experience in the middle, junior, or senior high school in which s/he had been observing the previous semester. The internship is a five-day-a-week, full school day experience spread out over a continuous nine to ten week period. Student teachers are responsible for lesson planning, test construction, grading, and disciplinary action.

The student teaching takes place in a school where the Global Awareness Program has "trained a cadre of teachers in global education."<sup>203</sup> As per Dade County Public School System regulations, these teachers have all taught for a minimum of three (3) years and receive no compensation other than one (1) semester's worth of free tuition at any public university in the state of Florida. For the most part, these teachers are also experienced cooperating teachers who have supervised student teachers in the past. The student teacher is encouraged to infuse a global perspective in all teaching and planning and documents this infusion in his/her lesson plans, objectives, semester goals, and assessments.

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<sup>202</sup>Dewey, 1904, pp. 140-171.

<sup>203</sup>Special Teaching Laboratory and Internship: Social Studies Handbook, Florida International University, Miami, Florida, 1988, p. 1).

## THE PROBLEM

### Statement of the Problem

The problem to be investigated in this study is the relationship between enrollment in a year's social studies teacher training program emphasizing global education and the development of professional and global teaching behaviors on the part of secondary level preservice teachers.

### Hypothesis

The experimental research evidence related to the impact of preservice teacher training is conflicting. And, because it is incipient, there is a paucity of research in the field of global education. Yet, evidence from the research and theoretical literature suggests that preservice teacher training, especially the internship experience, and education with a global perspective both have a positive impact on the behavior, knowledge, and attitudes of students and teachers. It is therefore hypothesized that a teacher training program which emphasizes global education will have a positive impact on the professional and teaching behaviors of social studies student teachers during their senior year.

### Definition of Terms

There are several concepts that will be used frequently in this study. Below are the working definitions for these terms:

Student teacher: an "adult learner who seek[s] formal preparation for teaching"<sup>204</sup>. This term will be used interchangeably with "intern."

Cooperating Teacher: an experienced secondary level social studies teacher that has received training through the Global Education Leadership Training Program and who has agreed to supervise the daily progress of the student teacher in the student teaching placement at the school site.

University Supervisor: the designated individual representing the University who supervised the student teacher in the student teaching placement at least once per week at the school site, in this case, the investigator of this study.

Global education: educational efforts designed to develop global perspectives while simultaneously affording the student the opportunity to acquire the skills, knowledge, and attitudes that are necessary for living in a world of limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.<sup>205</sup> It

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<sup>204</sup>Lanier and Little, p. 535.

<sup>205</sup>M. Eugene Gilliom, "Global Education and the Social Studies," Theory into Practice, Volume 20, Number 3, 1981, p. 169.

differs from "international" education in that international education usually refers to the study of the relationships between nations, whereas global education takes into consideration "broader issues that embrace the world and all humanity."<sup>206</sup>

Global Teaching behaviors: those behaviors with a global dimension that were directly observable in the student teacher; for example, teaching methods, lesson plans, assessments, inclusion of global concepts and Hanvey's global dimensions (both detailed below) in classroom discussions, coverage of local and national current events and world happenings in lectures, and linkages between South Florida and the world.

Professional Teaching behaviors: those behaviors that enhanced the student teachers' ability to teach about the world and be well-informed citizens in the global community; for example, using local, national, and international news sources and participating in professional organizations.

Global concepts: inclusion of the following concepts was incorporated into the Student Teaching Handbook and thus were

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<sup>206</sup>Klassen and Leavitt, p. 1.

emphasized during the interns' training: interdependence, conflict, change, culture, and communication.<sup>207</sup>

**Conflict:** this force has been a major factor throughout human history and is obviously evident in the contemporary world scene. It should also be understood as "a vital, and often positive and useful element in the lives of individuals, groups, communities, and nations."

**Change:** changes this generation is likely to encounter are unclear, however with certainty it can be said that "change will take place and that the pace may sometimes be almost too fast for comprehension, much less adaptation." Students must be educated to become "versatile individuals in an unpredictable world."

**Interdependence:** the world is a system -- with all its parts interconnected. This concept is seen as overarching and unifying.

**Communication:** includes both verbal and nonverbal messages. Tension can occur when miscommunication leads to misperception, stereotyping, and linguistic differences.

**Culture:** the totality of learned behavior, beliefs, institutions, and human work and thought.

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<sup>207</sup>Four of these concepts as defined here were adapted from the 84/85 Volume of Intercom: A Guide to Discussion, Study, and Resources, pp. 17-21.

Hanvey Model for Global Awareness: Robert G. Hanvey offers five dimensions for a global perspective:<sup>208</sup>

**Perspective Consciousness:** the awareness that one's own view of the world is not shared universally and is often shaped unconsciously;

**State of the Planet Awareness:** understanding prevailing world conditions and developments;

**Cross-Cultural Awareness:** recognition of similar and different practices and ideas of human societies around the world;

**Knowledge of Global Dynamics:** understanding key traits and mechanisms of the world system; and

**Awareness of Human Choices:** understanding the dilemmas that confront individuals and societies as knowledge expands and the globe shrinks.

This framework for organizing global education is an integral part of the Global Education Leadership Training Program and was presented to the students as part of the coursework in SSE 4384.

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<sup>208</sup>Robert G. Hanvey, An Attainable Global Perspective, (New York: Global Perspectives in Education, 1978), pp. 162-165.

## Procedure Delineation

### QUANTITATIVE AND QUALITATIVE APPROACHES

Due to the nature of this study, a combination of quantitative and qualitative methods was used. It is an approach that is now coming to the forefront of educational research. Howe argues that "far from being incompatible, quantitative and qualitative methods are inextricably intertwined."<sup>209</sup>

Combining quantitative and qualitative methods appeals to a pragmatic philosophy. It is no longer appropriate to allow the traditional research methods available to determine the type of data collected. On the contrary, what one wants to research should determine the paradigm used. This perspective allows for the rejection of the "tyranny of method," to use Bernstein's phrase.<sup>210</sup>

Combining quantitative and qualitative methods in educational research should not be merely encouraged -- it is often required,<sup>211</sup> depending on the data to be collected:

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<sup>209</sup>Kenneth R. Howe, "Against the Quantitative-Qualitative Incompatibility Thesis, or Dogmas Die Hard," (Educational Researcher, November, 1988): 12.

<sup>210</sup>Richard J. Bernstein, Beyond Objectivism and Relativism, Philadelphia, Pennsylvania: University of Pennsylvania Press, 1983.

<sup>211</sup>Howe, p. 10.



The compatibility thesis supports the view, beginning to dominate practice, that combining quantitative and qualitative methods is a good thing and denies that such a wedding of methods is epistemologically incoherent.<sup>212</sup>

Rather than view qualitative and quantitative research as being different in method, it is more accurate and useful to consider the differences between the two in the underlying philosophies. Qualitative research necessitates a phenomenological orientation where it attempts "to understand human behavior from the 'insider's' perspective." Quantitative research, on the other hand, rests on a position of positivism, where there exists the "search for social facts apart from the subjective perceptions of individuals."<sup>213</sup>

Bolster recommends a sociolinguistic ethnomethodological research approach that incorporates both student and teacher interpretations of events along with direct observations by the researcher.<sup>214</sup> Rather than attempting to analyze the entire classroom culture, which is almost impossible to do, this approach focuses on selected aspects, though always from a "holistic perspective." This provides an understanding of

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<sup>212</sup>Howe, p. 10.

<sup>213</sup>David M. Fetterman, "Qualitative Approaches to Evaluating Education," (Educational Researcher, November, 1988): 18.

<sup>214</sup>Arthur S. Bolster, Jr., "Toward a More Effective Model of Research on Teaching," in Teaching, Teachers, and Teaching Education (Cambridge, MA: Harvard Educational Review, 1987) p. 345.

the complexity of particular classrooms rather than the products of a more traditional quantitative approach of elements that can be replicated elsewhere.<sup>215</sup>

Ethnomethodology itself "points to the subject matter to investigate" rather than the methods that can be employed to collect the data; it is the study of how individuals "create and understand their daily lives."<sup>216</sup> Qualitative design is evolving, flexible, general; design is a hunch as to how the researcher might proceed.<sup>217</sup> The research plans evolve as more is being learned about the setting, subjects, and other sources of data through direct examination. A detailed set of procedures is not formed prior to data collection. Finding the questions should be a product of data collection rather than assumed a priori.<sup>218</sup>

Another approach in qualitative research is "connoisseurship." Connoisseurship requires the researcher to possess an awareness and an understanding of the phenomena s/he is observing.<sup>219</sup> Validity in connoisseurship is determined by

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<sup>215</sup>Bolster, Jr., p. 346.

<sup>216</sup>Robert C. Bogdan and Sari Knopp Bilken, Qualitative Research for Education, 1982, p. 37.

<sup>217</sup>Bogdan and Bilken, p. 47.

<sup>218</sup>Ibid., p. 55.

<sup>219</sup>Elliot W. Eisner, "Educational Connoisseurship and Criticism: Their Form and Functions in Educational Evaluation," (The Journal of Aesthetic Education, Volume 10, Numbers 3-4): 145.

the procedures of "structural corroboration" and "referential adequacy." The former refers to how the puzzle seems to fit together, credibly and recognizably. Referential adequacy refers to comparing the descriptions and observations of the phenomenon to the ensuing critique.

Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. The mechanically recorded materials are reviewed in their entirety by the researcher with the researcher's insight being the key instrument for analysis.<sup>220</sup> The qualitative approach known as "participant observation" refers to

the process in which an investigator establishes and sustains a many-sided and relatively long-term relationship with a human association in its natural setting for the purpose of developing a scientific understanding of that association.<sup>221</sup>

It is perfectly acceptable -- and even desirable at times -- to conduct naturalistic investigations in "one's own nest." The participant researcher role has the advantage of already knowing the "cast of characters," having access, and having the ability to influence behavior in concordance with the hypothesis being researched (for example, when the university

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<sup>220</sup>Bogdan and Bilken, p. 27.

<sup>221</sup>Lofland and Lofland, 1984.

supervisor encouraged the interns to use global materials and concepts).<sup>222</sup>

The data in qualitative research tends to be analyzed inductively. "Grounded theory" emerges from the bottom up from many disparate pieces of collected evidence that are interconnected. The abstractions are built as the particulars that have been gathered are grouped together.<sup>223</sup>

The problem investigated in this study lends itself to a combination of qualitative and quantitative approaches. This study used both the more traditional quantitative approach of a questionnaire with the more open-ended method of classroom observation by a participant-observer. It was felt that this hybrid would produce more useful data than either of the two methods alone.

The quantitative section of this study collected background data from subjects by use of an investigator-made pre, mid, and post questionnaire (see Appendices VIII, IX, and X). The questionnaire (the Social Studies Intern Inventory) was essential in that it was impossible to observe the student teachers at the beginning of the fall semester since they were not yet assigned to their placements. It was efficient in collecting background information data and also for

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<sup>222</sup>Lofland and Lofland, 1984.

<sup>223</sup>Bogdan and Bilken, p. 27.

comparisons in thought and behavior between the beginning of the interns' senior year (September, 1988) and the completion (May, 1989).

In a hermeneutical approach, it was intended that the classroom observations would generate more questions than pat answers. The qualitative portion used a combination of sociolinguistic ethnomethodology and connoisseurship. The direct classroom observations provided data that would be difficult to collect from a self-reported survey given the latter's limitations.

#### THE DATA GATHERING INSTRUMENTS

For this study, two instruments were used to collect data: the Social Studies Internship Inventory (SSII) and a field observation protocol (see Appendix XI, "Observation Protocol") to guide observations and systematize the data collected.

The Social Studies Internship Inventory was designed to measure indicators of personal and professional teaching behaviors with a global dimension. The questionnaire gathered information on the interns such as: self-ascribed ethnic background, frequency and type of news sources consulted, political orientation, attitudes toward the internship experience, membership in professional educational organizations, travel experience, and language proficiency.

The findings for these questions will be reported in descriptive fashion.

In developing an observation protocol, the investigator referred to FIU's social studies education department's Handbook for Student Teaching and Robert G. Hanvey's seminal article, "An Attainable Global Perspective." Five indicators were cited and included in the protocol to determine inclusion of global perspectives in the teaching behaviors of the interns. They are:

- a) **infusion of global concepts:** the inclusion of concepts such as culture, change, conflict, communication, and interdependence as defined in "The Problem";
- b) **incorporation of global dimensions:** reference to Hanvey's model for global awareness, namely, state of the planet awareness, perspective consciousness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices as described in "The Problem";
- c) **teaching of current events:** coverage of local, national, and international events from multiple perspectives;
- d) **linkages between past and present events:** showing the interconnectedness and relatedness of the world through a time continuum where events and decisions

in one era often have ramifications and bearing on current situations;

- e) connections between South Florida and the world: facilitating the awareness that one's community is inextricably connected to the larger world; that not only does one's "local world" feel the impact of situations elsewhere in the world, but that local activity can also affect the world at large.

These coding categories described above were systematically observed in general classroom activities as well as noted in the student teachers' lesson plans, assignments, and formal assessments. The protocol reflected observation time, tests and quizzes, lesson plans, homework assignments, and other documents. As per Bogdan and Bilken's recommendations, the observation guide allowed for open-ended responses and was flexible enough to allow noting and collecting data on unexpected dimensions of the topic.<sup>224</sup>

### SUBJECTS

Subjects taking the Social Studies Internship Inventory included all student teachers completing their internships in secondary social studies education during the 1988-1989 academic year. Subjects for the observational portion of this

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<sup>224</sup>Bogdan and Bilken, p. 71.

study were selected from among the aforementioned group (in a manner consistent with the administrative considerations of Florida International University).

The population of student teachers enrolled at FIU during the 1988-89 academic year is composed of two groups: undergraduates seeking a Bachelor of Science in Education degree and graduate students enrolled in a "modified" Master of Science in Education program. Both groups sought initial certification in teaching. There were 20 undergraduates and five graduate students.

Of the total sample size of 25, six undergraduate students were selected for observation during the internship itself. Though the six student teachers selected for observation were not selected on a random basis due to administrative considerations, the researcher attempted to achieve equity in as many other variables as possible. The six students selected for observation were not significantly different from the other interns enrolled as per the data gathered in the SSII. The observed group was composed of four males and two females. Their student teaching placements were in a mixture of urban, suburban, and inner-city schools at both the junior and senior high school levels.



ADMINISTRATION OF THE SOCIAL STUDIES INTERN INVENTORY

The Social Studies Intern Inventory (SSII) was administered to all twenty-six of the interns three times during the 1988-89 academic year:

- a) before the social studies methods course (SSE 4384) began [September, 1988]
- b) after completion of the social studies methods course and before the student teaching experience (SSE 4942) [December, 1988]
- c) immediately after the student teaching experience [April, 1989]

OBSERVATION OF STUDENT TEACHERS

The field observations of the six student teachers were conducted on a weekly basis over a period of ten weeks. With the exception of the first observation, all visitations were unannounced. The investigator used the protocol developed during all observations and as well as taking detailed field notes during each observation which reflected generic teaching behaviors as well as those with a global dimension.

The research was conducted in a "closed setting, access to which is not granted to just anybody."<sup>225</sup> The student

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<sup>225</sup>Lofland and Lofland, 1984.

teachers had no knowledge that they were being observed as part of a research study; they assumed they were being supervised by the investigator as part of the internship (the cooperating teachers also had no knowledge of the study being conducted). This type of covert research is not problematic since there was a lack of harm to those researched and the theoretical importance of the setting was such that it could never be studied openly.<sup>226</sup>

Feedback was always provided to each of the interns on their performance and development as a teacher at the end of each observation. Written and verbal feedback included praise and corrective suggestions for both generic and global teaching behaviors.

Three conferences between the investigator (university supervisor) and the cooperating teacher were held during the internship in addition to two meetings among the three (investigator, cooperating teacher, and student teacher) to monitor the intern's progress. The two meetings were held midway into the internship and at the conclusion of the experience. The required university evaluation form was used (see Appendix XII, "FIU Intern Progress Report") and further emphasis was placed on global perspectives.

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<sup>226</sup>Ibid.

Since the assurance of anonymity is essential in social research, pseudonyms have been used for both the student teachers and the schools participating in this study.

#### DESCRIPTION OF SCHOOLS

The four host schools where the six student teachers observed completed their internships consisted of one middle school and three senior highs: American Middle School, East Miami Senior High School, Sunrise Senior High School, and West Miami Senior High School.<sup>227</sup>

American Middle School is located in a predominantly Hispanic neighborhood; 86 per cent of the student membership (total of 1,437) for the 1988-89 school year was of Hispanic origin. Four per cent of the students were Anglo (white, non-Hispanic) and ten per cent were Black (non-Hispanic).<sup>228</sup>

Of the 55 faculty members at American, 27 per cent were Anglo, 31 per cent were Black, and 42 per cent were Hispanic. The average number of years teaching in the state of Florida was ten and 51 per cent had attained a Master's degree.

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<sup>227</sup>Names of schools, interns, and cooperating teachers have been changed.

<sup>228</sup>All data concerning school characteristics were taken from District and School Profiles, 1988-89, Dade County Public School System, Miami, Florida, 1989.

There was a strong bilingual influence in American Middle. For example, there were 367 students enrolled in English for Speakers of Other Languages (ESOL) and 273 in Spanish for Native Speakers (Spanish-S). Students who received compensatory education totaled 368 and a full 25 per cent were deemed to have Limited English Proficiency.

Seventy-four per cent of the students in American Middle School received free or reduced lunch, a frequently used indicator of socioeconomic status.

East Miami Senior High, an inner city school, had a student membership of 90 per cent Black, one per cent Anglo, and eight per cent Hispanic. The school had a total of 2,394 students.

The 118 classroom teachers were composed of 58 per cent Anglo, 25 per cent Black, and 17 per cent Hispanic. Eight years was the average for teaching in the state of Florida. Forty-one per cent had attained a Master's degree.

690 students received compensatory education and though none were registered in Spanish-S, 245 were enrolled in ESOL. Most of these students primarily of Haitian origin. Ten per cent were considered Limited English Proficiency (LEP).

Ten per cent of the students attending East Miami received free or reduced lunch.

Sunrise Senior High's 1988-89 student membership (3016) was composed of 89 per cent Hispanic, three per cent Anglo, and seven per cent Black. The faculty's ethnic make-up was more diverse: 67 per cent Hispanic, 17 per cent Anglo, and 15 per cent Black. Forty per cent had earned a master's degree and had taught an average of 11 years in Florida. Students enrolled in ESOL totaled 320 and 831 in Spanish-S. 322 received compensatory education. About 14 per cent of the students received free or reduced lunch.

West Miami Senior High School is a suburban high school in a predominantly middle-class neighborhood with a student membership of 2,833. Ninety per cent of the student body is Hispanic, seven per cent is Anglo, two per cent is Black, and one per cent is Asian/American Indian.

Sixty-three per cent of the classroom teachers were Anglo, 18 per cent was Black, 18 per cent was Hispanic, and two per cent was Asian/American Indian. Forty-five per cent had attained a Master's degree and the teachers averaged 12 years teaching in Florida.

ESOL enrollment was 217 and 1044 students registered for Spanish-S. 174 received compensatory education. Though most of the students were second generation Hispanics, there was a growing number of newly arrived immigrants from Central America in the school.

Sixteen per cent of the student as West Miami Senior High received free or reduced lunch.

#### DESCRIPTION OF STUDENT TEACHERS OBSERVED

All six of the student teachers observed were undergraduate social studies education majors in the senior year of their programs.

No significant difference was found between the grade point average or SAT scores of the six interns observed and the rest of the undergraduate group in the program. The median grade point average and SAT scores for the six student teachers observed was 3.213 and 980, respectively (compared to 3.04 and 985 for the other undergraduate student teachers during the 1988-89 academic year).

The observed six taught a variety of subjects at various grade levels and represented different ethnic backgrounds:

**Mr. Carter:** Completed his internship at East Miami Senior High School, an inner-city school with a high percentage of African-American students. Mr. Carter was a Hispanic male, age 22 when the academic year began. He taught eleventh grade American History, a required course as per Dade County Public School mandated curriculum. Most of his students seemed to be college-bound. His cooperating teacher was a Hispanic female in her late thirties.

**Mr. Frye:** 31 year old Anglo male with limited proficiency in Spanish interned at American Middle School, a predominantly Hispanic school in a Hispanic neighborhood. Mr. Frye taught eighth grade U.S. History, seventh grade Civics, and 6th grade World Cultures (all required). His cooperating teacher was an Anglo male in his late forties and was Department Chair of the social studies department during that academic year.

**Mr. Gonzalez:** Hispanic male, age 23, completed his internship at Sunrise Senior High School, having a predominantly Hispanic student membership. Mr. Gonzalez taught ninth grade World History (required). His cooperating teacher was a Hispanic male, in his early forties.

**Mr. Gray:** Mr. Gray, an Anglo male, age 21, interned at East Miami Senior High School, a predominantly black, inner-city school. He taught an elective course in sociology to a mixed level group of students. His cooperating teacher was an Anglo male in his mid-forties.

**Ms. Reyes:** Hispanic female, age 22 completed her internship at West Miami Senior High, a middle-class suburban high school with a high concentration of Hispanics. Ms. Reyes taught a required course in American History to eleventh graders who

seemed to be college-bound. Her cooperating teacher was a non-Hispanic Black female in her late thirties.

**Ms. Voight:** Hispanic female, age 28, at West Miami Senior High, a middle-class suburban high school with a high concentration of Hispanics. She taught twelfth grade Economics, a required course in the DCPS curriculum to college-bound and regular level students. Her cooperating teacher was a Hispanic female in her early forties.

#### LIMITATIONS OF THE STUDY

Given the nature of this naturalistic study, there are several limitations that need to be identified and considered when reviewing the findings and conclusions. Some are inherent in qualitative research, others are more unique to the study at hand:

- there was no control group of student teachers going through a non-global teacher education program; as such, no direct comparisons are available, either with other teacher training programs, or within the college by assigning students to two groups at random. The latter was not possible, since one of the missions of the college and department is to produce "globally aware" teachers;



- selection of students to be observed was not conducted at random due to administrative constraints; however, it is felt that content areas were varied, there was a variety of urban and suburban schools in the sample and the six interns observed were not significantly different from other undergraduates in the program;
- the study does not reflect all four years of the FIU training program -- only the senior year variables were considered; a subsequent study would need to look more closely at the curriculum and requirements of the first three years;
- there will be a lack of generalizability in some of the conclusions; the main disadvantage of the sociolinguistic ethnomethodological approach, as described earlier, is its lack of generalizability, since the study, by its very nature, is time and space specific; however, variables can nonetheless be identified which may affect instruction as a whole;<sup>229</sup>
- the influence of the cooperating teacher was not explored in any systematic way; follow-up research needs to explore this apparently crucial variable.

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<sup>229</sup>Bolster Jr., p. 347.

FINDINGS OF THE SOCIAL STUDIES INTERN INVENTORY

The total group which took the SSII during the 1988-89 academic year was composed of 25 preservice social studies teachers. When the SSII was first administered at the onset of the 1988-89 academic year, the median age of the 25 preservice teachers enrolled in SSE 4384 was 29.8. When broken down into undergraduate (20) and graduate (five) students, the median ages were 30.3 and 27.8, respectively. The six interns observed in the classrooms averaged an age of 24.5 years.

The gender composition of the preservice teachers was 11 females and 14 males. The students were asked to classify themselves ethnically; they could choose among the categories of "Anglo," "Hispanic," "Black," "Asian," or "Other." The self-ascribed ethnic representation was as follows: 15 Anglos, seven Hispanics, one Black, and two Other. The six interns observed were composed of four Hispanics and two Anglos (two females and four males).

The median grade point average for the group in the Fall of 1988 was 3.119. The median score on the Scholastic Aptitude Test (SAT) was 985 for the undergraduates. The graduate students scored an average of 1116 on the Graduate Record Examination (GRE). The six who were observed averaged 980 on the SAT.

Of the total group, 19 were born in the United States, while six were foreign-born. Three of the six interns observed were American citizens by birth, while three were born outside the United States. The group seemed to have had exposure to other cultures and languages. Of the total group, 21 students had been to another country; of the group selected for observation, all six had been outside the United States. Sixteen of the 25 student teachers were monolingual, although nine reported to have proficiency in at least one other language. Of the six students observed, five were bilingual and one was proficient in only one language.

Roughly half (56 per cent) of the students in September had not yet taken SSE 4380, "Developing a Global Perspective." Many of these students were enrolled in the course during the same semester as SSE 4384 and had completed it by December, 1988. Three of the six interns observed had already taken the course.

Sixty per cent of the students had taken SSI 3240. Since the course is not required for the Modified Masters program students or for transfer students with more than sixty credits, 40 per cent had not taken the course. Four of the six interns observed had taken the course by the onset of their student teaching experience.

On the political attitude scale, the interns were provided with a five-point Likert scale on which to indicate

their general political attitude. If they leaned very strongly to the left (liberal) or right (conservative), they could choose either "1" or "5", respectively. If they leaned somewhat to the left or right, they could choose either "2" or "4". If they did not consider their political attitudes to be either left or right, they were advised to circle "3." In September of 1988, the pre-interns reported their political attitudes as follows:

POLITICAL ATTITUDES

SEPTEMBER, 1988

	1	2	3	4	5	RIGHT
LEFT						
Total Group:	1	9	6	6	3	
Observed Six:	0	3	1	0	2	

In December of 1988, after they had completed SSE 4384, their political attitudes as reflected by their responses on the scale were:

## POLITICAL ATTITUDES

DECEMBER, 1988

LEFT	1	2	3	4	5	RIGHT
Total Group:	3	8	6	5	3	
Observed Six:	2	1	0	1	2	

After they had completed their internships in the spring of 1989, the student teachers reported the following:

## POLITICAL ATTITUDES

SPRING, 1989

LEFT	1	2	3	4	5	RIGHT
Total Group:	1	9	8	5	2	
Observed Six:	1	2	1	1	1	

Comparison of the six interns' self-reported political attitudes over the course of the academic year shows that by the end of the internship, the six student teachers as a whole reflected the spectrum of conservative and liberal political attitudes.

## OBSERVED SIX: POLITICAL ATTITUDES

Pre	0	3	1	0	2
Mid	2	1	0	1	2
Post	1	2	1	1	1

The great majority of the students enrolled in SSE 4384 were reading the newspaper daily. Seventeen (68 per cent) of the pre-interns reported reading the newspaper every day in the fall of 1988. Two of them reported 5-6 times a week, four reported 3-4 times a week and two 1-2 times a week. The "not at all" category was not chosen by any of them. Of the selected six interns, three reported reading the newspaper daily, one student 5-6 times a week, and two students said 1-2 times a week.

At the completion of SSE 4384 eighteen of the students reported reading the newspaper daily, while the number of the selected six students increased to four. By the completion of the student teaching experience, twenty-one of the interns reported reading the newspaper daily and although the number for the six observed interns remained constant (four), the other two categories shifted:

## OBSERVED SIX: REPORTED NEWSPAPER READING

	Daily	5-6	3-4	1-2	Not at all
PRE	3	1	0	2	0
MID	4	0	1	0	1
POST	4	1	0	1	0

Of the types of newspapers read, the majority (sixteen) of the students reported reading only the local newspaper in September. Five of them read the local and national papers and three students reported reading all three (local, national, and international). The six interns were not much different: four of them read only the local, one the local and national, and only one said all three were read.

Midway through the academic year, the composition of the categories changed dramatically. Nine of the students reported reading all three types of newspapers, five were reading an international newspaper in addition to the local paper, and three were reading an international newspaper exclusively. Out-of-town newspapers such as the New York Times and the International Herald Tribune were reportedly read. Of the six selected students, three reported reading all three types. At the completion of the internship, the

student teachers' responses remained fairly constant with those reported midway, as did the group of six:

OBSERVED SIX: TYPES OF NEWSPAPERS READ

	Local	Nat'l.	Int'l.	L&N	L&I	N&I	All13
PRE	4	0	0	1	0	0	1
MID	1	0	0	1	0	0	3
POST	1	0	0	2	0	0	3

Thirteen (52 per cent) of the pre-interns considered television to be their main source for information concerning current events at the beginning of the academic year. Seven (28 per cent) reported the newspaper and four reported the radio. Of the six interns, half reported television, two the newspaper, and one chose the radio. After completing SSE 4384, the numbers for television and newspaper were reversed: thirteen cited newspapers as their main source of current events information, and eight reported television. Three of the six interns reported the newspaper as their main source, two the radio, and only one chose television. After completing their internship the numbers favored newspaper reading even more: 16 of the student teachers reported the newspaper, six the television, and two the radio. Among the



selected six, five reported the newspaper and only one selected television as the main source for current events information.

OBSERVED SIX: MAIN NEWS SOURCE CONSULTED

	Newspaper	Magazines	T.V.	Radio
PRE	2	0	3	1
MID	3	0	1	2
POST	5	0	1	0

Of the various sections in the newspaper, the "national," "local," and "international" sections were reported to be the most read by the students. The "state news" and "editorials" were reported next, then the "sports" and "financial/business" sections.

News magazines were not very popular among the students enrolled in SSE 4384. In September 1988, 52 per cent reported reading no news magazines of any sort. Twenty per cent and 12 per cent reported reading Time and U.S. News and World Report, respectively. Four of the six interns reported reading no news magazines and only one read U.S. News and World Report. The remaining student cited reading Foreign Policy (though not

published weekly). These findings remained consistent throughout the academic year.

At the beginning of this study, twenty of the students did not belong to any professional or educational organizations. Of the selected six, four did not report memberships. Those who reported membership in an organization cited Future Educators of America (FEA), the National Council for the Social Studies (NCSS), and the American Historical Association (AHA). By December of that year, twenty-one students had memberships in a combination of the organizations noted above while five of the six interns to be observed had memberships. By the end of their internships, a full twenty-four of the students reported being members of professional organizations (mostly the National Council for the Social Studies); all six of the interns observed had obtained memberships.

#### MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

	YES	NO
Total Group <u>PRE</u>	5	20
Total Group <u>MID</u>	21	4
Total Group <u>POST</u>	24	1

In the post-test of the Social Studies Intern Inventory, student teachers were asked to evaluate the impact SSE 4384 and their internships had on their personal attitudes and/or teaching behaviors. The responses reported are as follows:

#### IMPACT OF SSE 4384

	Very Much	Somewhat	Not At All	Not Sure
Total Group	7	13	4	1
Observed Six	3	2	1	0

#### IMPACT OF INTERNSHIP

	Very Much	Somewhat	Not At All	Don't Know
Total Group	21	4	0	0
Observed Six	6	0	0	0

Comparing their responses to both questions, the student teachers seemed to feel that the internship experience had more impact on their professional and teaching behaviors than the university class-based SSE 4384. However, it should be noted that they still considered SSE 4384 to have a fairly strong impact on them.

When asked to choose between the cooperating teacher and the university supervisor in terms of their impact on teaching behavior and attitudes, the students overwhelmingly selected

their cooperating teachers (two students selected both individuals with an explanatory note stating that they both had equal impact).

#### WHICH HAD MOST IMPACT?

	COOPERATING TEACHER	UNIVERSITY SUPERVISOR
Total Group	24	3
Six Observed	6	2

This finding is consistent with empirical studies that have shown the cooperating teacher to be the single, most important variable in teacher training.

#### FINDINGS OF THE CLASSROOM OBSERVATIONS

At the beginning of the internship the student teachers seemed to be most concerned with the "basics" of being a classroom teacher --- classroom management, administrative duties, record keeping, and covering all the objectives received most of their attention. This was verified by most of the cooperating teachers who, at the beginning of the internships, expressed a desire for the student teachers to be

more creative and relaxed in their teaching style. It would seem, however, that this phenomenon is a fairly common response to any new situation. As the interns became more familiar and comfortable with the school, students, cooperating teacher, and presence of the university supervisor, the preoccupation with formalities lessened. Infusion of global perspectives increased with time and were observed most frequently in the last two to three weeks of the internship.

In noting the frequencies that the student teachers exhibited global teaching behaviors (as described in "The Problem"), the two indicators that were observed most were the usage of Hanvey's global dimensions and coverage of current events. It was also apparent that the student teachers who emphasized global perspectives most were Ms. Voight and Mr. Carter, while the least successful, in terms of global content, was Mr. Gray.

Hanvey's Perspective Consciousness, State of the Planet Awareness, and Awareness of Global Dynamics received the most attention. Interns were especially conscientious about using multiple perspectives in their teaching. Cross-Cultural Awareness and Awareness of Human Choices, difficult and sophisticated concepts to learn and teach, were incorporated to a lesser degree.

It is proposed that coverage exhibited of Hanvey's global dimensions is due in large part to the nature and requirements of FIU's program. Hanvey's model for global awareness is an integral component in the study and discussion of global perspectives in SSE 4380 ("Developing a Global Perspective,") as well as being included in the instruction and requirements of SSE 4384 and in the content seminars presented by the Global Awareness Program. The Global Education Leadership Training Program also uses Hanvey extensively in in-service teacher training, where the cooperating teachers receive most of their instruction in global education.

However, the five global concepts of conflict, change, culture, communication, and interdependence were not observed as often. Although they were included in the student teachers' Handbook and required to some degree in the format of the lesson plans, the SSE 4384 instructor, cooperating teachers, and global facilitator who addressed the group twice, seemed to be more familiar and comfortable with the Hanvey model. The student teachers undoubtedly received more encouragement and assistance when infusing Hanvey's dimensions and concepts than when they used other theoretical models or terms and it was reflected in their teaching.

Current events received attention from all six interns observed; most of the focus tended to be on national and international occurrences. Some interns used a discrete

approach for covering current events, for example, setting aside a day for studying and discussing world happenings and even assigning a weekly current events activity. Others utilized an infusion approach whereby current events were integrated when and where appropriate and relevant to the curriculum. One intern, Ms. Voight, integrated current events into her daily lessons.

The student teachers were also conscious of showing the interconnections evident in the world system, past and present. Especially effective were linkages made among the student, the local community and the world at large.<sup>230</sup> "Knowledge of Global Dynamics" was a dimension integrated especially well by Ms. Voight, Mr. Carter, and Mr. Frye. The diversity of the courses they taught--Economics, American history, and Civics, respectively--demonstrates how global perspectives can be effectively developed throughout the social studies curriculum.

Of all the interns, the student teacher who emphasized global perspectives the most was Ms. Voight. Ms. Voight interned at West Miami Senior High School while teaching Economics at the twelfth grade level. She infused more global concepts into her everyday teaching than any of the other

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<sup>230</sup>It should be noted that each intern received a copy of Dade County in the Global Community, a series of lessons and activities highlighting the linkages between Dade County, Florida and the world during the 1988 fall semester.

interns. Especially reflected in her teaching was "State of the Planet Awareness" and her usage of the theme of "Global Dynamics." One of Ms. Voight's semester plan goals was to underscore the prevalence of interdependence in the world economic system.

In seeking to make the students more aware of the planet, its crises, and its dwindling resources, Ms. Voight interwove current events into her daily teaching of economics. All current events--such as the Eastern Airline strike, the Exxon oil spill in Alaska, and Gorbachev's visit to Cuba--were not just mentioned for their news worthiness, but used as a way of teaching and covering the Dade County Public School curriculum objectives and exemplifying economic principles. She had no difficulty in covering the mandated curriculum and highlighting key concepts with global content and themes.

Making the information relevant and providing bridges between the world at large and the student was an integral part of Ms. Voight's teaching. She continually stressed the students' connection with economics on a global scale. The instructional objective on one typical observation day was for the student to "describe how international companies and organizations affect individuals and South Florida." She applied the five-step decision model taught in economics to the city of Miami, the United States, and the world.

Above all, Ms. Voight underscored the importance of



understanding that, to use Hanvey's phrase, things ramify: there are no side effects, only surprise effects. Becoming aware of global dynamics is crucial in developing a global perspective. Ms. Voight was especially adept at showing how social choices and events in one country impact another. By using a Snickers candy bar, she showed how the various components come from a variety of countries, and how a drought or freeze in one place can have a profound impact on the availability, demand, and price of a component and consequently, on the entire product.

On a day when the headline read "Economic Recession Predicted," Ms. Voight not only discussed the possible implications on the American and world economic system, but had the students consider the possible ramifications of such an occurrence with the students' choice in future colleges. Since the students were graduating seniors, the exercise was especially poignant. On another day, when the death of a local disc jockey nearly paralyzed the students' ability for discussion in a regularly planned lesson on social choice in economics, she easily integrated the event and its impact on economics at the local level. How would the jockey's replacement be received by loyal listeners? Would more listeners tune in, at least temporarily to the station, to hear news on the death and life of the lost disc jockey? How

would the increase (or decrease) in ratings affect advertisement rates?

An ongoing theme in Ms. Voight's economics class was that of individual choice versus social choice: What responsibilities do individuals have toward the world? By returning constantly to this theme, Ms. Voight was able to explore the "Awareness of Human Choices" dimension, a fairly sophisticated and difficult aspect of global perspectives to teach. By exploring economic choices from the point of view of society as well as the individual, she developed perspective consciousness in her students. Her set induction for one lesson was the question: "What determines your decision to buy something?" The question stimulated the students' thinking and piqued their interest. Many of the students expressed that the fashion and popularity of an item was tantamount in their decision, but as the discussion progressed, other students cited price, availability, and environmental concerns as well.

Ms. Voight even attempted a sensitive discussion of ethics and economic issues. The students did exceptionally well debating the topic and, as a consequence, examined the inherent ethical issues found in market economies. Though this may be seen by some to be potentially "un-American," the students looked at both the pros and cons of market economies and emerged from the examination exhibiting more knowledge of

the topic. That particular semester, the students were involved in a Junior Achievement project by selling school pins. Not only were the emerging capitalists not dissuaded by the critique of market economies, but seemed more confident of its underlying principles by having debated and considered them so well.

Mr. Carter, who taught eleventh grade American history at East Miami Senior High, also effectively infused global concepts into his teaching. Interestingly, he covered current events least, yet his infusion of global concepts and Hanvey's themes was excellent.

Mr. Carter provided linkages between South Florida and the world better than any other intern. For example, when the curriculum dictated that he teach about immigration at the turn of the century, Mr. Carter incorporated a discussion of recent immigration patterns in South Florida into the lesson. The ongoing influx of Haitians, Cubans, and Central Americans into the area made the discussion very timely.

Mr. Carter's success in this particular area is in large part due to his cooperating teacher who was extremely encouraging and modeled many global teaching behaviors. On one occasion, the cooperating teacher provided the intern with an article from the newspaper Metropolis, the precursor to the now defunct Miami News. The article reflected South Florida's perspective on the Spanish-American War. After reading the

article aloud with his students and having them complete a comprehension check activity, Mr. Carter discussed the ramifications the Spanish-American War had on the local Miami community. Students were thus reminded of the linkages that existed between their local community and such a seemingly far-away event in American history. For further emphasis, the student teacher referred his students to a map of the Western hemisphere to demonstrate the geographic proximity of South Florida to the events in the Spanish-American War. Cuba's importance historically to the United States was discussed as well as how part of the war's legacy can still be seen in the forms of Puerto Rico, Guam, and the Philippines.

In developing multiple perspectives, Mr. Carter used a variety of sources to explore the same event. In teaching about World War I, he utilized various texts to present the different perspectives of the countries involved. He also had the students alternately put themselves in the place of the victor and of the defeated in order to facilitate understanding that the outcomes of the Versailles Treaty had on subsequent world events. When discussing the American Frontier, Mr. Carter included the perspectives of Mexicans, Native Americans, and African Americans in the United States as well as considering the perspective of other countries during that time period.

In a discussion on revolution, Mr. Carter placed the

concept within a global context. He discussed with the students how the supply of crops, availability of goods, and fluctuations in price in one country can have an impact on other countries. The students then speculated how these factors can lead to rebellion and revolution.

In another lesson on revolution at Sunrise Senior High, Mr. Gonzalez was able to put the concept within a global framework even though the lesson at hand was targeted specifically at the Revolutions of 1848. The intern elicited responses from the students regarding the revolutions that were happening in the world at that present time so that linkages between the past and the present were provided. He further asked the students to guess what term the British use for the "American Revolution." In doing so, Mr. Gonzalez was developing perspective consciousness in his students.

Mr. Gonzalez rarely taught a lesson without referring to maps or incorporating geography skills. In a lecture on imperialism in Africa, the frequent reference to both current and historical maps put the history of the area into geographic perspective. The discussion of Tripoli was brought up to date by incorporating the recent events in Libya and the conflict with Qaddafi.

In discussing apartheid in South Africa, the intern sensed that the students were not fully grasping the severity of the restriction of rights that exists for many of the

citizens in that region. Sensing this critical impasse, he spontaneously invented a personal example using students in the class as imaginary South African citizens and was able to illustrate the basic issues quite well.

Mr. Gonzalez often reviewed for quizzes in the form of a "Jeopardy" question and answer format. Not only were students required to keep abreast of the course's world history content, but were also responsible for national and international current events mentioned in class. Consequently during one observation period, students were asked about John Tower's nomination, the events concerning Eastern Airlines, and the actions of the vice-president of the United States along with the ongoing course content.

Students in Mr. Gonzalez's class routinely found newspaper and magazine current events articles and reported on them to the class. Teacher and students were welcome to ask further questions and discuss the implications and significance of the national and international events reported. Since Sunrise was a predominantly Hispanic school, students often received Spanish-language newspapers at home. They were allowed to use those resources and more importantly, to compare the perspectives of the Spanish-language newspapers on a particular story with those reported in English language newspapers.

Ms. Reyes at West High also emphasized current events by

way of a "News Quiz" game. Similar to Mr. Gonzalez's in format, her game focused only on current events. Current events and social issues discussed were incorporated into formal classroom assessments, so that students were responsible for noting and studying contemporary history as well as the past.

Ms. Reyes was especially adept at the discussion of global concepts even in very specific lessons. In an American history lesson on social change in the United States, the students were encouraged to voice their perspectives and personal opinions on a variety of issues within a small group setting. Following a presentation on unemployment during immigration at the turn of the century, discussion turned to those events and conditions that precipitate change. Soon students were discussing immigration patterns around the world and in South Florida.

Ms. Reyes was very sensitive to the concept of perspective. In an American history lesson, she offered the perspective on tariffs and imports from Democrats' and Republicans' point of view. She then had the students compare tariffs imposed at the turn of the century with Japanese imports today. Students explored how and why many countries grew to dislike the United States during that time period and the students debated United States intervention in the Philippines from both sides.

A characteristic that was often observed was the interns' creativity. Mr. Frye at American Middle taught a required Civics to seventh grade students. In one lesson on the founding of the United States, the intern used a bicycle and assembly manual for the lesson's set induction. The class began with a disassembled bicycle on the floor in front of the room. As students walked into the classroom, they quizzically looked at the parts and took their seats. Mr. Frye explained his frustration at not being able to assemble the bicycle because he had misplaced the assembly manual. After allowing the students to futilely attempt assembly, Mr. Frye questioned them on their frustration at being unable to put the parts together. He then proceeded to liken the situation to the founding of the United States and provided a smooth transition into discussion. How difficult was it to found an entire nation with no guiding manual? How were the founders able to construct guiding documents that are still viable today? At the conclusion of the lesson, the students seemed to have a deeper appreciation and understanding of the material.

Mr. Frye also used time lines to help put history into perspective. Especially effective in terms of global perspectives was the use of multiple time lines showing simultaneous occurrences around the world. This multiple, simultaneous perspective of history is not only essential to



understanding the discipline, but is invaluable in developing certain critical thinking skills.

The concepts of change and communication were often emphasized by Mr. Frye. In discussing the Constitutional Convention, for example, he asked the students to ponder how roads and lines of communication have improved since 1787. How, he asked his students to consider, is change facilitated by communication?

Students were encouraged to think from various perspectives as would the delegates at the Constitutional Convention and were asked to analyze the ratification of the Constitution from the point of view of the lower and upper class American citizenry, Congress, and conventioners. Students soon realized that one's culture, values, history, and concerns determine one's perspective.

Mr. Frye used both the discrete and infusion methods for the incorporation of current events. On a weekly basis, students were required to locate and respond to articles on constitutional issues and encouraged to select those with global themes. During one lesson, Mr. Frye mentioned Hirohito's death and asked the students to speculate if as many people would have attended 100 or 200 years ago. Again, the concepts of change and communication played a role in the discussion.

In reviewing the ratification of the United States

Constitution, Mr. Frye explained the process of ratification and emphasized that compromise was the cornerstone in creating the document. He used current examples from the present Congress to provide relevance. The instructional objective for the day noted that "democracy is compromise" no matter which democratic nation is being discussed. He concluded the lesson with examples of other democracies around the world.

Another common characteristic found among the interns was the usage of supplementary resources and materials. The student teachers soon realized that most social studies textbooks are out of date, incomplete, and without a global perspective. Consequently, supplementing the available classroom resources became an ongoing challenge. The Metropolis article mentioned earlier is just one example of the many fine materials located and used by the student teachers. Enrollment in FIU's social studies education program entitled the interns with check-out privileges in the University's audio-visual and curriculum libraries. The FIU Faculty-Student Production Center provided the materials, equipment, and training necessary for students to make professional quality overhead transparencies, slides, posters, graphs, and charts.

Virtually all the student teachers subscribed to the Christian Science Monitor and the Miami Herald during the internship. These newspapers provided a wealth of articles

and illustrated the contrast between national and local perspectives on the same issue.

Ms. Voight used the newspaper as a resource almost daily. In the discussion and contrast of world economies and governments, using the newspaper was a natural source for current information. In one lesson on economic choice, Ms. Voight utilized an article from the Miami Herald, the Christian Science Monitor, and the course textbook.

The least successful intern, in terms of student teaching and global content, was Mr. Gray. The elective sociology course which he taught was replete with opportunities to infuse global perspectives, but global perspectives were not evident during the observations. The intern did cover current events, but it was done in the discrete manner only --- so that Mondays were designated "Current Events Day." Other days of the week did not enjoy a discussion of current events.

Mr. Gray's lesson objectives were technically correct and complete. Objectives that were observed during the internship included a cross-cultural awareness of socialization, perspective consciousness on censorship, and a comparison of adulthood in different societies. However, the lesson activities were often incompatible with the objective, so that in the lesson on social institutions, Mr. Frye showed the movie "Scared Straight," a film designed to prevent adolescents from engaging in criminal activity. He provided

no bridge between the intended behavioral objective and the learning activity. Although the lessons seemed to have a global perspective on paper, the actual execution of the lessons did not.

In discussions with the cooperating teacher, it became evident that he was not providing strong support for the intern. The cooperating teacher had only been in the Global Educational Leadership Training Program for a year, had not developed a personal file of global resources (as other cooperating teachers had done), and in general was lackadaisical in his supervision. To provide a specific example, Mr. Gray's cooperating teacher was the one who instituted "Current Events Monday," so that the intern was merely mimicking the behavior modeled by his mentor. Unfortunately, no systematic study of the cooperating teachers was included in this investigation, so the conclusions to be made are limited in this area.

It became apparent that the cooperating teachers' influence seemed to be significant in at least three ways: providing assistance in the development and acquisition of materials emphasizing global perspectives, their modeling of global teaching behaviors, and their encouragement of the student teacher. Length of time in the Global Education Leadership Training Program may have been a factor. Mr. Carter's extremely helpful cooperating teacher had been in the

GELTP since its inception and had thus been formally involved in global education for at least 10 years, yet Mr. Gray's cooperating teacher by contrast had received training for only a year.

The university supervisor's encouragement also stimulated global perspectives. After attending a lecture on industrialization presented by Mr. Carter, the university supervisor suggested that the contributions of other cultures and countries to "American" inventions be mentioned. After consulting with his cooperating teacher, Mr. Carter mentioned the countries of origin of many "American" inventors as well as noting that some inventions were the products of several individuals from various countries.

In a lesson on the War of 1812 by Mr. Carter, he mentioned that wars spur economic growth. The university supervisor suggested that the students be allowed to speculate how manufacturing in the United States would be affected if Great Britain severely curtailed imports at the time. Mr. Carter incorporated this suggestion into the assessment given at the end of the unit so that students had to synthesize the information presented in class on the War of 1812 and then demonstrate understanding of global dynamics in the scenario.

In Mr. Gonzalez's lesson on the revolutions of 1848, the intern defined and discussed the phenomenon of revolution very

thoroughly. For the lesson's set induction, he asked students to name as many revolutions as they could; students listed the agricultural, industrial, communist, Chinese, and Cuban revolutions. The student teacher was able to provide a link between the past and the present by mentioning revolutions in the contemporary world. However, he missed a critical opportunity to discuss the underlying theme of revolution --- change. The university supervisor suggested to Mr. Gonzalez that he emphasize that revolution means change, consequently underscoring that global concept.

In observing Mr. Frye's lesson on the founders of the United States, the university supervisor suggested taking the activities one step further: have students write their own "Constitution." In this manner, it was explained, students can develop an appreciation for the difficult task that faced the colonists. Additionally, many of the students in Mr. Frye's classes were immigrant children from the countries of Cuba, Nicaragua, and El Salvador. What rights would the students from these nations be likely to emphasize given their backgrounds and histories?

Ms. Reyes' American history lesson on the freeing of the slaves was thorough as far as content is concerned and was made interesting by having the students analyze a political cartoon drawn during the time period studied. In an effort to have students develop empathy and a sense of perspective for

the whole topic, the university supervisor suggested that after analyzing the political cartoon and debating the issues as planned in the lesson, the students could create their own. Some cartoons could be written and drawn from the perspective of the slave owners, some from the perspective of the slaves, others from the point of view of liberal Northerners. And if cooperative learning was a desirable goal for the class, the project could be done in pairs --- students could discuss various ideas with each another, one student could draw the cartoon and the other could write the caption.

An unexpected finding was the observance of a great deal of student-talk. On any given observation day, the investigator was likely to witness a debate, simulation or role play, class discussion, or student presentations. Even in Mr. Gray's class, student-centered activities were observed on at least half of the visits. The student teachers who encouraged student-talk most were Ms. Voight and Mr. Gonzalez. On each observation, they utilized some form of student-centered activity wherein the students were directly engaged in more than fifty per cent of the discussion. Perhaps an influencing factor was that the interns were required to utilize Flander's Interaction Analysis in their self-evaluation of Module Five. It is possible that merely using this classroom analytical tool contributed to their

sensitivity of classroom dynamics and made them more aware of teacher- and student-talk levels.

The cooperating teachers offered two unsolicited critiques to the investigator during the course of the study. The first had to do with the Intern Progress Report (see Appendix XII). Although the cooperating teachers felt that the form was fairly thorough and fair in evaluating interns' progress, they noted that there was no category for global content or methods. It was difficult, they said, to encourage and enforce teaching with a global perspective if the evaluation tool used did not highlight it. This indeed did seem to be an oversight in a program so thoroughly entrenched in the tenets of global education.

An additional critique had to do with the method for internship selection and placement. Several cooperating teachers as well as interns commented that the method was "probably one of the strongest aspects of the program." It was felt by those involved that the mutual interviewing and negotiating process allowed the perfect pairing between mentor and student.



## CONCLUSIONS

In analyzing the success of the student teachers who were most effective in teaching with global perspectives, it became apparent that most of the behaviors observed were not dramatically overt. The infusion was subtle in many respects, yet had enormous impact on the classroom dynamics.

Much of global education relies on the ability of the teacher to recognize a critical teaching moment --- seizing that opportunity to have students explore the perspectives underlying a particular historical event being studied, increasing awareness of the planet's condition when an ecological tragedy occurs, providing a link between a political event happening in one country and the possible economic ramifications in another, or delving into the complex myriad of options humans have in electing their respective courses of action.

A teacher's sensitivity to these critical teaching moments must be developed by exposing them repeatedly in their teacher training to those issues, concerns, content, and perspectives that make up global education. It seemed that the interns were able to recognize that teaching from a global perspective is merely a different orientation, as Merryfield

suggests,<sup>231</sup> not an additional burden in covering the curriculum. The FIU experience shows that with repeated exposure and opportunity to examine global issues, concepts, and theories, preservice teachers will eventually begin to exhibit and initiate teaching behaviors that reflect global perspectives.

Demonstrating this ability, in turn, means that teaching from a global perspective may depend more on the teacher than other types of curriculums. As Jan L. Tucker asserts, "global education stands in sharp contrast with the 'teacher-proof' assumptions of the packaged curricula developed in the United States during the 1960s and 1970s."<sup>232</sup> It seems that the initiative must originate with the classroom teacher if global perspectives are to be incorporated. Since teaching with a global perspective is not a subject per se, but rather an approach to teaching, the classroom teacher is ultimately responsible for its infusion. This makes the teacher not only a consumer of curriculum and methodology, but a producer as well. Tucker concludes that "people, not textbooks, appear to

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<sup>231</sup>Merry M. Merryfield, Preparing Secondary Social Studies Teachers to Teach with a Global Perspective, pp. 17-18.

<sup>232</sup>Jan L. Tucker, "Developing a Global Dimension in Teacher Education: The Florida International University Experience," Theory into Practice, (Volume XXI, Number 3, Summer, 1982), p. 213.

be the primary carriers of the global education culture."<sup>233</sup> In one obvious example, developing activities from news sources, the student teachers, in effect, became writers of curriculum.

Keeping up to date on current events was one indicator of an increased awareness of global issues. Furthermore, the fact that the student teachers began to rely on newspapers more than on television or radio for their news information may indicate a desire for a deeper level of analysis than a mere superficial coverage. Consulting and utilizing out-of-town newspapers indicates an awareness of the limitations of using only one local perspective.

It is also apparent that there is a strong affective aspect to global education --- for both the teacher and the student. If it is true that teachers often become impassioned by what they teach, and that passion is essential for effective teaching, global issues may be one way to promote that necessary ardor for the social studies. Teachers do not remain apathetic when they delve into issues of global magnitude.

In developing perspective consciousness and cross-cultural awareness, students often develop empathy, form emotional ties, and explore the realm of human norms and

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<sup>233</sup>Ibid.

values. Role playing and simulation activities further encourage students to examine issues from others' perspectives.

Global education has an obvious citizenship component. In becoming aware of the state of the world, students often become motivated to political action and inspired to create unique solutions to environmental problems encountered. In discussing human choices, students frequently turn inward and begin to question the ramifications of their own actions. Students in two of the schools studied formed ecology clubs where they organized conservation and recycling projects. It is doubtful that these activities would have occurred had it not been for the teacher exposing the students to the critical issues involved. Teachers demonstrating global awareness automatically emphasize civic responsibility.

Global education has the positive side effect of developing critical thinking skills. Goodlad asserts that global education and critical thinking skills cannot be developed if students are not encouraged to "engage in dialogue, get ideas out, and have them challenged."<sup>234</sup> By its very nature, global education demands the simultaneous consideration of the many factors involved in a particular issue or event. Students must analyze, critique, support,

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<sup>234</sup>Goodlad, 1984.

create, and solve, so that lessons with global content usually exercise critical thinking as part of the learning activities.

Both the discrete and infusion approaches to global perspectives in education have their respective merits but they seem to work best when they are implemented in conjunction with each other. Effective global teachers employ both methods for increasing awareness about the world. Least effective is to discuss global issues in a discrete manner only --- this merely serves to reinforce the notion that concerns of global magnitude are a separate and alien curriculum. A global perspective can only be attained by regular, ongoing treatment and study. Setting aside a day for current events is admirable, but regular discussion and infusion of global concepts and issues is paramount in the curriculum that incorporates global perspectives.

The role of the cooperating teacher seems to be crucial in imparting global perspectives to the student teacher. The only factor that seemed of importance with respect to the one intern who was not successful in terms of global education was the cooperating teacher. The student teachers themselves cited the cooperating teachers as having a great impact on their professional and teaching behaviors. Colleges of education would be wise to select cooperating teachers comfortable with teaching from a global perspective to supervise student teaching experiences. It is suggested that

further research be conducted with respect to cooperating teachers that exhibit global teaching behaviors.

Likewise, the university supervisor seemed to be influence the interns' teaching. Providing positive and negative reinforcement was helpful, but providing modeling behaviors, direct suggestions, and sample resources had the most impact. Coaching the student teachers through the internship seems to be an effective way of developing global teaching behaviors. The implication for teacher educators is clear: the university supervisor must be well-versed in global perspectives, provide concrete examples and resources for the intern, and exact those behaviors throughout the student teaching experience.

An unexpected side effect of including global education in the K-12 curriculum may be increased professionalism. If the current research on teacher burn-out is correct, a way to prevent the phenomenon is to allow teachers more close ties to curriculum and instructional development and to provide more professional training sessions. When they teach from a global perspective, teachers are continually challenged to tap into their creative stores to find new ways of presenting old material, encouraged to attend seminars, lectures, and workshops to keep their knowledge of the world current, and as a consequence meet other, involved and motivated teachers with similar concerns. Student teachers reported an increase in

newspaper reading as well as membership in professional organizations. This, may ultimately result in more involved and professionally satisfied teachers. It is proposed that further research be conducted on the impact global education has on the professionalization of teaching.

The unexpected finding regarding high levels of student-talk is certainly encouraging. Goodlad found that teachers out talk students by a 3 to 1 ratio; students rarely initiate discussion.<sup>235</sup> Since no systematic interaction analysis was conducted, this finding should be explored further in a subsequent study. If reversing low levels of student discussion is deemed important, global education may provide one answer. It is recommended that a more systematic study of student-talk in classrooms that emphasize global perspectives be conducted, as well as determining the impact of using a classroom analysis tool such as Flanders'.

Though global education has thus far focused primarily on the K-12 curriculum via inservice training, it is time to expand our efforts to include preservice teacher training as well. American teachers and teacher educators must learn to incorporate "the current understanding of the globe, in all of its unity and diversity, into the substance of education."<sup>236</sup>

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<sup>235</sup>Goodlad, 1984.

<sup>236</sup>Klassen and Leavitt, p. 4.

The payoffs of internationalizing teacher education can be very rewarding. Anna S. Ochoa believes that "seeing samples of student work that reflects international content previously ignored makes one hopeful that the next wave of teacher-education graduates will be better able to expand young children's vision of the world."<sup>237</sup>

However, incorporating global perspectives into teacher preparation must be an integral effort:

If international perspectives are to become a part of teacher education programs, all these agencies [schools or departments of education, departments of arts and sciences, state education agencies, and host schools for field experiences, and student teaching] need to respond.<sup>238</sup>

Lambert feels that an international component should be added to "a large number of courses, including those that are currently entirely domestic in their subject matter."<sup>239</sup> American history, government, and economics, for example, can be greatly enhanced by global perspectives. Most undergraduates do not take any courses in their preparation that are international in focus.<sup>240</sup> A more thorough and complete

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<sup>237</sup>Ochoa, p. 51.

<sup>238</sup>Ibid., p. 46.

<sup>239</sup>Richard D. Lambert, "International Studies: An Overview and Agenda," Annals of the American Academy of Political and Social Science. Volume 449, May 1980, p., 156.

<sup>240</sup>Tonkin and Edwards, p. 42.



understanding of these traditional disciplines can be had within the context of global awareness.

As a consequence of the report issued by the National Governor's Association, there is a new push in the nation to internationalize the undergraduate curriculum. The formation of proposals to increase global awareness has been particularly evident in Virginia where more courses in international relations and foreign languages are being offered and enrollments have increased dramatically.<sup>241</sup> Merryfield suggests that the United States may be entering the bend of Anderson's J-curve for teacher education with a global perspective. Although there is still much to be done, considerable progress has been made in the last twenty years.<sup>242</sup>

Effective cooperation between public school systems and colleges is difficult, yet crucial in furthering the internationalization of the curriculum.<sup>243</sup> The FIU model illustrates the great strides that can be made when a university and the public school system work together. Teacher educators involved in proven models of global education "need to work with colleagues in other institutions

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<sup>241</sup>Barker, 1990.

<sup>242</sup>Merryfield, 1990, p. 14.

<sup>243</sup>Tonkin and Edwards, p. 57.

in creating awareness, motivation, and support for global perspectives."<sup>244</sup>

It is further evident that infusing global perspectives into the curriculum need not be a prohibitively expensive or monumentally radical venture. Tonkin and Edwards feel, for example, that more attention should be placed on "incremental change and subtle shifts of emphasis" as opposed to the "ideal curricula and comprehensive reform."<sup>245</sup> In order to effect change in teacher training programs, more "new" money is not necessarily required. Most needed changes in teacher education could "result from ceasing to do much of what we now do and replacing it with what is more needed."<sup>246</sup>

Americans should not be wary of global education's political intent, but should instead embrace the movement. At the end of the senior year, student teachers' reported political affiliations did not shift dramatically to the left as some have charged, but reflected the entire political continuum. "Reforming our [educational] institutions to meet our nation's needs can be viewed as a reflection of the special genius claimed for a democratic society."<sup>247</sup>

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<sup>244</sup>Op.Cit., p. 16.

<sup>245</sup>Tonkin and Edwards, p. 46.

<sup>246</sup>Orr, p. 104.

<sup>247</sup>Denemark, 1972, p. 139.

Including global perspectives in teacher education would not undermine democratic values --- indeed, in many instances traditional American values would be promoted and enhanced.

The world is undergoing political, social, economic, and ecological upheaval. Young people must be informed and equipped with the skills to examine and analyze the changes and create viable alternatives for the crises yet to come. "We must produce young people who will understand the world."<sup>248</sup> Teacher education has, as one of its tasks, to "find ways of anticipating and facilitating orderly change for the years ahead."<sup>249</sup> All undergraduate curriculum, but especially teacher education, must be internationalized; the next generation of citizens depends on it.

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<sup>248</sup>Donald R. Keough, president of Coca-Cola as quoted in the National Governors' Association's America in Transition: The Internal Frontier, 1989.

<sup>249</sup>Op.Cit., p. 144.

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## APPENDIX I

DESCRIPTION OF BACHELOR OF SCIENCE  
IN SOCIAL STUDIES EDUCATION

Beyond the lower division core requirements (approximately 60 credits), students are required to enroll in and pass with a "C" or better, the following courses:

<u>COURSES</u>	<u>CREDITS</u>
<u>Foundations of Education</u>	
Introduction to Educational Psychology (EDP 3004)	3
Philosophy, History, or Sociology of Education (EDF 3521/3542, SOC 3281)	3
<u>Professional Education</u>	
Schooling in America (EDF 3723)	3
General Methods of Teaching (EDG 3321)	3
+ Lab (EDG 3321L)	2
Human Relations (EDG 3322)	3
Reading in the Content Areas (RED 4325)	3
<u>Social Studies Education</u>	
Global Perspectives in Education (SSE 4380)	3
Special Methods of Teaching Social Studies (SSE 4384)	3
Student Teaching (SSE 4942)	12
<u>Subject Matter Specialization</u>	
United States History	6
Non-U.S. History	9
Political Science	6
Geography	6
Economics	6
Sociology	3
Anthropology	3
<u>Additional Courses</u>	
Computers for Teachers (EME 3402)	3
Public Speaking (SPC 2600)	3
World Prospects and Issues (SSI 3240)	3

## APPENDIX II

DESCRIPTION OF SELECTED COURSES  
FROM THE COLLEGE OF ARTS AND SCIENCES<sup>250</sup>

American History

AMH 3270 - Contemporary U.S. History: An examination of the major trends, forces, and personalities that have shaped the recent American past.

AMH 4292 - Origins of Modern America: Origins of modern American social, cultural, and private life. Impact of industrialization, urbanization, immigration, and war on American society and culture between 1877 and 1920.

AMH 4560 - History of Women in the United States: The changing dimensions of women's lives from the colonial era of U.S. history to the present. The course examines the changing economic, social, and political position of women as well as the development of feminist movement and organizations.

AMH 4570 - Afro-American History: Black society in the United States and its relation to the political, economic, social, and cultural history of America.

Non-United States History

EUH 3208 - Western Culture and Society, The Modern World: An analysis of the main currents of Western Civilization from the Reformation to the present.

EUH 4006 - Modern Europe, 1789-Present: European history from the French Revolution until today, with special attention to liberalism, nationalism, socialism, communism, and fascism.

HIS 3308 - War and Society: An examination of the ways societies have organized themselves for external and internal wars.

HIS 5289 - Comparative History: A study of specific topics in history that cut across regional, national, and chronological lines.

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<sup>250</sup>

Florida International University Catalog, State University System, Florida International University, Miami, Florida, 1989.

Non-United States History (continued)

LAH 3132 - The Formation of Latin America: An examination of Latin America in the colonial period, focusing on conquest, Indian relations, the landed estate, urban functions, labor, and socioeconomic organization from the 15th through the 18th centuries.

WOH 1001 - World Civilization: Comparative histories of major world civilizations, including China, India, the Moslem Middle East, Africa, Latin America, and the West. Emphasis on cultural characteristics and interactions.

WOH 3280 - Women's History: A survey of the position of women in the major world civilizations.

WOH 3282 - Modern Jewish History: A survey of the major currents of developments in modern Jewish history.

Political Science

CPO 4005 - Topics in Comparative Politics: An intensive examination of selected political topics from a cross-national point of view.

INR 4204 - Comparative Foreign Policy: An analysis of the development of the foreign policy-making process in the United States, Britain, France, West Germany, and Italy. Particular attention is directed to the domestic and international factors which affect the making of foreign policy.

POT 3064 - Contemporary Political Theory: An overview of the major conceptual frameworks used by political theorists to describe, explain, and evaluate political behavior and processes.

Geography

GA 3000 - World Regional Geography: A systematic survey of the major regions and countries of the world; emphasis upon climate, natural resources, economic development, and population patterns.

GA 3172 - Geography of the Developing World: Examines the geographical factors shaping the differences between more and less developed countries, and prospects for narrowing these in the future.

Geography (continued)

GEO 5415 - Topics in Social Geography: Topics discussed include geographic aspects of population and ethnicity, with emphasis on sources and analysis of data and pertinent concepts.

Economics

ECO 3303 - Development of Economic Thought: Evolution of economic theory and doctrine. Contributions to economic thought from ancient times to J.M. Keynes. Emphasis on institutional forces shaping the continuum of economic thinking.

ECO 4701 - World Economy: A broad overview of the international economy in historical perspective. The student obtains a conception of how economic interdependence has developed.

ECO 4703 - International Economics: Principles of international trade; significance of geographic, economic, social, and political influences; current problems in international trade; role of international organizations.

Sociology

SYA 4170 - Comparative Sociology: A cross-cultural and cross-national survey of sociological studies.

SYD 4610 - Area Studies: Social Structures and Problems: Special courses on the social structures and related problems of specific geographical and cultural areas.

SYO 4130 - Comparative Family Systems: The study of family organization and function in selected major world cultures. Emphasis is given to the interrelationships of the family, the economic system, urbanization, and human development.

Anthropology

ANT 3403 - Cultural Ecology: Systems of interaction between man and his environment; the role of social, cultural, and psychological factors in the maintenance and disruption of ecosystems; interrelations of technological and environmental changes.

ANT 3442 - Urban Anthropology: Anthropological study of urbanization and urban life styles, with particular emphasis on rural-urban migration.

ANT 4306 - The Third World: An interdisciplinary, cross-cultural survey of the factors contributing to the emergence of the Third World. Significant political, economic, pan-national, and pan-ethnic coalitions are analyzed.

## APPENDIX III

DESCRIPTION OF MODIFIED MASTER OF SCIENCE  
IN SOCIAL STUDIES EDUCATION

Students are required to enroll in the following courses, with no more than 2 "C"s total:

<u>COURSES</u>	<u>CREDITS</u>
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Professional Education

Introduction to Educational Psychology (EDP 3004)	3
General Teaching Laboratory (EDG 3321)	3
Social Foundations of Education (EDF 3521)	3
Educational Research Methods (EDF 5481)	3
Secondary School Curriculum (ESE 6215)	3
Reading in the Content Area (RED 6336)	3

Social Studies Education

Developing a Global Perspective (SSE 4380)	3
Special Methods of Teaching Social Studies (SSE 4384)	3
Practicum in Social Studies Teaching Social Studies in the Secondary School (SSE 6633)	6
Seminar in Social Studies Education (SSE 6939)	3

Subject Matter Specialization

Minimum of 12 credits<sup>251</sup> of graduate level courses from the College of Arts and Sciences chosen from the following areas:

United States History, Non-U.S. History, Political Science, Geography, Economics, Sociology, Anthropology, and International Relations.

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<sup>251</sup>Some students may need to take more than 12 credits in this area, depending on the area in which their Bachelor's Degree was conferred.



## APPENDIX IV

Florida International University  
College of Education  
Special Teaching Laboratory: Social Studies

Instructor: Jan L. Tucker, DM 294 (554-2664)

Tentative Schedule:

- August 30: Overview of Course
- September 6: Discussion of Modules 1 and 2
- September 13: Discussion of Placement in Schools for Field Experience and Student Teaching
- September 20: Visit Schools (No Class)
- September 27: Continuation of School Visitations (No Class)
- October 4: Final Selection of Schools: Contracts Due  
Planning a Current Events Lesson (Module Two)
- October 11: Review of Global Education Concepts and Frameworks
- October 18: Teaching a Current Events Lesson (Module 2)
- October 25: World Game, Broward Community College, North Campus (12:45 p.m. - 4:30 p.m.)
- November 1: TBA
- November 8: Using an Incorporating a Computer Database in the Social Studies Classroom (Module Three)
- November 15: Cooperating Teacher Workshop in UH 243  
8:00 a.m. - 3:00 p.m.
- November 22: Organizing a Semester Teaching Plan (Module 4)
- November 29: Organizing a Semester Teaching Plan (Module 4)
- December 6: Semester Teaching Plans due

Course Evaluation: Your final grade will be determined by combining the various activities and products required in the course. Your cooperating teacher will provide input into the final decision. However, the course instructor will determine the final grade.

**PLANNING AND TEACHING A GLOBAL CURRENT EVENTS LESSON****INTRODUCTION**

The time has arrived for real experience. Everything that can be learned during this phase will pay dividends during the actual internship. Each school has its own philosophy regarding the appropriate approach to pre-intern classroom experiences. Inquire about these philosophies from the administration, personnel and faculty. You will participate in activities ranging from attendance-taking to actual teaching. To qualify for the internship, all interns must teach at least two (2) classes during the participation experience.

**GOAL**

The purpose of this module is to provide actual teaching experience in social studies classes.

**COMPETENCY 1: PLANNING A CURRENT EVENTS LESSON**

Using current events content which is consistent with the ongoing course content, each intern will plan a lesson designed to teach about the global concepts of culture, change, conflict, communication, interdependence, or a combination of these concepts. (See What Every Citizen Needs to Know About World Affairs by Social Issues Resources Series, 1983, [on reserve] for ideas about current events and the five (5) concepts).

**ENABLERS**

1. After reading about the concept of springboard (set induction) in Massialas, Social Issues Through Inquiry, pp. 88-132 (Reserve) and the EDG 3321 texts, the intern will develop lesson objectives and a dynamic springboard (set induction) drawn from current events content (Christian Science Monitor) designed to motivate students and focus their attention on at least one (1) of the following global concepts: culture, change, conflict, communication, or interdependence. Follow the complete lesson plan outline found in Appendix F. "Lesson Plan Outline."

COMPETENCY 1 (continued)ENABLERS (continued)

2. Combining the springboard (set induction) with at least two (2) other learning activities, the intern will write a complete lesson plan to teach about one (1) or more of the following global concepts: culture, change, conflict, communication, or interdependence. The learning activities shall emphasize and stimulate student participation. Examples of learning activities are: springboards, reading from text materials, small group discussion, large group discussion, and role playing. Read Fraenkel, pp. 105-130, regarding the selection and organization of learning activities. Also see The Social Studies Basic Skills Connection for ideas.
3. After reading Fraenkel, "Teaching Strategies for Developing Thinking," pp. 151-209, and "Teaching Strategies for Developing Valuing," pp. 210-277, each intern teacher will develop and attach to the lesson plan at least two (2) questions representing each of the six (6) types of questioning discussed by Fraenkel, Helping Students Think and Value, pp. 154, Table 4-1.

INSTRUCTIONAL RESOURCES

1. Class discussion
2. Fraenkel, Helping Students Think and Value, pp. 105-277; Massialas, Social Issues Through Inquiry, pp. 88-132 (Reserve); and The Social Studies Basic Skills Connection (Reserve.)
3. Christian Science Monitor
4. Social Education

COMPETENCY 2: TEACHING A CURRENT EVENTS LESSON

After developing a current events lesson designed to teach about change, conflict, communication, interdependence, culture, or a combination thereof, each intern will teach the lesson to a class in the assigned center.

Each lesson will be videotaped and evaluated by the intern. The intern will evaluate the lesson according to:

1. the justifiability of the objective(s) of the lesson;
2. the relevance and creativity of the set induction (springboard) to the lesson objective(s);

3. the use of the concepts: culture, change, conflict, communication, and interdependence;
4. the variety of learning activities;
5. the development and use of effective questions; and
6. the use of other teaching skills, such as accepting student feelings, using student ideas, probing, and closure.

Students will use the Evaluation Form (Appendix G) in assessing their performance, as well as a written critique supporting their quantitative evaluation. These will be given to the SSE 4384 instructor and to the cooperating teacher and attached to the lesson plans.

ENABLERS

Completion of Competencies 1, 2, and 3.

INSTRUCTIONAL RESOURCES

1. Videotaping equipment. Interns should make the effort to purchase their own tapes, however, videotapes can also be provided by the SSE 4384 instructor upon request. Make sure the school video system will produce a 1/2" (VHS) VCR tape.
2. Completed lesson plan.

COMPETENCY 3: RETEACHING A REVISED CURRENT EVENTS LESSON

After teaching and evaluating the original lesson and discussing it with the cooperating teacher, the intern will revise the lesson plan and reteach the revised lesson to another class of different students.

The retaught lesson will also be audio or videotaped (preferred) and evaluated by the intern according to the procedures and criteria described in Competency 3.

ENABLERS

None

COMPETENCY 3 (continued)INSTRUCTIONAL RESOURCES

1. Videotaping equipment. The second half of the same tape may be used as was used in Competency 2.
2. Revised lesson plan.

COMPETENCY 4: EVALUATING THE PARTICIPATION EXPERIENCE

Given the twenty (20) hours of class participation, each intern will evaluate the experience to help decide if he/she is ready to enter the student teaching experience.

ENABLERS

1. Each intern will write a self-evaluation with a copy to be submitted to the cooperating teacher and to the SSE 4384 instructor by no later than December 8, 1989.
2. Each intern will react to feedback from both the cooperating teacher and from the SSE 4384 instructor regarding their perceptions of intern readiness to enter the student teaching experience. It may be decided that additional class participation experience is required.

INSTRUCTIONAL RESOURCES

None

**MODULE TWO DUE DATES**

Competency 1: Initial current events Lesson Plan

DUE ON \_\_\_\_\_

Competency 2: Written Evaluation of Initial Current Events Lesson,  
**PLUS** Audio or Videotape

DUE ON \_\_\_\_\_

Competency 3: Revised Current Events Lesson Plan

DUE ON \_\_\_\_\_

Competency 4: Written Evaluation of Retaught Current Events Lesson,  
**PLUS** Audio or Videotape

DUE ON \_\_\_\_\_

Competency 5: Self-evaluation of Participation Experience

DUE ON \_\_\_\_\_

## MODULE FOUR

### ORGANIZING THE SEMESTER TEACHING PLAN

#### INTRODUCTION

One of the major decisions a social studies teacher must make is the choice of content. Many contend that decisions about content are made in advance by the department chairperson, the principal, the school, the county, and even the state legislature. However, classroom teachers have much latitude in determining the curriculum. The responsibility and the ability to make curriculum decisions are marks of a professional.

#### GOAL

Working closely with the cooperating teacher, each intern teacher will plan the content to be covered during the internship and will organize this content in a way that is consistent with inquiry instruction and the curriculum policies of the school and the Dade County Public School System.

#### COMPETENCY 1: PLANNING THE INITIAL PHASES OF THE SEMESTER PLAN

Following the successful negotiation of the intern's teaching placement and identification of the course content for which the intern will be responsible, the intern (or team) will develop and organize a Semester Plan. Interns who have two or more preparations are required to develop a detailed Semester Plan for only one (1) of the preparations.

Three (3) copies of the Semester Plan will be typed or duplicated and will be placed in three-ring notebooks. The intern's name, school, and course will be identified on the outside cover. One copy of the Semester Plan will be given to the SSE 4384 instructor, a second copy will be given to the cooperating teacher, and the third copy will be kept by the intern. This third copy will form the basis of the intern's revised Semester Plan (an expanding document which will reflect the intern's nine (9) week teaching experience and be submitted at the end of the internship).

During the actual internship in the Spring semester, each intern will modify the Semester Plan as appropriate. Each intern will keep the cooperating teacher, SSE 4384 instructor, and University Supervisor informed of these modifications. Each intern will be responsible for seeing that revisions of the Semester Plan are given to the supervisors upon request during the internship. The revised Semester Plan will be considered in the internship evaluation during the spring semester.

ENABLERS

1. Discuss the upcoming teaching internship with your cooperating teacher, who can show you materials, textbooks, study guides, video cassettes, films, filmstrips, simulations, games, and other items which are available. Check on 16mm films early, as these must be ordered well in advance. You must schedule these meetings at your cooperating teacher's convenience. Always keep your cooperating teacher informed.
2. Examine the Semester Plans developed and maintained by previous interns, available in the FIU Library's Audio-Visual Desk (see Appendix N).
3. Review the FIU Media Manual on Global Education prepared by the Global Awareness Program staff, kept on reserve at the Media Desk--FIU Library. This manual identifies and reviews materials in FIU's Audio Visual Library which you may check-out and utilize during your internship.
4. Read Levy, Public Issues Program: Discussion Guide which describes the social issues approach to social studies. Incorporate social issues into your lessons. THINK SOCIAL ISSUES!
5. Read The Christian Science Monitor, Social Education and Dade County in the Global Community for ideas about developing a global perspective.
6. Read The Social Studies Basic Skills Connection for ideas about instructional strategies. (Reserve)
7. Making provision for additional suggestions by your instructor, your cooperating teacher, and the readings in instructional resources, organize the nine-week plan according to the following three-part outline:



ENABLERS (continued)

**(NAME OF SEMESTER PLAN)**

**Part I. The nine-week Semester Plan Overview (See Competency 2, following)**

- A. Major goals to be achieved (emphasize concepts, skills, attitudes, and values, and include a provision for a global perspective).
- B. General Semester Plan outline (organize this general outline around 3 or 4 teaching/learning unit topics).
- C. A desk-type calendar illustrating the day-to-day flow of classroom activities (see Appendix H, "Desk Calendar for 1988-89")
- D. A detailed description of your initial scheme for determining the students' grades.

**Part II. The First Teaching/Learning Unit (See Competency 3, following)**

- A. Major instructional objectives to be achieved during the first teaching/learning unit plan (should be consistent with major goals of Part I, A above, including a global perspective).
- B. A detailed discussion of the concepts and related generalizations to be emphasized during the first teaching/learning plan.
- C. Three (3) complete lesson plans describing lessons to be taught during the first teaching/learning unit of the grading period. Lesson plans should include actual and available class materials which will be used during the internship (use the SSE 4384 Lesson Plan Format).
- D. A bibliography of teacher and student resources to be used during the teaching/learning unit plan. (see Global Education Media Manual for critiques of selected materials.)

ENABLERS (continued)

Part III. Evaluation (See Competency 4)

- A. Diagnostic Evaluation (Pre-Test for Teaching/Learning Unit).
- B. Summative Evaluation (Teaching/Learning Unit or Post Test).
- C. Formative (feedback) Evaluation ("How am I doing?"). This will actually be given to the students at the end of the fourth week of the internship and then again at the end of the internship. Students will have an opportunity to evaluate the Intern.

INSTRUCTIONAL RESOURCES

1. Cooperating teacher and departmental resources.
2. As noted in Enablers above.

COMPETENCY 2: DEVELOPING THE TEACHING/LEARNING PLAN  
(Part I of Semester Plan)

By no later than \_\_\_\_\_, each intern will complete Part I of the Semester Plan.

ENABLERS

1. Read Fraenkel, "Instructional Objectives," pp. 1-43; "The Selection and Organization of Subject Matter," pp. 44-104; and "The Selection and Organization of Learning Activities," pp. 105-150.
2. Examine the Semester Plans developed by previous interns, available from the desk of the FIU Library, Audiovisual Department (also see Kirkwood, China: Its Four Modernizations).
3. Observe, discuss, and analyze presentations by SSE 4384 instructor.
4. Discuss the Semester Plan with your cooperating teacher.

COMPETENCY 2 (continued)INSTRUCTIONAL OBJECTIVES

As noted.

COMPETENCY 3: PLANNING THE FIRST TEACHING/LEARNING UNIT PLAN  
(Part II of Semester Plan)

By no later than \_\_\_\_\_, each intern will complete Part II of the Semester Plan.

ENABLERS

1. Read Taba, "Development of a Teaching-Learning Unit," pp. 343-379.
2. Read, for ideas, The Social Studies Basic Skills Connection.
3. Present in writing to SSE 4384 instructor a draft of the teaching/learning unit plan and schedule an individual conference with the instructor to discuss it.
4. Discuss the draft teaching/learning unit plan with your cooperating teacher.

COMPETENCY 4: DEVELOPING EVALUATION INSTRUMENTS FOR THE FIRST TEACHING/LEARNING PLAN (Part III of the Semester Plan)

By no later than \_\_\_\_\_, each intern will develop one (1) instrument for diagnostic evaluation, one (1) instrument for summative evaluation, and one (1) instrument for feedback (formative) evaluation.

ENABLERS

1. Read Fraenkel, "Evaluation of Cognitive Objectives," pp. 278-327; and "Evaluation of Affective and Skill Objectives," pp. 328-374.
2. Present evaluation instruments in writing to SSE 4384 instructor for purposes of discussion and feedback.

COMPETENCY 4 (continued)ENABLERS (continued)

3. Discuss evaluation instruments with your cooperating teacher.
4. Review test construction phase of EDG 3321.

INSTRUCTIONAL RESOURCES

As noted.

**MODULE FOUR DUE DATES**

Competency 2: Part I of Semester Plan--Overview

DUE ON \_\_\_\_\_

Competency 3: Part II of Semester Plan--First Teaching/Learning Unit

DUE ON \_\_\_\_\_

Competency 4: Part III of Semester Plan--Evaluation

DUE ON \_\_\_\_\_

**Final Teaching Plan: Parts I, II, and III. This should be typed and placed in a 3-ring notebook, with your name, the school, and the course on the outside cover. Make three (3) copies; keep one (1), give one (1) to your SSE 4384 instructor, and give the other to your cooperating teacher.**

## APPENDIX VII

DESCRIPTION OF THE  
GLOBAL EDUCATION LEADERSHIP TRAINING PROGRAM

The school-based Global Education Leadership Training Program is the leadership training and program development portion of the Global Awareness program. Special training workshops are conducted by facilitators experienced in global perspectives.

Teachers with leadership skills are systematically identified by their school principals and trained in global education. This cadre of teachers, in turn, returns to the home school and disseminates the information to other teachers. This process of master teachers teaching other teachers enable the program to have widespread impact. Over the past six years, the Global Awareness Program trained over 700 teachers and administrators in the infusion of global education in 156 schools (K-12).<sup>252</sup>

The Global Education Leadership Training Program is designed around the following phases:<sup>253</sup>

**Conceptualization:** Teachers and administrators are introduced to the conceptual framework for a global perspective by Global Awareness Program facilitators.

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<sup>252</sup>Toni Fuss Kirkwood, Global Facilitator, Report to the Global Awareness Program Advisory Board, February 2, 1990, Miami, Florida.

<sup>253</sup>Global Awareness Program Brochure.

**Inventory:** Assisted by Global Awareness facilitators, building personnel survey their school's program, needs, and resources and identify potential opportunities for infusing a global perspective into the curriculum.

**Design:** Teachers and administrators, assisted by the Global Awareness Program staff, design a program for the infusion of global education that is tailored to the individual school and feeder pattern.

**Implementation:** Clinical assistance, including demonstration instruction, is provided by the Global Awareness Program staff. Administrators are encouraged to include major global education objectives at the building, area, and district levels. Methods and materials workshops and content seminars are offered by the Florida International University faculty.

**Network:** Opportunities are provided for teachers and administrators to share their ideas with other teachers through professional organization conferences and journals. A newsletter and an achievement award program sponsored by the Global Awareness program assist in this process.

**Assessment:** Pre and post assessments of teacher and student knowledge and attitudes are compared. Their data are used as part of the knowledge base needed for program maintenance, and revision.

SOCIAL STUDIES INTERN INVENTORY

(PRE)

FLORIDA INTERNATIONAL UNIVERSITY

September, 1988



**DIRECTIONS:** For each question, write or circle the appropriate response as indicated.

1. Last four (4) digits of your social security number:  
\_\_\_\_\_
2. Age: \_\_\_\_\_ (in years)
3. Sex: \_\_\_\_\_ (M or F)
4. How do you classify yourself ethnically?  
Circle one.
  - a. Anglo
  - b. Hispanic
  - c. Black
  - d. Asian
  - e. Other (please specify): \_\_\_\_\_
5. Were you born in the United States?
  - a. Yes
  - b. No
6. Indicate your general political attitude by circling a number on the scale below. If you lean very strongly to the left (liberal) or right (conservative), circle either 1 or 5 on the scale. If you lean somewhat to the left or right, circle 2 or 4. If you do not consider your political attitudes to be either left or right, circle 3.
 

LEFT	1	2	3	4	5	RIGHT
------	---	---	---	---	---	-------
7. How often do you read a newspaper?  
Circle one.
  - a. Daily
  - b. 5-6 Times a week
  - c. 3-4 Times a week
  - d. 1-2 Times a week
  - e. Not at all
8. What types of newspapers do you read?  
Circle all that apply.
  - a. Local newspaper
  - b. National newspaper
  - c. International newspaper

9. When you read a newspaper, which of the following do you usually read?  
Circle all that apply.
- |                   |                               |
|-------------------|-------------------------------|
| a. Sports Section | f. International News         |
| b. Entertainment  | g. Financial/Business Section |
| c. Local News     | h. Home Section               |
| d. State News     | i. Editorials                 |
| e. National News  |                               |
10. Do you regularly read a weekly news magazine?  
Circle all that apply.
- a. Time
  - b. Newsweek
  - c. U.S. News & World Report
  - d. Business Week
  - e. Other (Specify: \_\_\_\_\_)
11. Which of the following do you consider the main source of the information you acquire concerning current events?  
Circle one.
- a. Newspapers
  - b. Magazines
  - c. Television
  - d. Radio
12. What is your approximate college grade point average (GPA)?  
Circle one.
- a. 3.5 - 4.0
  - b. 3.0 - 3.4
  - c. 2.5 - 2.9
  - d. 2.0 - 2.4
  - e. 1.5 - 1.9
13. Have you already taken SSE 4380 (Developing a Global Perspective)?
- a. Yes
  - b. No
14. If you answered No to question 13, during what semester do you plan to take SSE 4380?
- a. Summer 1989
  - b. Fall, 1989

15. Have you taken SSE 3240 (World Prospects & Issues) at FIU?
- a. Yes
  - b. No
16. To what extent do you think the course, SSE 4384 (Special Methods for Teaching Social Studies - Fall, 1988), influenced your personal attitudes and/or teaching behaviors?
- a. Very much
  - b. Somewhat
  - c. Not at all
  - d. Not sure
17. To what extent do you think your internship experience influenced your teaching behavior and attitudes?
- a. Very much
  - b. Somewhat
  - c. Not at all
  - d. I don't know
18. Have you ever been in a country other than the United States?
- a. Yes
  - b. No
19. If you answered Yes to question 18, approximately how many weeks have you spent in countries other than the United States in the last 10 years?
- Approximate number of weeks: \_\_\_\_\_
20. Are you currently a member of any professional, educational organization?
- a. Yes
  - b. No

21. If you answered yes to question 22, to which professional organizations do you belong?

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22. In how many languages (including English) do you consider yourself to be proficient?

- a. One
- b. Two
- c. Three
- d. Four or more

APPENDIX IX

SOCIAL STUDIES INTERN INVENTORY  
(MID)  
FLORIDA INTERNATIONAL UNIVERSITY

December, 1988

**DIRECTIONS:** For each question, write or circle the appropriate response as indicated.

1. Last four (4) digits of your social security number:  
\_\_\_\_\_
2. Age: \_\_\_\_\_ (in years)
3. Sex: \_\_\_\_\_ (M or F)
4. How do you classify yourself ethnically?  
Circle one.
  - a. Anglo
  - b. Hispanic
  - c. Black
  - d. Asian
  - e. Other (please specify): \_\_\_\_\_
5. Were you born in the United States?
  - a. Yes
  - b. No
6. Indicate your general political attitude by circling a number on the scale below. If you lean very strongly to the left (liberal) or right (conservative), circle either 1 or 5 on the scale. If you lean somewhat to the left or right, circle 2 or 4. If you do not consider your political attitudes to be either left or right, circle 3.  

LEFT	1	2	3	4	5
					RIGHT
7. How often do you read a newspaper?  
Circle one.
  - a. Daily
  - b. 5-6 Times a week
  - c. 3-4 Times a week
  - d. 1-2 Times a week
  - e. Not at all
8. What types of newspapers do you read?  
Circle all that apply.
  - a. Local newspaper
  - b. National newspaper
  - c. International newspaper

9. When you read a newspaper, which of the following do you usually read?  
Circle all that apply.
- |                   |                               |
|-------------------|-------------------------------|
| a. Sports Section | f. International News         |
| b. Entertainment  | g. Financial/Business Section |
| c. Local News     | h. Home Section               |
| d. State News     | i. Editorials                 |
| e. National News  |                               |
10. Do you regularly read a weekly news magazine?  
Circle all that apply.
- a. Time
  - b. Newsweek
  - c. U.S. News & World Report
  - d. Business Week
  - e. Other (Specify: \_\_\_\_\_)
11. Which of the following do you consider the main source of the information you acquire concerning current events?  
Circle one.
- a. Newspapers
  - b. Magazines
  - c. Television
  - d. Radio
12. What is your approximate college grade point average (GPA)?  
Circle one.
- a. 3.5 - 4.0
  - b. 3.0 - 3.4
  - c. 2.5 - 2.9
  - d. 2.0 - 2.4
  - e. 1.5 - 1.9
13. Have you already taken SSE 4380 (Developing a Global Perspective)?
- a. Yes
  - b. No
14. If you answered No to question 13, during what semester do you plan to take it?
- a. Summer, 1988
  - b. Fall, 1988

15. Have you taken SSI 3240 (World Prospects & Issues) at FIU?
- a. Yes
  - b. No
16. To what extent do you think this course, SSE 4384 (Special Methods for Teaching Social Studies - Fall, 1988), will influence your personal attitudes?
- a. Very much
  - b. Somewhat
  - c. Not at all
  - d. Not sure
17. To what extent do you think this course, SSE 4384, will influence your teaching behavior?
- a. Very much
  - b. Somewhat
  - c. Not at all
  - d. I don't know
18. Have you ever been in a country other than the United States?
- a. Yes
  - b. No
19. If you answered Yes to question 18, approximately how many weeks have you spent in countries other than the United States in the last 10 years?
- Approximate number of weeks: \_\_\_\_\_
20. Are you currently a member of any professional, educational organization?
- a. Yes
  - b. No
21. If you answered yes to question 20, to which professional organizations do you belong?

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22. In how many languages (including English) do you consider yourself to be proficient?
- a. One
  - b. Two
  - c. Three
  - d. Four or more

**SOCIAL STUDIES INTERN INVENTORY**  
**(POST)**  
**FLORIDA INTERNATIONAL UNIVERSITY**

April, 1989

DIRECTIONS: For each question, write or circle the appropriate response as indicated.

1. Last four (4) digits of your social security number:  
\_\_\_\_\_
2. Age: \_\_\_\_\_ (in years)
3. Sex: \_\_\_\_\_ (M or F)
4. How do you classify yourself ethnically?  
Circle one.
  - a. Anglo
  - b. Hispanic
  - c. Black
  - d. Asian
  - e. Other (please specify): \_\_\_\_\_
5. Were you born in the United States?
  - a. Yes
  - b. No
6. Indicate your general political attitude by circling a number on the scale below. If you lean very strongly to the left (liberal) or right (conservative), circle either 1 or 5 on the scale. If you lean somewhat to the left or right, circle 2 or 4. If you do not consider your political attitudes to be either left or right, circle 3.  

LEFT	1	2	3	4	5	RIGHT
------	---	---	---	---	---	-------
7. How often do you read a newspaper?  
Circle one.
  - a. Daily
  - b. 5-6 Times a week
  - c. 3-4 Times a week
  - d. 1-2 Times a week
  - e. Not at all
8. What types of newspapers do you read?  
Circle all that apply.
  - a. Local newspaper
  - b. National newspaper
  - c. International newspaper

9. When you read a newspaper, which of the following do you usually read?  
Circle all that apply.
- |                   |                               |
|-------------------|-------------------------------|
| a. Sports Section | f. International News         |
| b. Entertainment  | g. Financial/Business Section |
| c. Local News     | h. Home Section               |
| d. State News     | i. Editorials                 |
| e. National News  |                               |
10. Do you regularly read a weekly news magazine?  
Circle all that apply.
- a. Time
  - b. Newsweek
  - c. U.S. News & World Report
  - d. Business Week
  - e. Other (Specify: \_\_\_\_\_)
11. Which of the following do you consider the main source of the information you acquire concerning current events?  
Circle one.
- a. Newspapers
  - b. Magazines
  - c. Television
  - d. Radio
12. What is your approximate college grade point average (GPA)?  
Circle one.
- a. 3.5 - 4.0
  - b. 3.0 - 3.4
  - c. 2.5 - 2.9
  - d. 2.0 - 2.4
  - e. 1.5 - 1.9
13. Have you already taken SSE 4380 (Developing a Global Perspective)?
- a. Yes
  - b. No
14. If you answered Yes to question 13, during what semester did you take it?
- a. Summer, 1988 (Tucker)
  - b. Fall, 1988 (Nziramasinga)

15. If you answered No to question 13, during what semester do you plan to take SSE 4380?
- Summer 1989
  - Fall, 1989
16. Have you taken SSI 3240 (World Prospects & Issues) at FIU?
- Yes
  - No
17. To what extent do you think the course, SSE 4384 (Special Methods for Teaching Social Studies - Fall, 1988), influenced your personal attitudes and/or teaching behaviors?
- Very much
  - Somewhat
  - Not at all
  - Not sure
18. To what extent do you think your internship experience influenced your teaching behavior and attitudes?
- Very much
  - Somewhat
  - Not at all
  - I don't know
19. If you answered "A" or "B" for question 18, to what do you attribute having the greatest impact on you?
- Cooperating Teacher
  - University Supervisor
20. Have you ever been in a country other than the United States?
- Yes
  - No
21. If you answered Yes to question 20, approximately how many weeks have you spent in countries other than the United States in the last 10 years?

Approximate number of weeks: \_\_\_\_\_

22. Are you currently a member of any professional, educational organization?
- a. Yes
  - b. No
23. If you answered yes to question 22, to which professional organizations do you belong? .
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
24. In how many languages (including English) do you consider yourself to be proficient?
- a. One
  - b. Two
  - c. Three
  - d. Four or more

## APPENDIX XI

OBSERVATION PROTOCOL OF INTERNS

1. Incorporation of global concepts: \_\_\_\_\_

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2. Incorporation of current events: \_\_\_\_\_

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3. Integration of international occurrences: \_\_\_\_\_

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4. Usage of multiple perspectives: \_\_\_\_\_

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5. Reflection of global education in lesson plans: \_\_\_\_\_

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APPENDIX XII

Florida International University  
Secondary Social Studies  
Intern Progress Report

Name of Intern \_\_\_\_\_

Name of School \_\_\_\_\_

Subject Area(s)Grade Level(s): \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

1-veryweak  
2-weak  
3-acceptable

4-strong  
5-superior

FAIL

PASS

- 1. LESSON OBJECTIVES: clear, significant \_\_\_\_\_
- 2. COURSE, UNIT, AND DAILY PLANS: organized, significant \_\_\_\_\_
- 3. INSTRUCTIONAL MATERIALS AND ACTIVITIES: inquiry-oriented \_\_\_\_\_
- 4. CLASSROOM CLIMATE: open, goal-directed \_\_\_\_\_
- 5. CLASSROOM MANAGEMENT: on-task behavior, discipline \_\_\_\_\_
- 6. EVALUATIONS: quizzes and tests are appropriate and useful \_\_\_\_\_
- 7. FORMATIVE EVALUATION (feedback): seeks suggestions \_\_\_\_\_
- 8. FORMATIVE EVALUATION (feedback): utilizes suggestions \_\_\_\_\_
- 9. RELATIONSHIP WITH STUDENTS: Rapport \_\_\_\_\_
- 10. RELATIONSHIP WITH FACULTY, OTHER INTERNS, ADMINISTRATORS, AND STAFF: professional \_\_\_\_\_
- 11. SUBJECT MATTER: competent, knowledgeable \_\_\_\_\_
- 12. SUBJECT MATTER: curious \_\_\_\_\_
- 13. NON-INSTRUCTIONALANDCLERICALACTIVITIES:positive attitudes, efficient procedures \_\_\_\_\_
- 14. INITIATIVE, RESOURCEFULNESS, AND FLEXIBILITY \_\_\_\_\_
- 15. GENERAL PERFORMANCE, CONSISTENCY, AND IMPROVEMENT: 1-14 above \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Cooperating Teacher/University Supervisor /Intern \_\_\_\_\_

Date \_\_\_\_\_

## VITA

**Title of Thesis:** The Effects of a Social Studies Teacher Training Program Emphasizing Global Education on the Teaching Behaviors of Secondary Level Preservice Teachers

**Name:** Barbara C. Cruz

**Place and Date of Birth:** Habana, Cuba; December 5, 1961

**Elementary and Secondary Education:**

1967-1971	Gardena Elementary School Torrance, California
1971-1974	Melrose Elementary School Miami, Florida
1974-1977	Kinloch Park Junior High School Miami, Florida
1977-1980	South Miami Senior High School Miami, Florida

**Higher Education:**

Present	Doctoral candidate in Curriculum and Instruction, Florida International University, Miami, Florida. Concentration: Social Studies Education
1986	Master of Science in Education, Florida International University, Miami, Florida. Concentration: Social Studies Education.
1983	Bachelor of Science in Education, University of Miami, Coral Gables, Florida. Concentration: Secondary and Social Studies Education.

**Memberships in Professional Organizations:**

Association for Supervision and Curriculum Development

American Educational Research Association

Dade County Council for the Social Studies

Florida Council for the Social Studies

National Council for the Social Studies

Women Associated for Global Education

**Publications:**

Latin America from a Global Perspective: A Resource Guide for Teachers, coauthored with Pedro R. Bermudez.

Anticipated publication date: Fall, 1990.

The Other Americas, faculty and study guides.

Anticipated publication date: Fall, 1991.

**Major Department:** Curriculum and Instruction

**Minor:** Social Studies/Global Education

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