

TEACHERS' BELIEFS ABOUT GLOBAL EDUCATION IN GRADES 3 AND
6 IN PRINCE EDWARD ISLAND

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KANDRA KAUFIELD

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Abstract

This is a quantitative study, the main goal of which is to provide insight into grade 3 and 6 teachers' beliefs about global education in Prince Edward Island (PEI). A review of the literature looking at paradigms of global education, teacher belief systems, the Atlantic Canadian curriculum and obstacles to global education is presented. A mail-out questionnaire was used to collect data about teacher experiences and beliefs about global education in Prince Edward Island. Three research questions were addressed: What are the beliefs around global education held by elementary teachers in Prince Edward Island and what factors might play a role in shaping these beliefs? What topics that reflect a global perspective do elementary teachers in Prince Edward Island currently address in their classrooms? What are the perceived obstacles in implementing global education in Prince Edward Island? In total, 111 teachers responded to the mail-out questionnaire which yielded an acceptable response rate of 54%. There was wide recognition of the importance of global education amongst participants, but a minority of participants felt that they were applying global education in their teaching to a great extent. Helping teachers to develop a deeper understanding of what global education means is needed. Professional development opportunities, curriculum development and current, accessible teaching resources are recommended in order to support teachers in facilitating learning from a global perspective in Prince Edward Island.

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Chapter 1

Rationale

The purpose of this study was to examine teacher beliefs around global education in the elementary grades in Prince Edward Island. Specifically, this study attempted to gain insight into the beliefs of elementary teachers teaching most subjects to students in grades 3 and 6 in Prince Edward Island. The study explored current teacher attitudes, beliefs and concerns about global education in the province and investigated perceived obstacles to global education in Prince Edward Island schools.

The past century, and especially the past three decades, has produced exponential rates of change and development in our world. Advances in transportation, communication, science and technology coupled with an interdependent global marketplace have brought nations and peoples closer together in many ways. Telephone and video conferencing allow people to communicate easily while being thousands of miles apart. Hundreds of jets circle the globe everyday bringing people together in a matter of hours from different lands and cultures. E-mail, television, the World Wide Web, mobile phones, fax machines, YouTube, instant messaging and online communication tools such as Facebook allow massive amounts of information to be shared almost instantly across the planet. The goods and services we consume daily arrive in our homes and offices through a complex web of international production and trade that most people do not take conscious note of in the business of their day-to-day lives.

These changes do not come without a price tag. Children in today's society will grow up to be citizens and decision-makers in a world affected by climate change, global

warming, pollution, war, terrorism, nuclear proliferation, irreversible environmental damage and human rights abuses. These issues are complex and require time and attention in acquiring the necessary knowledge and skills needed to be a responsible citizen in our modern world. With a limited local perspective on their community or province, children in Prince Edward Island may not be able to identify the global connections that affect their everyday lives. They may not be able to acknowledge their own awareness, or lack thereof, and beliefs about the world beyond their provincial borders. Those children could grow up only having been exposed to the often violent, biased images often presented through modern mass media and the dominant perceptions found in their own local community. Toh (1993) maintains that a, “media manufactured world has a seriously disempowering impact, deepening cynicism and reinforcing stereotyped attitudes” (p. 9). For a more liberating and holistic approach to global literacy, Toh argues that society must look to education to play an important role in promoting “literacy about the world” (p. 9).

Educating Prince Edward Island teachers to integrate global education objectives into their classrooms is becoming more important in light of the changes occurring in our modern world. Our Island province is not as isolated and self-sufficient as it once was. In recent years, the Prince Edward Island government began initiatives toward seeking ways to attract immigrants to come and live in Prince Edward Island (Thibodeau, 2005). How will the education system in the province respond to increasing cultural and linguistic diversity that will surely accompany an influx of residents from abroad? Residents of Prince Edward Island, in general, showed great compassion and empathy for citizens of other countries recently when the PEI Red Cross reported that Islanders had donated

approximately \$165,000 toward tsunami relief efforts in Southeast Asia (Children Lead, 2005). This is particularly relevant to education because it was also reported that children were leading the way in donating money by organizing bottle drives and bake sales. Students in the Eastern School District alone raised \$15,000, and Superintendent Sandy MacDonald said “they have shown remarkable leadership, and are epitomizing the promotion and understanding of the concept ‘think globally, act locally’” (Youngsters Raise, 2005). There is a growing immigrant presence in Prince Edward Island, and there is evidence that Islanders care about international issues. Does our current education system do enough to adequately prepare students to be active, responsible citizens in such a globally interdependent society?

Milosevich (1992) argues that in educating students, often languages are underemphasized, values and cultures are not integrated into curriculum, location and significance of nations are ignored and connections among subjects, learning and life experience are not made. Thankfully, there are movements away from these static, odisonconnected, traditional approaches to pedagogy. Global education is an example of such a movement. Milosevich (1992) suggests that global education is what an ideal education should be due to its liberal-minded, integrative, interdisciplinary, multidimensional nature and because it espouses harmony amongst all human kind.

Global education has “appeared as a distinct and identifiable field within education only within the last twenty-five years in the United Kingdom and the United States of America, and more recently in other countries” (Pike, 1997, p. 8). Pike observes that global education is a widely recognized term in Canada and global education in Canada has built upon ideas originating from the UK and the USA (p. 9). From 1987 to

1995, the Canadian International Development Agency (CIDA) offered financial grants to provinces with the intention of developing projects in global education. These grants were made possible through federal government funding initiatives channeled through CIDA. Every province in Canada took the initiative to develop some kind of Global Education project under this government funding except Prince Edward Island and Manitoba. Although, at that time, Manitoba's curriculum demonstrated many links to global education objectives, and while it was a leading province in sustainable development work, it did not instigate a global education project under the funding scheme provided through the Canadian International Development Agency (Canadian Teachers' Federation, 2001).

The reasons for a PEI government decision to forgo the above-mentioned opportunity to pilot a global education project are not clear. Bob MacRae, Executive Assistant for Staff Development Services with the PEI Teachers' Federation, suggests that the primary reason that PEI did not pilot a project under the CIDA funding opportunities was because of financial concerns (B. MacRae, personal communication, January 15, 2005). However, since that time there have been changes made in curriculum development and teacher education that point to a growing interest in global education in Prince Edward Island.

The first of these changes in Prince Edward Island is the development of an Atlantic Canadian curriculum. The curriculum has been developed by the Atlantic Provinces Education Foundation (APEF) which was established in 1994. The APEF has recently been replaced with the Council of Atlantic Ministers of Education and Training (CAMET). The purpose of the council is to provide the framework for joint undertakings

of the four provinces in the needs of public and post-secondary education (CAMET, 2004). Curriculum connections to global education can be found within existing, and proposed curriculum outcomes in many subject areas in grades 3 and 6. These connections will be discussed in greater depth in the review of the literature and a document analysis will be completed.

The second change in Prince Edward Island is the addition of a Specialization in International Education at the University of Prince Edward Island (UPEI) which can be completed in the second year of the Bachelor of Education programme at the University of Prince Edward Island. The specialization includes coursework in international development, English as a Second Language teaching methods, international education, culture and society and includes an overseas practice teaching placement. This program has been in place at UPEI since 1998/99 and has sent pre-service teachers to over 23 different countries for practice teaching placements. Scholars support that pre-service teacher education is an ideal place to prepare teachers to teach from a global perspective (Merryfield, 1997; Pike, 2000).

Teacher education programmes have a responsibility to prepare teachers who will both understand and address the problems and potential of global interconnectedness. This is especially important in rural communities like Prince Edward Island, where the evidence of global connections is not so immediately apparent and where few students have encountered profoundly different views of the world. (Houghton-Mooney & Pike, 2003, p. 3)

Such initiatives in curriculum development and pre-service teacher education suggest an increased interest in including a global perspective in Prince Edward Island schools. However, are island teachers ready to embrace and integrate global education into their classes? It is generally acknowledged that teachers' belief systems significantly

affect their behavior and practice in the classroom (Fullan, 1999; Kagan, 1992; Kennedy & Kennedy, 1996; Nespor, 1987; Pajares, 1992). Kagan points out that teacher beliefs may change depending on the academic content that they are required to teach. Kagan goes on to argue that teacher beliefs can be influenced by feelings of self-efficacy and content-specific beliefs. This would suggest that a study focusing on what teachers' beliefs and attitudes are around global education may lend itself to an understanding around the potential success or failure of proposed PEI curriculum outcomes that promote a global perspective in the classroom and point to ways to help teachers implement these new global outcomes in their classrooms.

Research Questions

After completing a Specialization in International Education at the University of Prince Edward Island and returning to the province following four years of teaching in Hong Kong, I became more aware of a general lack of acknowledgement that can exist in our local community around global issues, culture, geography, world languages and world history. I began to reflect on my own educational experiences in Prince Edward Island and realized that much of this knowledge was absent from my own education in the public school system in this province. This personal awareness, the results from my literature review, upcoming curriculum initiatives toward infusing global perspectives into curricula and an emerging passion for global education have led me to focus my research on the beliefs of elementary teachers around global perspectives in education in Prince Edward Island.

The literature around teacher beliefs and the influence beliefs have on teacher behavior and decision-making suggest that beliefs play a critical role in teacher behavior

(Fullan, 1999; Kagan, 1992; Kennedy & Kennedy, 1996; Nespor, 1987; Pajares, 1992).

In light of current and anticipated curriculum outcomes that maintain the importance of a global perspective, I would argue that it is important to know what teachers believe about the integration of global perspectives in order to support the successful implementation of the proposed curriculum outcomes. Therefore, the following research questions guided this study:

- What are the beliefs around global education held by elementary teachers in Prince Edward Island and what factors might play a role in shaping these beliefs?
- What topics that reflect a global perspective do elementary teachers in Prince Edward Island currently address in their classrooms?
- What are the perceived obstacles in implementing global education in Prince Edward Island?

Definition of Terms

“A plethora of opinions surface when scholars attempt a definition of global education” (Kutasi, 1993, p. 2). Tye (1991) hypothesizes that one reason for such a range of opinions lies in the fact that global education is interdisciplinary in nature; therefore, it is often the case that a group of scholars from a variety of backgrounds are debating the definition of global education (p. 163). Tye goes on to argue that the lack of a fixed definition can actually be an added strength to the field of global education.

As a social movement, global education is still developing; and it is interdisciplinary in nature. Because many people have a stake in its development, global education offers much promise as a vehicle for school renewal. Efforts to narrowly define the movement or constrain membership are misguided, at best. (p. 163)

However, some authors have criticized global education for being too ambiguous. Popkewitz (1980) writes about the “linguistic confusion” (p. 303) he finds when trying to make sense of global education. He argues that global education could be seen as a “slogan system” (p. 304) intended to call attention to the hopes and dreams of certain groups concerning the meaning and purposes of schooling without ever truly setting forth particular pedagogical practices that will achieve those hopes.

For this study, I drew on the model of global education set forth by Pike and Selby (1988) who build primarily upon the work of Hanvey (1982) in their conceptualization of global education dimensions and objectives. The authors organize global education into four interlocking dimensions which include: spatial, temporal, issues and inner dimensions. The four dimensions (as cited in Pike and Selby, 1999) can be briefly described as follows:

The spatial dimension describes the reality of the present world as an interconnected system. The spatial dimension looks at interdependence at several levels. At an ecological level, this dimension is concerned with the interdependence of systems and cycles found within our natural world. The spatial dimension is also concerned with the interdependence found within our social, economic and political systems. At a personal level, this dimension focuses on a person’s mental, physical and spiritual interconnectedness. Students should be encouraged to see connections at all levels. For example, students could explore global environmental issues and how they are influenced by human behavior, and then in turn, affect human, planetary and animal health worldwide.

The temporal dimension delves into the rapid pace of change we now experience in our lives. This dimension stresses that “phases of time are interactive” (Pike and Selby, 1999, p. 13). Generally, the subjects of history and social studies take up the events and issues of past and present times, but often a futuristic perspective is absent from the traditional school curriculum. The temporal dimension maintains that schools must include a greater consideration of the future and provide students with opportunities to consider alternative futures for themselves, their community and for the world.

The issues dimension highlights that global issues should be included in curriculum and stresses that issues need to be seen as processes that have past, present and future implications which can affect many people on many different levels. The issues dimension stresses that global issues should be viewed as interconnected. For example, when students are studying human rights they may research connections to other global issues such as world wealth distribution and poverty, health, environmental issues and various conflicts around the world. Students should also consider that each issue will provoke a range of diverse perspectives from varying groups and individuals. People do not see the same issue from the same point of view.

The inner dimension is grounded in the belief that the well-being of the individual is interconnected with the well-being of society. This dimension suggests that students, while discovering the world they live in, must also be encouraged to gain an understanding of themselves and their own potential. Personal development goes hand-in-hand with social responsibility in such an interconnected and rapidly changing society. “In this sense, global education is as much an exploration of the global self as of the global village” (Pike and Selby, 1999, p. 14).

In order to guide educators from thought to action, the aims of global education should be considered. These aims are born from the interlocking dimensions described above. Pike and Selby (1988) maintain the following five aims of global education. Hanvey (1982) based his objectives for global education on the notion that these objectives should be *attainable* [italics added], while Pike and Selby assert more aggressively that the five aims they outline are irreducible. This means that, if a school is to be considered truly a global school, it must be addressing all five aims on a consistent basis rather than including only a few of the aims some of the time. The five aims can be summarized as follows:

Systems consciousness is an ability to think in a systems mode and an ability to see the systemic nature of the world. It also includes acquiring a holistic conception of one's potential and capacities.

- *Perspective consciousness* requires that students have an awareness that their own worldview is not universally shared, and that students demonstrate a receptivity to other's views of the world.
- *Health of Planet Awareness* is an understanding of the global condition, and the current global developments and trends. It includes concepts of justice, human rights and responsibilities, and the development of a future orientation toward the health of the planet.
- *Involvement consciousness and preparedness* is an understanding that the choices we make, individually and collectively, can have an impact on planet health and humankind now, and in the future. This aim includes the development of social

and political action skills that will help students participate actively in a democratic society as global citizens.

- *Process Mindedness* is an understanding that learning and personal development are lifelong journeys and learning new ways to view the world can be risky, but revitalizing.

The fundamental notions of interdependence and cross-curricular teaching aforementioned in the definition, and the aims of global education are supported by other writers (Anderson, 1991; Fountain, 1990; Hadley & Wood, 1987; Kutasi, 1993; Merryfield, 2002). In my opinion, Pike and Selby's (1988) model of global education addresses the criticisms concerning the ambiguity of global education by providing specific aims for global education in their text and by giving many concrete examples of activities teachers can include in their teaching to address the aims and dimensions of global education. I understand this model of global education to be a holistic approach to education that is radically different from the models of pedagogy I experienced as a student and as a pre-service teacher in Prince Edward Island. My professional experiences while teaching in elementary schools abroad allowed me to experience a much more holistic approach to education that more closely resembles the model for global education developed by Pike and Selby. I will continually strive to achieve the objectives of this model in my teaching and it will act as a guide for me in my involvement as a global educator throughout my career. I have undertaken this research on global education to help further my understanding of global education and to determine if and how it is currently viewed as important by elementary teachers in Prince Edward Island.

Significance of the Research

After reviewing the literature on global education, it is apparent that there is a lack of extensive empirical research on global education in Canada. More specifically, there is a lack of extensive research that addresses global education in smaller towns and rural areas in Canada. Despite the fact that smaller towns and rural areas may experience much less multiculturalism than larger Canadian cities, I believe it is equally important, if not more important, to pursue global education initiatives in these rural areas. Cultural diversity may not be experienced on a daily basis by students who live in more rural areas; I believe therefore, the education system should play a role in developing a global worldview in these students since they are less likely to receive this development naturally through interactions in their communities and daily lives. Students from rural areas may eventually migrate to larger cities, or may become leaders in their small communities. Is it not important that they have a solid grasp of global issues that might affect their local community? Are elementary teachers in Prince Edward Island prepared to teach the proposed curriculum outcomes from a global perspective? Do they believe this is an important endeavor in educating their students? These are important questions considering the changing world in which we live and the emerging emphasis on global perspectives in the new Social Studies curriculum for Entry-8.

The themes present in curriculum documents for grades 3 and 6 in Prince Edward Island support many of the objectives and topics found in global education. Teachers play a crucial role in the success of any new curricular innovation because they are on the front lines of education and actually put these innovations into action. Fullan (1993) argues that, “teachers are agents of educational change and societal improvement” (p.

11). This study will help to inform policy makers, educators, researchers and pre-service teacher program planners about the current beliefs of elementary teachers concerning global education. Knowing these beliefs will help to clarify further research areas as well as current obstacles for global education in Prince Edward Island. This study intends to gain insight into how teachers might embrace global education in the future and what initiatives might help teachers to integrate global education into current curriculum and their teaching practice. This study establishes a foundational body of research in Prince Edward Island to support further initiatives and research around global education in our schools and community. Chapter 2 will examine previous research in the area of global education and teacher belief systems. A theoretical framework for global education and teacher belief systems will be outlined.

Chapter 2

This review is based on literature identified in the ERIC and Dissertation Abstracts database from 1980 to 2007. A majority of productive activity in Canada in the field of global education was carried out between 1987 and 1995. Both primary and secondary sources are cited in this review. Descriptors used for performing searches on the databases included the following terms: global education, global approach, teacher perceptions, teacher beliefs, social studies, elementary classroom and public school. In this review emphasis was placed on finding literature that reflected Canadian schools and teachers. With a growing multicultural society, Canada would seem to be an ideal nation to lead the way in implementing global education initiatives. There was also an emphasis placed on locating literature that reflected a cross-curricular approach to global education since an interdisciplinary approach in teaching is a key characteristic of global education.

Paradigms in Global Education

Global education can take the form of several different models that may find their place along a continuum between two dominant paradigms discussed in the literature. According to Toh (1993), one of these two dominant paradigms of global literacy can be found to underlie most models of global education. The first paradigm Toh describes as the liberal-technocratic paradigm which, Toh argues, can be found in many Canadian schools. The liberal-technocratic paradigm can be characterized by an appreciation for other cultures, the general notion of global interdependence, and an explicit focus on a management interpretation of interdependence. Toh suggests that a management interpretation of interdependence means that global crises and instabilities are viewed as problems that need to be managed or controlled. When deconstructed, this view can be

seen as Eurocentric in that it often means developed nations, such as the US, UK or Canada, demonstrate control over developing nations by managing the instabilities of the world; being that developed nations are most often the nations with the power and financial ability to do so (p. 11).

The liberal-technocratic paradigm of global literacy, as proposed by Toh (1993), also makes assumptions about the notion of human progress. In this paradigm developed nations are often held up as an ideal to which less developed nations are to aspire in terms of development. These assumptions can also be evident if the term global education is used to describe educational practices that seek to improve students' abilities and skills to compete in a global marketplace. This functionalist approach to global learning, "will likely result in curriculum development and practices which diminish a holistic understanding of the wider world"(p. 11).

In reference to the five aims for global education developed by Pike and Selby (1988), the liberal-technocratic paradigm of global literacy, as described by Toh (1993), demonstrates some areas of weakness. The liberal-technocratic paradigm does not explore the roots of students' feelings toward other people and cultures. This paradigm tends to support an appreciation for various cultures through superficial means such as teaching songs, dances and recipes. These activities can lend themselves to an appreciation for aspects of a certain culture, but they will not provide a holistic understanding of the daily realities of that culture and examine why those realities are happening.

Toh (1993) describes an alternative to the liberal-technocratic paradigm for global literacy, often referred to as the transformative paradigm. "It is transformative in the

sense that it empowers learners not only to understand critically the world's realities in a holistic framework, but also to move learners and teachers to act towards a more peaceful, just and liberating world" (p. 11). The transformative paradigm can be characterized by: ethical considerations around the role of humans in a global society, an emphasis on planetary survival; ecological security anchored by political-economic analysis; the need to put theory into practice and strive for appropriate social action, finding parallel problems in local communities after studying global issues and endeavoring to create a curriculum that will "move the hearts of learners" (p. 15).

The transformative paradigm described by Toh (1993) responds to the five aims for global education put forth by Pike and Selby (1988). The basic characteristics of the transformative paradigm respond appropriately to the aims of perspective consciousness, involvement consciousness, health of planet awareness, process mindedness and systems consciousness. For example, Toh suggests the importance of appropriate social action within the transformative paradigm. Pike and Selby's aim of involvement consciousness calls for age-appropriate social action to play a role in the education of children. This aim can also be found in Table 8, 3.3.3 in APEF curriculum outcomes for students in Island elementary schools.

The paradigms of global education, or literacy, maintained by Toh (1993) can also be found in the work of other scholars. Pike (1997-98) discusses two paradigms of global education referred to as the compartmentalist and the holistic (p. 8). The compartmentalist paradigm has similar characteristics to the liberal-technocratic paradigm described by Toh (1993). In essence, the compartmentalist paradigm can be

described as infusing the existing curriculum framework with global perspectives, principally in the social sciences.

Toh (1993) suggests that the liberal-technocratic paradigm exists within many Canadian schools. I would argue that both paradigms currently exist in Prince Edward Island curriculum documents. Especially with recent curriculum changes, there are outcomes which encourage students to think about their feelings and perceptions of others. This type of thinking is a step toward a more transformative model of global literacy according to Toh. Upon examination of curriculum outcomes for Prince Edward Island (see Appendix A & B), it is apparent that social studies contains the majority of clearly global outcomes and perspectives which leans slightly more toward a compartmentalized, liberal-technocratic paradigm of global literacy as described by Toh. However, the essential graduate learnings, overarching statements found in the Atlantic Canadian curriculum documents, (see Appendix A) for citizenship are intended to weave through all curriculum areas, therefore representing an underlying foundation that supports a more holistic, transformative approach to global learning that can be pursued while following curriculum expectations in Prince Edward Island. This is why it might be useful to examine the findings of a study around teacher beliefs in terms of global education. If teachers believe that learning for a global understanding is important, they may be more likely to pursue global perspectives based on current curriculum from a more holistic approach.

Pike (1997-98) maintains that the holistic paradigm of global education “represents a philosophy of education that seeks to model schooling on a contemporary vision of the world that is in part realistic and in part idealistic” (p. 9). It is realistic in the

sense that it draws from cutting-edge scientific developments and the notion of the planet as a dynamic and integrated system. It contains elements of idealism in that it supports education as playing a more active role in societal change, rather than a vehicle to perpetuate the global status quo. To gain a better sense of which paradigm is evident in Prince Edward Island schools, this study investigated current beliefs about global education reported by elementary teachers in PEI in the 2004-05 school year. The literature review demonstrates that studies have shown beliefs to be influential on teacher attitudes and behavior.

Teacher Beliefs and Global Education

As discussed earlier, it can be difficult to define global education due to its interdisciplinary nature (Tye, 1991, p. 163). “The open-endedness of global/international education has great appeal for certain types of people, but others find it disquieting and tend to resist it” (p.46). Tye (1993) suggests that even when a conceptual definition of global education is given, educators will often proceed with their own meaning in their own mind (p. 59). “Global educators need to recognize that reluctant teachers may act that way for deeply felt and carefully thought-out reasons, and work to understand the assumptions that shape those attitudes (Tye & Tye, p. 59). Levin (2007) studied teacher beliefs in relation to using technology and argues that we should use a variety of tools in order to understand teacher beliefs toward any educational innovation because during times of transition teacher may not even be aware of their own emergent beliefs, therefore, we must not rely only on their explicit statements.

In their study of teacher resistance toward global education, Tye and Tye (1993) found a range of reactions from educators toward global education innovations. Some

educators were practicing many of the objectives found in global education already. Some teachers viewed the initiatives as a vehicle for educational change and demonstrated an eagerness to rejuvenate their practice through global education. Some teachers saw global education as a way to make meaningful cross-curricular connections, while others wanted to observe their colleagues infusing global education innovations before they tried it themselves. The authors point out that it is not necessarily correct to assume that the teachers who preferred to observe first were “resistant to change” (p. 60), but that these teachers might simply want to take a more cautious approach and understand how global education becomes a part of classroom practice. Tye and Tye state that this can be viewed as common sense, rather than resistance, if, at some point, these observers actually attempt global education initiatives in their own classrooms (p. 60).

Some of the reasons found by Tye and Tye (1993) for teacher resistance to global education include: lack of time, fear of controversy in teaching content that some may view as anti-nationalistic, insufficient resources, lack of common planning time to foster collaboration amongst teachers, other school projects that compete for a teacher’s time and a school’s budget and pressures from a teacher’s personal life (p. 60). However, the authors maintain that if global educators seeking to integrate global education into their school demonstrate sensitivity to these issues and allow ample time for the change process to evolve, teacher resistance can be overcome and global education can become an integrated part of a school, and school system.

In Newfoundland, Pike (1997) found that teachers acknowledged the importance of global education as a necessary vehicle to make connections with the world from such isolated communities (p.173). Pike (1997) interviewed global education practitioners in

schools in Canada, UK and USA as part of his doctoral research. He visited four schools in Ontario and two in Newfoundland. Both schools in Newfoundland were identified as having a global education focus. At that time Newfoundland was the only province to focus on the development of “global schools” in their CIDA-funded global education project. In the literature on global education, some teachers discussed the idea of global education as a vehicle for school renewal which other scholars, such as Tye (1993), have found as well. Boston’s (1991) research uncovered that principals of schools with successful global education programs saw direct links between these programs and improved school practice. “Perhaps most important, the program’s concepts, processes, and opportunities supported professional growth for all staff members” (p. 98).

Generally, Pike (1997) found that many Canadian teachers maintained a worldview that transcended the typical boundaries of nations and cultural groups and instead espoused a worldview that supports person-planet connections. Some teacher participants in his study maintained a belief that, “global education contributed to making the world a better place” (p. 179). Other educators argued the importance of “simply raising students’ awareness of others’ misfortunes” (p. 179), while others resolved that “changing the global status quo is a crucial educational outcome” (p. 179). In all schools visited by Pike, it was found that, “global education is viewed as having an actual or potential influence that extends far beyond curriculum reform; it provides a framework for whole school development” (p. 180). It is important to note here that the schools studied by Pike were identified as schools supporting global education prior to the study. These beliefs maintained by teachers studied in Canada provide an important beginning step toward the implementation of global education initiatives in this country. The

relationship between beliefs and classroom practice is an important element to consider when discussing educational innovations.

A Relationship between Teacher Beliefs and Classroom Practice

It is generally acknowledged that teachers' belief systems significantly affect their behavior and practice in the classroom (Fullan, 1999; Kagan, 1992; Kennedy & Kennedy, 1996; Nespor, 1987; Pajares, 1992). Nespor (1987) argues that the environments within which teachers work are characterized by ill-defined contexts, deeply entangled structures and often a high degree of unpredictability and isolation. Therefore, teachers use their belief systems as a guide through this potentially difficult professional terrain. (p. 324). Kagan (1992) makes two generalizations relating to teacher beliefs, "teacher beliefs tend to be relatively stable and resistant to change." (p. 66), and "a teacher's beliefs tend to be associated with a congruent style of teaching that is often evident across different classes and grade levels" (p. 66). Kagan points out that it is difficult to capture teacher beliefs accurately because teacher beliefs are often tacit and teachers may be reluctant to espouse their beliefs publicly. Teacher beliefs are often related to their own feelings of self-efficacy and also to their content-specific beliefs. Essentially, the more comfortable a teacher is with a certain subject matter, the more likely they are to modify and stray from the prescribed textbook. "Teacher beliefs might vary when teaching different academic content"(p.73).

Pajares (1992) believes that studying teacher beliefs could lead toward changes in teacher practice by informing educators about the potential influence beliefs may have in terms of classroom practice. "Few would argue that the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom . . .

or that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices” (Pajares, 1992, p. 307).

Pajares (1992) argues that it is teacher beliefs that underlie their behavior and these beliefs are formed very early on with their own personal experiences as students in a school system. Unlike medical or law students, who begin their training without any real prior knowledge of their respective professional institutions, teachers begin their careers with many preconceived notions of what education should look and sound like, based on their own experiences as students in the school system. This is how the school system can perpetuate the status quo. The students who succeed and flourish in the current system are the ones that will have a positive experience and then perhaps go on to become teachers themselves. It is these preconceived beliefs about the nature of successful schooling that may need to be challenged if any change is ever to come to a school system.

Pajares (1992) and Kagan (1992) note that beliefs are resistant to change. Both scholars argued that for beliefs to change, a person must first become dissatisfied with their current belief. Then, new beliefs must seem “intelligible and plausible” in order for them to be accommodated into that person’s reformed belief system (p. 320). Kagan tells us that, “the more one reads studies of teacher beliefs, the more strongly one suspects that this piebald of personal knowledge lies at the very heart of teaching” (p. 85).

Kennedy and Kennedy (1996) take a more comprehensive approach toward beliefs and their effect on behavior by looking at both the cognitive and affective nature of attitudes and beliefs (p. 355). Ajzen (1988), a social psychologist, who proposes a

theory of planned behavior (Ajzen, as cited in Kennedy & Kennedy, 1996). This theory attempts to clarify the complex relationships between beliefs, attitudes and behavior. The theory suggests that a number of factors can influence the motivation of an individual to take a particular action. Ajzen's theory distinguishes between attitudes and beliefs, arguing that beliefs are "cognitive and reflect the knowledge or information an individual may have about something" (Ajzen, 1988 as cited in Kennedy & Kennedy, 1996, p. 355).

Attitudes, according to Ajzen's theory, "are an individual's affective and evaluative response to something" (p.355). Therefore, this theory argues that it is beliefs that form the foundation for attitudes, and also for what Ajzen refers to as subjective norms and perceived behavioral controls. Subjective norms reflect what an individual believes others think about a particular concept or innovation. For example, if a teacher wanted to implement global education in the classroom but believed that his/her colleagues may not approve, this belief could impact that teacher's decision to teach from a global perspective. Perceived behavioral control describes a person's perceptions about their degree of control over implementing a particular innovation. Perceived behavioral control can be internal, relating to that person's feelings of self-efficacy, and/or skills in being able to implement a particular innovation, or behavioral control factors can be external, relating to that individual's perceptions of external constraints that exist around an innovation. For example, a teacher may show resistance toward a change that is not supported by school administration because that teacher perceives the lack of administrative support to be an external constraint to successful implementation of the change at school level. According to Ajzen's theory, attitudes, subjective norms and perceived behavior controls are influenced by beliefs, and shape an individual's

intentions which translate into action. I drew heavily on Ajzen's theory as the principal theoretical framework for this study. This framework supports an understanding of how beliefs shape the development of certain attitudes and behaviors. Through this research, I endeavor to study the beliefs of elementary teachers and use Ajzen's theory of planned behavior to understand more fully how teacher belief systems may or may not influence global education in PEI.

Kennedy and Kennedy (1996) begin to clarify the complex relationships among beliefs, attitudes and behavior. They provide a clear model through Ajzen's (1988) theory, but they also acknowledge that the model is not dynamic in that it does not take into account the influence of past experience on intention, and it does not consider how positive, or negative feedback influence behavior, or how time may interact with an individual's tendency toward particular behaviors. Consequently, the instrument used in this study took into account past experiences of teachers studied as a potential factor shaping their beliefs around global education. According to Kennedy and Kennedy, perceived behavioral controls may relate to feelings of self-efficacy in implementing new innovations. Past experiences concerning global issues, or global education may influence a teacher's feelings of self-efficacy and, therefore, be considered a perceived behavioral control under Ajzen's theory. For example, teachers may feel that they do not have enough information to teach global issues, or they may have concerns about perpetuating certain bias' through materials they choose.

Beswick (2006) takes into account the dynamic nature of teacher beliefs and argues that teachers might simultaneously hold contradictory beliefs about teaching and learning that have been developed in different contexts. Nespor (1987) discusses how ill-

defined contexts and unpredictable working environments can give rise to contradictory beliefs amongst teachers. For example, in terms of global education, a teacher may believe that global education is important but they also may feel curriculum and timetable pressures, therefore specific curriculum-based lessons become the priority over global issues in the classroom. Beswick goes on to say that simply providing teachers with curriculum materials, resources and ideas without first attending to relevant beliefs is not adequate. She argues that teacher beliefs must be addressed first. The results of this study show that a lack of materials and ideas is a major obstacle for global education in Prince Edward Island, but perhaps, professional development needs to begin by providing time and space for teachers to explore their true beliefs about global education. Obstacles found in the literature on global education are considered in the next section of the literature review.

Obstacles for Global Education

Global education has not gone unchallenged, especially in the United States (US), and several authors have written about the possible controversies that may surround the implementation of global education. Lamy (1991) suggests that it is impossible to avoid areas of controversy when teaching about global issues. Lamy's work refers to conflicts found in the United States concerning global education. Many of its critics in the US feel that global education promotes "naïve world-order values" (p.51) and may promote anti-nationalistic sentiments because global educators look at global interdependence rather than global competitiveness. Global educators focus on global social justice rather than the preservation of national interests. Many critics may feel that these educational goals are too idealistic and naïve in a world largely based on international competition.

Schukar (1993) explores problems around global education by looking at three areas which, he suggests, contribute to the controversial nature of global education. These areas include: the inherent controversial nature of global issues, struggles between various groups to control the content found within global education materials and the failure of global educators to provide a balance between curriculum development, instructional strategies and resource materials. When Schukar discusses balance he is referring to the need for global educators to “fairly and thoroughly” (p. 56) present a range of competing viewpoints on any particular issue. He argues that global educators must strive to recognize their own bias in teaching from a global perspective or they may face harsh criticism. Werner (1990) maintains many of the same struggles within global education but argues that a critical pedagogy may be useful in establishing a more widely accepted, concrete model of global education.

Werner (1990) suggests that ambiguities and controversy may arise out of key political contradictions found within global education. Firstly, many different special interest groups operating outside of the school system are often defining the content and purpose of global education through print, non-print and web-based resources created for schools. Therefore, the mandates of particular interest groups are finding their way into public school classrooms through these resources. Schukar (1993) argues that many groups vie to control the content included in global education, and subsequently in public school classrooms. Werner cites examples from such groups as CIDA, World Bank, various Canadian teacher associations, various non-government agencies and even members of the business sector such as MacDonalds. Some interest groups may use the school system as a place to further their own agenda. When choosing to implement the

resources developed by any outside agency, Werner encourages teachers to adopt a critical pedagogy² by asking what the intentions are of the interest group who produced these materials.

Werner (1990) also argues that the typical organization of schools in Western society contradicts many of the objectives found in global education. For example, much of the content found when looking at global issues can be seen as “morally significant” (p. 82). However, schools are structured in such a way that knowledge is compartmentalized into subject areas which are allotted periods of time in the timetable of the school day, and textbooks are used to divide subject areas into chapters of knowledge that students read and then typically complete end-of-chapter activities before moving on to the next chapter. These divisions found in subjects and the organization of the school can “turn knowledge into small bits of loosely related information that, for the most part, neither students nor teachers take seriously and care about personally” (p. 82). Learning in such a compartmentalized way can make it extremely difficult for students and educators to find the connections between global issues and consider values questions that may arise from learning about these connections. Werner argues that through the current organization of knowledge in schools, learning in the public school can become a “closed system” (p. 83).

According to Ellsworth (1999) students have a “passion for ignorance” (p. 57) which arises from their unconscious mind where a possible “hatred or fear of one’s own implications in what’s being taught” (p. 57) may exist. In terms of global education, the fear of implication in what is being taught may play an important role in the content and modes of teaching that teachers choose to employ in their classroom. “Global education

makes manifest our vested interest in the status quo”(Werner, 1990, p. 85). If global education were to be truly implemented according to the model presented in Pike and Selby (1988) it would require that teachers and students question the global status quo. This could be extremely disruptive to our current level of comfort and standard of living in Western society. This possible underlying interest in maintenance of the current global condition may explain criticisms of global education as too ideological and anti-nationalistic. Beneath this potential vested interest in maintaining the status quo, lays an assumption that schools should serve national interests and produce “human capital” (Apple, 2001, p. 38) that will advance the nation in the global economic marketplace.

Werner (1990) and Popkewitz (1980) argue that teachers should approach global education from a critical pedagogical stance and consider the issues of political agendas of interest groups and their own personal bias when selecting topics, activities and resources to use in their classroom. Materials should be located in their respective sociopolitical contexts and a potential bias should be explored so an indoctrination of students toward a particular political agenda does not become the result of a global education initiative. The next section will take a closer look at what outcomes exist in PEI curriculum documents that promote the aims of global education as defined for this study.

Atlantic Provinces Education Foundation (APEF) Curriculum Links to Global Education

The following section of this chapter briefly outlines essential graduate learnings (see Appendix A) and specific curriculum outcomes (see Appendix B) found within APEF curriculum documents that respond to the five aims for global education as defined by Pike and Selby (1988, 1999). Curriculum documents were examined in order to

answer the research question about what topics PEI teachers currently include in their teaching that promote a global perspective. The curriculum outcomes deemed global in nature made up Part 3 of the survey instrument used in this study. Pike and Selby (1988) outline objectives for global education that respond to the five aims. It is these aims and objectives found in Pike and Selby (1988) that have been used as criteria for selecting APEF essential graduate learnings (Appendix A) and curriculum outcomes (Appendix B) that espouse a global perspective according to the definition of global education for this study.

Table 1 (Appendix A) shows a summary of the six Essential Graduate Learnings (EGLs) for the Atlantic provinces from grades K-12. Essential graduate learnings are cross-curricular strands that represent a general framework for the development of curriculum in Atlantic Canada. The framework strands consist of: aesthetic expression, citizenship, communication, personal development, problem-solving and technological competence. A list of specific outcomes accompanies each of the six EGL strands. The objectives outlined for global education by Pike and Selby (1988, 1999) were used to select specific outcomes from within the EGLs that promote a global perspective. In particular, the citizenship strand contains many outcomes supporting the objectives of global education. In detail, EGLs can be defined as follows:

Essential graduate learnings (EGLs) are statements describing the knowledge, skills and attitudes expected of all students who graduate from high school. Achievement of the essential graduate learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future. Essential graduate learnings are cross-curricular, and curriculum in all subject areas is focused to enable students to achieve these learnings. Essential

graduate learnings serve as a framework for the curriculum development process. (Atlantic Provinces Education Foundation, 1998, p. 5)

Tables 2-9 (Appendix B) provide a summary of specific curriculum outcomes that have been selected because they respond to the objectives outlined for global education (Pike & Selby, 1988; 1999). Each table summarizes a specific subject area and all subject areas in the elementary program of studies for grades 3 and 6 are included.

Table 2 shows curriculum outcomes listed in the draft document for Social Studies curriculum in the Atlantic provinces. The curriculum outcomes chosen in Table 2 are relevant to global education, as defined for this study, because they support learning related to the aims of perspective consciousness, involvement consciousness, systems consciousness and health of planet awareness (Pike & Selby, 1998, pp.34-35). The Social Studies curriculum contains many relevant outcomes for four of the five aims of global education. Students are asked to recognize different cultures and their values, beliefs and contributions. In Grade 3 students focus on the Atlantic region and make connections to the wider world as well as rights and responsibilities. Then, in Grade 6, students examine the conditions of current economic systems, cultural regions, globalization and its implications in various areas, climate and vegetation, world wealth distribution and human rights issues. Upon examining the current conditions, teachers could extend their lessons to include opportunities for students to explore alternative futures for our planet and societies based on current conditions in the above-mentioned areas. An orientation to a futures perspective is not explicitly stated in the curriculum outcomes but could be integrated with teacher discretion.

Table 3 shows curriculum outcomes listed in the current Science curriculum for the Atlantic provinces. The curriculum outcomes chosen in Table 3 are relevant to global education, as defined for this study, because they support learning related to the aims of health of planet awareness, systems consciousness and involvement consciousness (Pike & Selby, 1988, pp. 34-35). For example, when studying curriculum outcome 102-13 students could explore the various systems, globally and locally, that are involved in harvesting certain plants and preparing them for human use. This study could lead into students investigating issues around deforestation in different areas of the world and the implications of deforestation for the health of our planet and humans worldwide.

Table 4 shows curriculum outcomes listed in the current English Language Arts curriculum for Atlantic provinces. The curriculum outcomes chosen in Table 4 are relevant to global education, as defined for this study, because they support learning related to the aims of perspective consciousness, systems consciousness, involvement consciousness and process mindedness (Pike & Selby, 1988, pp. 34-35). For example, students in each grade level are asked to identify bias and stereotype in language or text. Identifying language bias encourages children to take a broader view of different perspectives and to look actively for instances of bias in their own lives. This is an important personal action that children can take to progress towards social change. Students are asked to reflect on their thoughts, ideas, feelings and experiences in the English Language Arts program, thus supporting the aim of systems consciousness in that students are exploring their own potential and capacities when working toward this particular curriculum outcome.

Table 5 shows curriculum outcomes listed in the current Core French curriculum for Atlantic provinces. The curriculum outcomes chosen in Table 5 are relevant to global education, as defined for this study, because they support learning related to the aims of process mindedness, involvement consciousness and perspective consciousness. For example, students are encouraged to see their role and responsibilities in the learning process while learning skills in cooperation, interaction, reflection and risk-taking. Cooperation and risk-taking can be important skills when participating democratically in a global society and in the lifelong journey of personal development. There is an emphasis in the Core French curriculum outcomes that learning should be seen as a process which clearly fits with the aim of process mindedness in the five aims of global education (Pike & Selby, 1988, pp. 34-35).

Table 6 shows curriculum outcomes listed in the current Health and Family Life curriculum for Atlantic provinces. The curriculum outcomes chosen in Table 6 are relevant to global education, as defined for this study, because they support learning related to the aims of perspective consciousness, systems consciousness, involvement consciousness, health of planet awareness and process mindedness (Pike & Selby, 1988, pp. 34-35). For example, students are asked to explore the relationship between lung disease and pollution which provides an opportunity for students to investigate the systemic nature of the issue of pollution and its affect on human health. Students are asked to develop personal plans for problem-solving and decision-making which could promote social action and personal development.

Table 7 shows curriculum outcomes listed in the current Music curriculum for Atlantic provinces. The curriculum outcomes chosen in Table 7 are relevant to global

education, as defined for this study, because they support learning related to the aims of perspective consciousness, systems consciousness and involvement consciousness (Pike & Selby, 1988, pp. 34-35). For example, students in Grade 6 are asked to compare and discuss different and similar roles of music locally, nationally and globally. This outcome lends itself to the aim of perspective consciousness because students are asked to discuss this concept which may lead to discovering what they believe the role of music is at these three levels, and they may also discover that their classmates have a different perspective on the role of music in their cultures. Through participation in local cultural events students in Grade 3 will develop a more holistic conception of their own potential and capacities as well as develop valuable skills when interacting with other people who attend these events.

Table 8 shows curriculum outcomes listed in the current Technology curriculum for Atlantic provinces. The curriculum outcomes chosen in Table 8 are relevant to global education, as defined for this study, because they support learning related to the aims of perspective consciousness, systems consciousness and health of planet awareness (Pike & Selby, 1988, pp. 34-35). The technology curriculum outlines some relevant outcomes to global education as well as some explicitly useful instructional considerations for encouraging students to become global citizens. For example, students are expected to demonstrate an understanding of the use of technology and the impact that technology has on society. This relates to the aim of systems consciousness in that students can explore the systemic nature of technology and its influence on eco-systems as well as economic, political and social systems both locally and globally. Particularly relevant is the instructional consideration for global Internet access. This consideration points out

that the Internet can be a valuable resource but students need to be reminded that often only developed nations have widespread Internet access therefore this vehicle for communication needs to be used cautiously given its current limited access globally.

Table 9 shows curriculum outcomes listed in the current Mathematics curriculum for Atlantic provinces. The curriculum outcomes chosen in Table 9 are relevant to global education, as defined for this study, because they support learning related to the aims of perspective consciousness, systems consciousness, involvement consciousness and health of planet awareness (Pike & Selby, 1988, pp. 34-35). Making connections and finding relevant outcomes to global education may appear more difficult in mathematics. Pike and Selby include a useful section on making global connections within the mathematics curriculum. "Mathematics also presents rich opportunities for the exploration of cultural achievement and diversity globally" (p. 251). For example, students could be asked to explore the ways in which various societies have used geometrical patterns as a form of cultural expression. This connection could easily be incorporated into a unit on geometry in an elementary classroom. The outcomes in Table 9 were chosen because they lend themselves to the integration of global perspectives. For example, in Grade 3 students are asked to implement plans with respect to the collection of data. While working on this outcome students could use data that relates to world populations and think about the future of various countries with high population growth.

In the mathematics curriculum foundation document, the EGL for citizenship is related in detail to the mathematics curriculum.

The citizenship Essential Graduate Learning (EGL) is a major focus of the mathematics curriculum in terms of applications of mathematics. Mathematical applications are of considerable significance in relation to key understandings with respect to government, society and environment. Examples of these

applications would range from measurement and geometry in geography to exponential relations in population dynamics and economics and statistical issues in election polling. (Foundation for the Atlantic Canada Mathematics Curriculum, 1998, p. 4)

In summary, the APEF curriculum outcomes and Essential Graduate Learning outcomes demonstrate support for some of the aims of global education. An interest in including a global perspective into curricula is evident. Bethany Doiron, Social Studies Specialist at the PEI Department of Education, suggested that it will be a challenge to incorporate the new curriculum outcomes into the social studies program in Grade 6 because Island educators involved in that grade are proud of the PEI History program that has been in place for many years. She indicated that finding a balance between global perspectives and PEI history in Grade 6 social studies curricula will not be easy (Doiron, personal communication, January, 2005). This is one example of how beliefs may play a role in the decisions made by educators in terms of content. If Grade 6 teachers believe that PEI history is an important curriculum topic, it could be difficult for them to make the transition to a more global-focused curriculum.

Conclusion

The literature presented supports a significant relationship between teachers' beliefs and their influence on classroom practice. This study investigated the beliefs of elementary teachers working with students in grades 3 and 6 in Prince Edward Island. This population was chosen because it included grades that were intended to be implementing the new social studies curriculum in Prince Edward Island as of 2007 which contains clearly emphasized global topics, and because teachers in these grades are responsible for instruction in most core subject areas so therefore are more likely to include cross-curricular teaching, a major objective in global education. The study

explored current teacher attitudes, beliefs and concerns about global education in the province and investigated perceived obstacles to global education, and areas for further research on global education in Prince Edward Island.

Recent Developments

Since completion of the research for this study in 2005, several important developments have occurred in PEI and Canada relating to the area of global education. Firstly, changes to the social studies curriculum were implemented across PEI that included more global topics in curriculum documents. Secondly, Farmers Helping Farmers announced a project in partnership with the PEI Department of Education; the Faculty of Education, (UPEI); the Prince Edward Island Teachers' Federation; the Eastern School District and Western School District (<http://www.farmershelpingfarmers.ca>). With partial funding from CIDA, the project will result in global education curriculum units for PEI students at the 3, 6, 9 and senior high levels. Hopefully, this project will help to support Island educators in their own understanding of global issues and, in turn, promote deeper understanding of global issues for students in PEI.

The third change that might influence global education in PEI is the increased immigrant population in PEI largely resulting from the PEI Provincial Nominee Program. The Prince Edward Island Provincial Nominee Program expedites immigration to Canada for individuals and their families who meet certain provincial criteria. The criteria are set around whether the applicant has an appropriate personal and family history and the capacity to integrate into the local community. It is based on a combination of education, age, language, experience and adaptability. This program impacts global education in PEI because it brings a larger number of residents to PEI who speak foreign languages and

have diverse cultural practices. When the children of these families enter the public education system in PEI, the need for inclusion of global perspectives and specific programming for English Language Learners (ELL) becomes even more pressing.

Finally, in August 2005, UNICEF Canada invited a team of researchers to study the state of global education in Canada. Mundy, Manlon, Masemann and Haggerty (2007) studied school districts in seven regions of Canada (BC, Alberta, Manitoba, Quebec, Ontario, Nova Scotia and Yukon) and found that global education is widely recognized as important but many barriers to successful implementation at the school level exist. These barriers include; lack of time, lack of pedagogical and curricular support at the school level and too few mechanisms for teachers to collaborate and share information. This investigation into PEI teacher beliefs about global education substantiates the findings of this research for UNICEF and supports important new directs toward more global perspectives in classroom practice at the elementary school level. Mundy et al. (2007) found that implementation of global education was largely left up to individual teachers in the regions studied. Therefore, examining teacher beliefs toward global education is necessary to gain a better sense about global education in the classroom.

Chapter 3

This research primarily utilizes a quantitative research approach. Specifically, a survey design was chosen to answer the research questions posed in this study. This chapter addresses five major areas in terms of research methods for this study: (a) the overall research approach, and rationale; (b) description of the population; (c) discussion of the survey instrument; (d) data collection procedures; (e) data analysis and (f) limitations of the study. During data analysis, an exploratory factor analysis looking for underlying factors that connect or link the objectives of global education, was undertaken revealing one significant factor, referred to as Global Objective. Through one-way ANOVA, t-tests and multiple responses tests, comparisons were conducted between the means of participant responses to the Global Objective. These analyses were conducted to identify any noticeable impact demographic, contextual and experiential factors may have on teacher beliefs towards global education in Prince Edward Island.

Overall Approach and Rationale

A quantitative research approach was chosen for this study because I was looking to identify and describe any general trends found in teacher beliefs concerning global education in Prince Edward Island. Creswell (2005) suggests that a researcher can best describe a current trend through a quantitative research study design that seeks to establish an overall tendency in responses from individuals and note how the tendencies found vary among those individuals (p. 45). There has been only a small amount of research originating in Prince Edward Island around teaching from a global perspective, but recent curriculum documents (see Appendix A & B) demonstrate that the Atlantic Provinces Education Foundation is putting a stronger emphasis on global perspectives in

the classroom. Are teachers prepared to instruct their students in global perspectives? Do teachers believe global perspectives are important? What topics pertaining to global education are currently implemented by elementary teachers in Prince Edward Island?

For this study, I chose a cross-sectional survey design in order to find and describe some overall tendencies in elementary teacher beliefs around global education in PEI. The advantages of this design, as stated in Creswell (2005), include that it measures attitudes at one point in time which allows the researcher to measure current beliefs. “Surveys help identify important beliefs and attitudes of individuals” (p.354). Surveys have been used widely in education for many years, and owe a great deal of their development to the field of social science in their ability to describe views and trends of a particular population.

Black (1999) argues that, “investigating what attitudes, beliefs and opinions groups of subjects with common traits hold is of value simply because it is assumed that these attitudes will influence behavior” (p. 215). This study investigated what topics elementary teachers in Prince Edward Island include in their classroom that lend themselves to a global perspective. Black states that survey designs cannot adequately predict exactly what individuals will do, but surveys can help us to predict tendencies in behavior when studying groups of subjects with common traits (p. 216). Therefore, although a survey design would not enable predictions of future teaching practices, it would provide insights into global topics currently being taught. This type of research could be followed by qualitative studies that investigate teacher practices around these topics in more depth. However, for the scope of this research, I focused on gaining an overall view of teacher beliefs because I believe this is useful to gain a general sense of

PEI teacher beliefs around global education before a researcher can locate smaller groups or particular schools where more in depth studies might be done. The findings of this survey lend themselves to further research in global education in PEI, and are intended to inform educators and leaders in PEI about existing obstacles to global education, and the needs of teachers in implementing a more global-focused curriculum. “Instances where surveys are most suitable are to assess trends or characteristics of a population; learn about individual attitudes, opinions, beliefs, and practices; evaluate the success or effectiveness of a program; or identify the needs of a community” (Creswell, 2005, p. 377).

Creswell (2005) and Black (1999) suggest that some advantages of survey design research include: 1) surveys can be administered in a short time; 2) they are an economical means of data collection; 3) they can reach a geographically dispersed population and 4) the researcher can canvas participants without meeting face-to-face and potentially biasing their opinions (p. 379). I assume that opinions vary amongst teachers on issues of a global nature, and on the inclusion of global perspectives in the classroom. A survey design allows teachers to respond without feeling the potential pressure of a face-to-face interview. Black suggests that it can be less threatening for a research participant to respond to questions on paper. Therefore, this study employs a mailed questionnaire which could have assisted in reducing this type of possible bias in the responses of participants in this study.

Survey designs present some limitations. I endeavored to address these limitations through careful planning and suggestions found in the literature around this type of research method. Although Black (1999) argues that measuring attitudes can be

an important predictor of behavior, he cautions researchers to remain aware that attitudes can be difficult to measure because they can easily change over time, or can be influenced by mood, feelings or different types of stimuli (p. 222). In order to minimize the effects of these types of personal stimuli, Black suggests designing the survey instrument to ensure consistency between survey questions and the concept being measured. This was done by clearly defining the concepts of global education, and teacher beliefs and by completing a detailed document analysis on current curriculum documents developed for PEI elementary teachers. These clearly defined concepts formed the basis for all questions found in the survey instrument.

Survey designs can also be limited by the potential of respondents “faking results,” intentionally misleading responses, or a lack of personal investment in the study (Black, 1999, p. 223). By faking results, respondents may try to answer survey questions by giving the answer they believe the researcher wants them to give. Respondents who are captive, or feel no personal investment in the study may provide responses that are intentionally misleading, or lack any careful reflection. The information letter (see Appendix C) that accompanied the survey (see Appendix D) for this study clearly stated the purpose of the study and informed the respondent that there would be no personal consequence to them for answers given on the survey. The letter informed potential respondents that their responses would be kept completely confidential and only the researcher and thesis supervisor would have access to records kept during the study. By stating the purpose of the study clearly and providing assurances of anonymity for the respondent, the information letter helped to reduce the possibility of faking results, misleading responses and a lack of personal investment. The letter attempted to convince

the respondent of the value of the study and stated clearly that participation was appreciated and voluntary.

Creswell (2005) indicates that survey findings can be difficult to generalize to the larger population if the response rate to a survey is low. Creswell reports that a response rate of 50% is generally acceptable. Black (1999) maintains that incentives can help to increase response rate and add to feelings of personal investment in the study on the part of the respondent. To increase the likelihood of respondents feeling a sense of personal investment in the study, the questionnaire included an advance thank you to recipients for taking the time to look at the questionnaire, and a bookmark created by the researcher that included Internet links to useful web-based resources for global education.

Recipients of the questionnaire were able to keep the bookmark even if they chose not to complete the questionnaire. As a further incentive for respondents, a lesson plan focusing on global education and APEF curriculum outcomes was created by the researcher and sent to each respondent once they had filled out and returned the questionnaire by the stated deadline. The lesson plan was designed to fit into either Grade 3 or Grade 6 curriculum outcomes. Respondents were able to indicate, on a separate form (see Appendix E), a school address where they wanted the lesson plan to be sent and this address was shredded after mailing.

Description of the Sample

For this study, the population consisted of all teachers teaching grades 3 and 6 in Prince Edward Island at the time of this research. This population was chosen because it includes grades that would be implementing the new social studies curriculum in Prince Edward Island beginning in fall of 2005 which contains the most explicitly global topics,

and because teachers in these grades are often responsible to teach most core subjects, therefore cross-curricular teaching, a major objective in global education, would seem more likely to be the norm at these grade levels. According to Fountain (1990), it is often thought that global topics can only be truly grasped in secondary classrooms, but she argues that children face issues on a daily basis that can be found to have parallels of a global nature. For example, children will sometimes call each other names, or exclude individuals from playing games. Fountain maintains that these seemingly smaller issues can have parallels with more global issues such as prejudice and discrimination. This supports the need to address global concerns as they pertain to, and are understood by children in their daily lives.

Creswell (2005) suggests that it is possible to study an entire population when it is small and can be identified easily (p. 359). This type of study is called a census study, and it permits conclusions to be drawn about the entire population. After Ethics approval was obtained to conduct this research, I obtained approval from the Eastern School District and the Western School Board to conduct research (see Appendix F) and found that 205 teachers were employed in grades 3 and 6 combined in PEI at that time. Therefore, 205 surveys were mailed or delivered to potential respondents in May 2005.

The Survey Instrument

The survey instrument (see Appendix D) used in this study was created by the researcher based on an instrument found in another Canadian study concerning teacher perceptions and global education. This study was done in partial fulfillment for a Master degree at the University of Regina in 1993. After reading the study completed by Kutasi (1993) on elementary teacher perceptions of global education in curricula in

Saskatchewan, I contacted Kutasi via telephone to ask permission to adapt her survey instrument for my own research in Prince Edward Island. She granted verbal permission to allow me to use her survey instrument on January 18, 2005.

After an examination of the survey instrument, it was decided that it would be a good starting point in developing my own survey for a study of global education in PEI. Kutasi (1993) used the survey with 63 Grade 5 and 6 teachers in three school boards: Moose Jaw Roman Catholic Separate School Division No.22, Moose Jaw School Division No. 1 of Saskatchewan, and Thunder Creek School Division No. 78. Kutasi had a response rate of 92.1 % from the population of 63 teachers in those three school boards. At the time of Kutasi's study, Saskatchewan was implementing a global education project funded under the CIDA initiatives previously discussed in the literature review. Since PEI did not have any global education projects being carried out in public schools at the time of this study, I had to make extensive adaptations to Kutasi's instrument so it would be suitable for data collection in Prince Edward Island.

The adapted survey instrument was a mailed questionnaire (see Appendix D) and consisted of: a description of global education as defined for this study; 2) information pertaining to teacher demographics and teacher experiences; 3) objectives of global education; 3) topics under global education; 4) student skills associated with global education; 5) obstacles to global education according to teacher beliefs and experiences and 5) a space for teachers to describe any global education lesson plans they have implemented in their classroom. I adapted much of the terminology found in Kutasi's survey to suit the terminology used in PEI curriculum documents and the definition of global education used in this study. The survey instrument was pilot tested on a group of

three elementary and primary teachers to ensure that the survey would have a higher likelihood of being clear and accessible to all survey recipients. In developing the survey, I obtained feedback from thesis supervisors and colleagues, including a primary teacher. In order to pilot test the instrument, I approached a group of teacher colleagues also taking courses in the Master of Education programme at UPEI. The group consisted of three elementary teachers.

Part 1 of the survey instrument investigated the demographic information of respondents to allow for comparisons to be made among respondents during data analysis. This section of the survey also investigated factors that may influence teachers' beliefs concerning global education. According to Ajzen's (1988) theory, attitudes, subjective norms, and perceived behavior controls are influenced by beliefs, and shape an individual's intentions which translate into action (Ajzen, as cited in Kennedy & Kennedy, 1996). One example of how subjective norms affect teachers' beliefs regarding global education is a teacher who chooses not to implement global education in his/her classroom because his/her colleagues do not support global education. Perceived behaviour controls could include teachers' beliefs around self-efficacy in implementing global education, or the effect of school administrative support, or lack thereof, in whether or not global education is applied in PEI elementary classrooms. Part 1 of the survey instrument asked respondents about their personal and professional experiences which may contribute to feelings of self-efficacy, and this section asked respondents about their perceptions concerning colleague and administrative support for global education in their school.

Part 2 of the survey instrument asked teachers to rate the level of importance of 14 objectives of global education identified by Pike and Selby in *Global Teacher, Global Learner* (1988, pp.63-69) and *In the Global Classroom* (1999, p. 16). Objectives from Pike and Selby (1988; 1999) were summarized and integrated where possible to endure a more comprehensive survey. Part 3 of the survey instrument listed a number of APEF curriculum outcomes found for grades 3 and 6. These outcomes come from all subject areas and were chosen based on whether not they were perceived by the researcher to support one, or more, of the objectives found for global education in Pike and Selby (1988).

Part 4 asked respondents to choose five skills that they believe are important to student development. This list of skills was taken from Pike and Selby (1998) and these skills support the aims of global education as defined by this study. Pike and Selby argue that “learning for the twenty-first century demands the acquisition of a range of skills and a broad area of knowledge. . .” (p. 63). Therefore, it is argued that global education includes the acquisition of skill sets as well as knowledge and awareness. Hence, the survey instrument included a section asking teachers to respond to what skills they deem important in their classroom teaching.

Part 5 of the survey instrument tried to determine the importance of global education to elementary teachers on Prince Edward Island. Respondents were asked to indicate to what extent they apply global education in their teaching, and they were encouraged to describe a lesson they have taught which includes a global perspective. For respondents who indicated that they did not apply global education in their classrooms, they were asked to state reasons that prevented them from doing so, and what factors

would influence the likelihood of future implementation of global education in their teaching. Finally, respondents were asked to give their opinion on what obstacles face teachers when considering implementing global education in Prince Edward Island classrooms. This helped to answer the research question concerning obstacles to global education in PEI, and helped to identify needs for future research in Prince Edward Island concerning global education.

The survey included a separate form (see Appendix E) in which respondents could indicate their school address and grade level in order to receive a free, ready-to-use global education lesson plan as an incentive for completing and returning the survey by the stated deadline. All mailing addresses given by respondents were shredded by the researcher after all lesson plans were mailed, and these addresses were kept confidential throughout the study.

Data Collection Procedures

The questionnaire was either hand-delivered or mailed, using the school boards intra-courier system, to all teachers in Prince Edward Island teaching grades 3 and 6 at the time of this study. A covering letter (see Appendix C) and outline of how global education is defined for this study (see Appendix G) was included explaining the significance of the study and gave any necessary background information. Participants were assured anonymity, and participation was voluntary. After the questionnaire was mailed, a postcard was sent to all potential respondents after two weeks to remind them of the questionnaire and return date. After four weeks from the original mailing date, a final reminder and a second copy of the questionnaire was sent to all potential respondents. After six weeks from the original mailing date, thank you letters and lesson

plans were sent to all respondents. For the purpose of sending lesson plans, each recipient was given a numbered questionnaire and lesson request form in an effort to avoid survey recipients mailing the lesson request form without also responding to the questionnaire. Any numbers assigned for administrative reasons were shredded after thank you letters were sent out to all respondents.

Data Analysis

Creswell (2005) maintains that in a census study, researchers report descriptive statistics about the entire population. Therefore, data collected on respondents from teachers working with students in grades 3 and 6 can be generalized to all teachers working in grades 3 and 6 in Prince Edward Island as long as an acceptable response rate is obtained for the survey.

Quantitative data from the survey were analyzed using SPSS versions 15.0 for Windows Grad Pack. Responses on the Likert scale section of the survey were coded one to five, whereas one represented the most positive response towards global education and five represented the most negative response. Descriptive statistical analyses were conducted on these Likert scale items to report a general analysis of teacher beliefs toward global education. In addition, an exploratory factor analysis was conducted to identify any common factors linking the objectives for global education as defined for this study.

The data provided in open-ended questions were typed into a word processing program and reviewed for any commonalities related to the research questions. Participant beliefs were compared through examining the differences among the means of participant responses to the variables as grouped by the factor extracted through the

factor analysis. The factor-defined response means were compared between participants grouped by demographic, contextual and experiential criteria. Two-tailed independent t-tests and one-way analyses of variance (ANOVA) were conducted to compare differences among these means of participant responses in order to identify demographic, contextual and experiential factors influencing teacher beliefs about global education in Prince Edward Island.

Limitations

The results of this study reflect the beliefs of grades 3 and 6 teachers in Prince Edward Island. Neither the data nor the findings of this study can be generalized to other situations. As is characteristic of survey research using a self-reporting instrument, it must be acknowledged that data obtained from this research may not be completely accurate and simply represents individual perceptions and opinions. Bourque and Fielder (1995) state that survey researchers, when mailing questionnaires, must accept the responses that are received “on faith” (p. 20). This means that no matter how rigorously monitored the construction and administrative procedures are, mailed questionnaires can often be influenced by expected outcomes, discussion with non-recipients, mood of respondent or perceived social desirability of responses.

In addition, an intrinsic limitation of survey-based data is its inability to explore issues at a deeper, more profound level. As a result, this study is only a beginning in terms of possible research focused on beliefs about global education in Prince Edward Island. Further research possibilities will be discussed in the next section of this chapter. Due to these limitations, the data and results of this study should be viewed in their context and not be considered as representative of all primary or elementary teachers.

The findings from this research process are described fully in Chapter 4 to address the research questions posed for this study in Chapter 1.

Chapter 4

The purpose of this study was to discover what beliefs elementary teachers teaching grades 3 and 6 in Prince Edward Island have about global education. The following chapter presents the data collected from a survey of 111 teachers who taught the majority of subjects in grades 3 or 6 in Prince Edward Island at the time of this study. Both the Eastern School District and Western School Board in Prince Edward Island were included in this study (see Appendix G). This chapter will include the survey distribution and response rate, demographic data on individual participants, the results from the questionnaire data, and descriptive statistical breakdowns of belief system data.

¹ The data will be presented according to the three research questions posed for this study.

- What are the beliefs around global education held by elementary teachers in Prince Edward Island and what factors might play a role in shaping these beliefs?
- What topics that reflect a global perspective do elementary teachers in Prince Edward Island currently address in their classrooms?
- What are the perceived obstacles in implementing global education in Prince Edward Island?

Survey Distribution and Response Rate

In total, 111 completed surveys were returned from elementary teachers teaching either grade 3 or 6 in the Eastern School District or Western School Board in Prince Edward Island. From the original 205 surveys mailed out, this yielded a total response rate of approximately 54%. Creswell (2005) states that a response rate of 50% or higher is an acceptable rate in most leading educational journals. Table 1 outlines specific details

on the number of surveys distributed and returned in each school board and the percentage each school board represents of the total sample of returned surveys. One participant did not indicate which school board they were employed in.

Table 1

Response Rate

School Board	No. Distributed	No. Returned	% Returned	% of Total
Eastern	135	74	54.8	67.3
Western	70	36	51.4	32.7
Totals	205	110	53.6	100.00

Survey Participants

Of the 110 surveys indicating gender, 88 (79.3%) were completed by females and 22 (19.8%) were completed by males. One participant did not indicate gender on his/her survey. At the time of this research, 58 (52.3%) participants were teaching Grade 3, while 53 (47.7%) participants indicated they taught Grade 6. The majority of participants indicated that they had earned a Bachelor of Education (B.Ed.) degree. Nine participants reported not having a B.Ed., while two participants did not respond to this question. The majority of participants were over the age of 40 and reported 11 or more years of teaching experience. Additional demographic data outlining level of education, age ranges and teaching experiences are outlined in Table 2.

Table 2

Participant Background Information

Education Level	<i>N</i>	%	Age	<i>N</i>	%	Years of Experience	<i>N</i>	%	Grade	<i>N</i>	%
B.Ed	100	90.1	22-29	12	10.8	1- 5 yrs	19	17.6	3	58	52.3

Bachelor degree	79	71.2	30-39	28	25.2	6-10 yrs	22	20.3	6	53	47.7
M.Ed	25	22.5	40-49	33	29.7	11 – 20 yrs	28	26			
Ph.D	0	0	50-59	38	34.2	20 yrs +	39	36.1			
Other	4	3.6									
Totals	208			111			108			111	

In total, 82 (73.9%) participants reported being originally from Prince Edward Island, while 29 (26.1%) participants indicated that they had moved here after being born in a different location. However, 73 (65.8%) participants state that they had lived in a different province for some period of time during their life. Table 3 outlines in more detail how many participants reported living in each province at some time during their life. Most participants who have lived in a different province lived in a Maritime province. Therefore, a majority of respondents are Atlantic Canadians.

Table 3

Participants Who Lived Elsewhere in Canada

Province or Territory Lived	<i>N</i>	%
Newfoundland	6	5.4
Nunavut	2	1.8
NorthWest Territory	1	.9
Quebec	14	12.6
Manitoba	7	6.3
Saskatchewan	4	3.6
British Columbia	5	4.5
Alberta	7	6.3
Ontario	19	17.1
New Brunswick	28	25.2
Nova Scotia	22	19.8

When asked to identify past international travel experiences, a majority of participants (59.5%) indicated they had spent time traveling in a foreign country.

Participants were also asked to indicate which locations they had visited outside of Canada. Table 4 outlines the locations indicated by the 66 participants who had traveled to an international location. Participants were not required to indicate the length of time spend in each location. The Caribbean and Southwestern Europe were the most commonly indicated international travel destinations among study participants.

Table 4

Participants Traveled Internationally

Location Traveled	<i>N</i>	%
Caribbean	28	25.2
United Kingdom	19	17.1
South America	5	4.5
Africa	2	1.8
Central America	9	7.2
Eastern Europe	9	7.2
South/West Europe	29	26.1
Australasia	3	2.7
Southeast Asia	2	1.8
USA	32	28.8

Of the 111 participants, 16 (14.4%) reported having lived in a foreign country while 9 (8.1%) indicated they had taught in schools in a foreign country. Table 5 outlines specific countries participants lived and taught in. England was the most common international location in which participants lived and/or taught.

Table 5

Respondents Who Have Lived or Taught Abroad

Location lived	<i>N</i>	%	Location taught	<i>N</i>	%
England	6	5.4	USA	2	1.8
USA	2	1.8	New Zealand	1	.9
Europe	3	2.7	Jamaica	1	.9
El Salvador	1	.9	Mexico	1	.9
Ireland	1	.9	El Salvador	1	.9

Colombia	1	.9	England	4	3.6
Chile	1	.9			
Africa	1	.9			
Jamaica	1	.9			
New Zealand	2	1.8			
Australia	1	.9			
Mexico	2	1.8			
Totals	22	20%		10	.09%

In total, 37 (33.3%) participants had received some kind of training in global education. Two participants did not indicate whether they had ever taken part in any global education training. Participants were given the opportunity to give further information on the survey instrument about types of training they had received that may not have been included by the researcher. Additional information regarding what kinds of global education training participants have taken part in is outlined in Table 6.

Table 6

Types of Global Education Training Completed by Participants

Types of Training	<i>N</i>	%
global education courses	22	19.8
Specialization in International Education (during B.Ed)	2	1.8
Masters degree courses	9	8.1
School board professional development	11	9.9
Independent research	4	3.6
Informal training from experienced colleagues	7	6.3
Travel	5	4.5
Living with persons from other cultural or linguistic backgrounds	1	.9
International teaching exchanges	2	1.8

There were 59 (53.2%) participants who reported being interested in taking part in further, or initial, training in global education. In total, 35 (31.5%) participants responded that they would not be interested in global education training, and 8 (7.2%) participants indicated that their interest would depend on other factors such as specific topics included

in the training, time involved, duration of training, curriculum links and how close they were to retirement.

A t-test found a significant difference between respondents indicating that they have had some training in global education and the importance they reported placing on global education in their teaching. This means that those participants who had some training in global education were more likely to indicate that it was important in their teaching. However, it might be the case that these respondents thought global education was important beforehand and that was the reason they decided to participate in training. Table 7 outlines the values from the t-test indicating this significant difference ($p = 0.009$).

Table 7

Relationship Between Training and Importance of Global Objective

	<i>N</i>	Mean	<i>SD</i>	<i>SE</i>
Had training	32	1.4732	.36365	.06428
No training	68	1.6928	.39417	.04780
		<i>t</i>	<i>df</i>	<i>p</i>
		2.662	98	0.009

The next section of this chapter will be look at the data collected in terms of each of the three research questions for this study. The first question addresses the beliefs about global education held by teachers teaching Grade 3 or 6 in Prince Edward Island, and what factors have helped to shape those beliefs. Questions 2 and 3 deal with curriculum topics that reflect a global perspective and perceived obstacles to global education that might exist in Prince Edward Island.

PEI Teacher Beliefs and Global Education

Research Question #1 - What are the beliefs around global education held by elementary teachers in Prince Edward Island and what factors might play a role in shaping these beliefs?

In Part 5 of the survey, participants were asked to indicate generally how important global education was to them. Of the 111 participants, 65 (58.6%) reported that global education was important in their teaching. Another 23 (20.7%) indicated that global education was very important in their teaching. Therefore approximately 79% of study participants said that global education was important or very important in their teaching. Three participants did not indicate any level of importance regarding global education in their teaching. In addition, 59 (53.2%) participants state that they applied global education in their classroom on a moderate basis. A moderate basis would mean that they do not apply global education consistently in each unit of study, rather they would apply it on a more occasional basis. A further 25 (22.5%) participants indicated that they do not extensively apply global education concepts in their teaching and one participant stated he/she did not apply global education at all in class.

In Part 2 of the survey, respondents were asked to indicate the importance of each objective in global education as defined by Pike and Selby (1988). Table 8 outlines each of the Likert statements from Part 2 of the survey, and the frequencies for each statement. The latter indicate how many participants reported that the specific belief statement was either very important or important to them in their teaching.

Table 8

Beliefs About the Importance of Global Education Objectives

Belief Statement	N	%
Students should understand the concept of interdependence and how people, places, events and issues are linked through interdependent relationships.	97	87

Students should gain an understanding of global connections within their local community. (e.g., imported goods, diverse cultures)	95	86
Students should gain an age-appropriate understanding of the workings of some important local and global systems such as trade between regions and countries.	85	77
Students should gain an understanding of their own worldview.	97	87
Students should demonstrate an understanding that their views are not universally shared by others.	95	86
Students should explore their own cultures, identities and lifestyles.	100	90.1
Students should examine their own cultures, identities and lifestyle through studying how they are viewed by others of different cultures. (e.g., How would members of an African culture view various cultures found on PEI?).	86	77.4
Students should gain an understanding of current global issues and look for local connections to those issues (e.g. local effects of climate change)	93	84
Students should gain an understanding that perspectives on global issues will vary (e.g. Aboriginal educators may view the influence of technology on education in a different way than a non-Aboriginal educator)	87	78.3
Students should gain an understanding of the relationship between the past, present, and future (e.g., how have past events led to our present condition and what might the future hold).	96	86.5
Students should gain an understanding of how they can act to affect change in their community and help their community move toward to preferable future. (e.g., sustainable development).	94	85
Students should explore their own strengths, weaknesses and personal potential.	99	89.2
Students should become aware of the common needs, behavior, talents and aspirations shared by humankind.	101	91
The classroom should be a place where students feel safe to explore and share their beliefs through risk taking, cooperative learning and reflection.	102	92

Factor Analysis on Belief Statements

In order to determine whether the variables measuring global education belief systems in the survey can be explained by a smaller number of factors, a factor analysis was conducted on the data obtained from the 14 Likert scale statements in Part 2 of the survey. An exploratory factor analysis looking for underlying factors that connect or link the variables together, was undertaken revealing one significant factor, referred to as Global Objective. The eigenvalue for this one factor solution is 10.763. This corresponds to 76.8% of the variance in the data. In order to satisfy Kaiser's Normalization Criteria when doing an exploratory factor analysis you want an eigenvalue larger than 1.00.

The Global Objective is the one significant factor resulting from a factor analysis done on the 14 Likert scale statements from Part 2 of the survey instrument. These Likert statements were taken from *Global Teacher, Global Learner* (Pike & Selby, 1988). In this book, these statements, used as Likert statements for Part 2 of this survey, comprise the general objectives of global education. Therefore, for the purposes of this study, the Global Objective refers to the general objectives of global education as found in Pike and Selby. Statistical testing using this new variable, the Global Objective, begins later in this chapter.

Reasons for Lack of Global Education

In total, 25 (22.5%) participants indicated that they had not extensively applied global education concepts in their teaching and one participant stated that he/she had not applied global education at school. Multiple response tests were done to find participants' most common reasons participants indicated for not applying global education in their classroom and to identify what might increase the likelihood they would apply global education in their teaching. Multiple response tests are used when respondents are asked to check all responses that apply to them. These tests give the researcher frequencies regarding how often an item was chosen by a respondent. Table 9 outlines reasons indicated by participants for not applying global education in their teaching. Inadequate knowledge of global issues and a lack of specific global education curriculum outcomes are the most common reasons participants had not applied global education in their classroom teaching.

Table 9

Reasons for Not Teaching Globally

Reason	<i>N</i>	%
Lack of resources	8	13.8%
Lack of time to plan	10	17.2%
No interest	0	0
There are more important curriculum areas to cover	7	12.1%
Inadequate knowledge of global topics	15	25.9%
I feel it is not appropriate to teach about global topics	0	0
Global education is not a significant part of curriculum	13	22.4%
Students are too young	5	8.6%

Participants who indicated, in Part 5 of the survey, that they had not applied global education in their teaching were asked to elaborate as to what might increase the likelihood that they would begin to apply global education in their classroom. Table 10 presents potential opportunities which might increase the likelihood that participants, who do not already apply global education, would apply global education in their classroom. An increased number of resources provided by the school and more emphasis on global education in curriculum outcomes are the most common factors that would increase the likelihood of participants to apply global education in their teaching.

Table 10

Opportunities That May Increase Teaching Globally

Opportunity	<i>N</i>	%
Professional development provided by School Board	8	7
More global education resources provided by school	15	13.5
Opportunities to plan with colleagues	10	9
More global emphasis in curriculum	16	14.4
Total	49	

Shaping Teacher Beliefs

According to Kennedy and Kennedy (1996), perceived behavioral controls may relate to feelings of self-efficacy in implementing new innovations. Past experiences may influence a teacher's feelings of self-efficacy and, therefore, be considered a perceived behavioral control under Azjen's (1988) theory (Ajzen, as cited in Kennedy & Kennedy). For example, teachers may have had positive experiences traveling abroad which may lead to stronger feelings of self-efficacy in teaching about certain global issues. Therefore, for this study, extensive demographic data were collected in relation to participants past experiences in an attempt to gain a greater sense of what factors from past experiences may influence beliefs about teaching from a global perspective.

ANOVA tests revealed that gender and age made no difference in whether or not global education was considered important amongst participants in this study. Analysis of Variance (ANOVA) is used to compare two or more group means. Table 11 and 12 outline the results of ANOVA testing for significance of gender or age in terms of the importance placed on global education. We looked at the importance of global education and then compared the means of male and female respondents and compared sub-groups by age. The F test shows a probability value of 0.287 when looking at the variable of gender and the global objective mean. Since the p value is larger than 0.05 we can say there is no significance between gender and the global objective mean. There is no difference between female and male respondents in terms of their beliefs about global education.

Table 11

Gender and Global Objective

Gender	Mean	Std. Deviation	<i>N</i>
female	1.6490	.39126	80
male	1.5440	.43276	21
Total	1.6271	.40028	101
	<i>F</i>	<i>df</i>	<i>p</i>
	1.14	1.99	0.287

Participants were asked to place themselves in an age range in Part 1 of the survey. The *F* test shows a probability value of 0.738 when looking at the variable of age and the global objective mean. Since the *p* value is larger than 0.05 we can say there is no significance between age and the global objective mean. Therefore, the age of respondents does not make a difference in their beliefs about global education. However, the majority of respondents were in an age range over 40. It might be useful in future research on this topic to purposefully seek a wider age range of study participants.

Table 12

Age and Global Objective

Age	Mean	Std. Deviation	<i>N</i>
22-29	1.5325	.28278	11
30-39	1.6548	.44466	24
40-49	1.5895	.40187	31
50-59	1.6625	.40346	36
Total	1.6245	.39919	102
	<i>F</i>	<i>df</i>	<i>p</i>
	0.422	3, 98	0.738

Participants in this study were either teaching Grade 3 or 6 in a Prince Edward Island School Board. Therefore, we compared the importance of global education with reported age ranges amongst participants to see if there was a statistically significant difference between age and the importance placed on global education. The *F* test shows a probability value of 0.287 when looking at the variable of the grade the participant was teaching and the global objective mean. Since the *p* value is larger than 0.05 we can say

there is no significance difference between grade and the global objective mean.

Therefore, in this study, there is no difference between the beliefs held by Grade 3 or Grade 6 teachers.

Table 13

Grade and Global Objective

Grade	Mean	Std. Deviation	N
3	1.6643	.38188	54
6	1.5797	.41727	48
Total	1.6245	.39919	102
<i>F</i>		<i>df</i>	<i>p</i>
1.144		1, 100	0.287

Comparing Responses between School Boards and Grade Levels

Table 14 outlines how many teachers in either Grade 3 or 6 responded to the survey within each school board. A chi-square test was done using the data presented to determine any possible difference between school boards and grade levels represented in this study. Since the data was frequency counts and if you compare two categorical variables with frequency counts we run a chi-square test to find out a relationship. A probability value of greater than .05 indicates no significant difference between teachers responding in either grade level or school board. Table 14 outlines the results of the crosstabulation and chi square testing. No significant difference was found between school boards and grade levels and the importance placed on global education represented in this study. A fairly even distribution of teachers responded within both school boards in grades 3 and 6.

Table 14

Difference between Grade Levels and School Boards

Grade	Eastern Board	Western Board	Total	%
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3	40	18	58	52.7
6	34	18	52	47.3
Total	74	36	110	99.1
		χ^2	df	p
		.160	1	.839

In the first section of the survey, respondents were asked to give information about their past national and international travel experiences. Respondents gave information about whether or not they had ever lived or taught in another location outside of Prince Edward Island. For the purpose of this study, a particular interest lays in respondents' past international travel experiences. Pike (2000) argues that, while a standard teacher education programme is able to develop many of the necessary skills and attitudes of effective teaching, the intensity of an international experience can have a significant impact on teacher skills and attitudes. According to Pike (2000), some of these skills and attitudes would include

heightened self-awareness and self-confidence, increased resourcefulness and self-reliance, and a more critical reflectiveness that generates not only contemplation of personal teaching philosophies and appraisal of educational practices in the student's home country, but also questioning of social and cultural norms. All of these result from the challenges of living and working in educational and cultural systems where things are done differently. (p. 96)

Tables 15, 16 and 17 outline the results from t-tests using the data showing respondent travel experiences.

Table 15

T-test for Global Objective Mean and Participants Who Reported International Travel

Traveled Abroad	Mean	N	SD	t -value	df	p
Yes	1.57	61	.389	- 1.78	100	.078
No	1.71	41	.404			

Since the probability value of the t-test results in a value greater than .05 one can assume no significant relationship between international travel and the importance placed on global education by elementary teachers in Prince Edward Island. Teachers who have traveled to an international location show no difference in the importance they place on global education compared to other respondents who indicated no international travel.

Table 16

T-test for Global Objective Mean and Participants Who Reported Living Abroad

Lived Abroad	Mean	<i>N</i>	<i>SD</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
yes	1.39	15	.379	- 2.578	100	.011
no	1.67	87	.390			

Since the probability value of the t-test results in a value less than .05 one can assume a significant relationship between living abroad and the importance placed on global education by elementary teachers in Prince Edward Island. Therefore, teachers who have actually lived in an international location indicate a higher level of importance on global education in their teaching.

Table 17

T-test for Global Objective Mean and Participants Who Reported Teaching Abroad

Taught Abroad	Mean	<i>N</i>	<i>SD</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
Yes	1.32	8	.382	- 2.283	100	.025
No	1.65	94	.392			

Since the probability value of the t-test results in a value less than .05 one can assume a significant relationship between experience teaching abroad and the importance placed on global education by elementary teachers in Prince Edward Island. Teaching

abroad also has an impact on respondent's beliefs about the importance of global education. Pike (2000) argues that an international teaching placement can be an effective way of developing the critical skills and attitudes necessary for teachers to look critically and reflectively at their current practice and norms that are integrated into the education system of the home country. Therefore, encouraging Island teachers to take advantage of international teaching practicums and teacher exchanges may help to increase the importance of global education in PEI. The survey instrument did not ask participants to give detailed information about length or purpose (i.e., practicum or not) of their time teaching abroad. A more in depth examination which takes these factors into account could be an area for further research. The next section of this chapter addresses the second research question for this study which takes into account the topics in Prince Edward Island curriculum documents which currently espouse a global perspective and how many of these topics are respondents including in their current classroom program.

Curriculum and Global Education

Research Question #2 - What topics that reflect a global perspective do elementary teachers in PEI currently address in their classrooms?

In total, 68 (62 %) respondents indicated that they feel they apply global education in their teaching moderately or to a great extent. However, many global curriculum outcomes show a low percentage of being addressed in the classroom by participants. PEI curriculum documents were examined for outcomes reflecting a global perspective. In total, 32 outcomes were found across subject areas that explicitly reflect a global perspective. Table 18 outlines the outcomes and how many participants have included the outcome in their teaching.

Table 18

Number of Participants Including Global Outcomes

PEI Global Curriculum Outcomes	<i>N</i>	%
1. Identify PEI on a world map or globe	108	97.3
2. Identify communication links between PEI and the world (e.g. telegram, post, telephone, Internet)	88	79.3
3. Identify transportation links between PEI and the world (e.g. boat, plane)	94	84.7
4. Cultural diversity on PEI	73	65.8
5. Cultures that exist on PEI and how do they contribute to Island life	59	53.2
6. The values, beliefs, traditions and actions of different cultural groups on PEI	46	41.4
7. Identify and explain factors that are contributing to a global culture (e.g. technology, increased migration)	41	36.9
8. Identify and take age-appropriate action on issues of a school, community or global nature. (e.g. awareness campaigns, letter writing skills, debating)	47	42.3
9. Identify and take action to promote positive interactions amongst all people.	85	76.6
10. Assess the relationship between culture and environment in selected regions.	39	35.1
11. Compare climate and vegetation in different parts of the world.	64	57.7
12. Examine the use of natural resources and current sustainability practices.	55	49.5
13. Describe ways in which plants are important to humans and animals and the environment.	100	90.1
14. Evaluate structures in your community and in the world to determine if they make efficient use of materials.	40	36
15. Evaluate structures in your community and in the world to determine if they are appropriate for the environment and for those who use them.	51	45.9
16. Identify forms of language that are unfair to particular individuals and cultures.	69	62.2
17. Promote the use of language that shows respect for all people.	100	90.1
18. Identify examples of bias, prejudice and stereotyping.	86	77.5
19. Have students compare their thoughts and beliefs to those of others.	86	77.5
20. Provide opportunity for students to describe feelings, attitudes, reactions and values.	105	94.6
21. Canada as a multicultural society with many global connections.	62	55.9
22. Step-by-step problem solving approaches	95	85.6
23. Consider the needs of people who are disabled	91	82
24. Analyze advertising for bias	30	27
25. Identify local and global community development organizations (e.g. World Health Organization, Amnesty International)	31	27.9
26. Identify environmental problems	100	90.1

27. Demonstrate an awareness of the role of consumers, industry and government in protecting our environment.	57	51.4
28. Increase understanding and acceptance of self through understanding and acceptance of human sexuality.	55	49.5
29. Demonstrate an understanding of the use of technology and the impact technology has on society	79	71.2
30. Demonstrate awareness that the Internet and technology are not widely available in developing countries.	43	38.7
31. Explore relevant issues for through data collection (e.g. students survey their community for the existence of a variety of cultures)	19	17.1
32. Implement plans with respect to the collection of data (e.g., students plan a community event to promote all cultures in that community)	10	9

The data presented in the above table demonstrates that the most commonly taught curriculum outcomes reflecting a global perspective are to identify Prince Edward Island on a world map or globe and to provide opportunity for students to describe feelings, attitudes, reactions and values. The global outcomes that were taught least often by participants include exploring relevant issues for through data collection (e.g. students survey their community for the existence of a variety of cultures) and implementation of plans with respect to the collection of data (e.g., students plan a community event to promote all cultures in that community).

Respondents were given an opportunity in Part 5 of the survey to elaborate on topics they include which they believe espouse a global perspective. Table 19 compiles the topics that people described and outlines how many respondents indicated that they include this topic in their classroom teaching.

Table 19

Other Global Topics Included By Respondents

Topic	<i>N</i>	% of Respondents Who Indicated Topics
Environmental issues	28	21.9%
Cultural Diversity	35	27.3
Technology	5	3.9

Self-awareness	9	7.0
Global health issues	5	3.9
Peace	9	7.0
Poverty	11	8.6
Global Interdependence	14	10.9
Art	2	1.6
Human Rights	8	6.3
Important Leaders	2	1.6

Environmental issues, cultural diversity and global interdependence were the most common global topics that were included by participants in classroom teaching. Participants were also asked to choose 5 of the 26 skills associated with global education (Pike & Selby, 1988). A multiple response test was used to determine which skills were most important to participants. Table 20 shows the five most commonly chosen skills by participants.

Table 20

Most Important Skills to Teach

Skill	<i>N</i>	%
Communication	101	92.7
Organizational	60	55.0
Cooperation	54	49.5
Problem-solving	58	53.2
Empathy	48	44.0

Obstacles to Global Education in PEI

Research Question #3 - What are the perceived obstacles and concerns of elementary teachers around implementing global education in PEI?

In total, 59 (53.2%) participants reported that obstacles to global education exist in PEI. Approximately a third, or 36 (32.4%) participants reported that there were no obstacles to global education in PEI and 16 (14.4%) participants did not respond to this question. Of the 59 participants indicating that obstacles to global education do exist in

PEI, 58 expanded upon their response to describe what they perceive those obstacles to be. These data were coded by the researcher for common themes found amongst responses. The two most frequently mentioned obstacles to global education in Prince Edward Island were a lack of teaching materials and resources, and a lack of global content in curriculum outcomes. Participants indicated that they would be far more likely to teach from a global perspective if they had access to resources that gave them the knowledge and tools required to successfully deliver curriculum from a global point of view.

In addition to a lack of resources, participants also indicated their belief that the curriculum outcomes in PEI are already too dense to cover in the school year and there was simply not enough time to include extra lessons focusing on global education. Participants reported that the provincial government should write the curriculum outcomes with a global focus in mind in order to ensure that teachers consistently include this perspective in their programs. This, along with in-service training, would help to encourage participants to teach from a global perspective in the classroom.

Other obstacles to global education mentioned by participants in this study include; lack of time, lack of knowledge about global issues and how to connect them with curriculum, lack of cultural diversity in PEI, fear of public opinion, the smallness of the province, lack of collaboration with colleagues, lack of interest and large class sizes. Some participants also indicated that there are enough local issues to deal with within the local public school system.

Summary

Overall, positive attitudes about global education and the importance of the general objectives of global education were reflected in the responses of a majority of respondents. Statistically significant relationships were found between living abroad, teaching abroad and the importance placed on global education in teaching. However, no statistically significant relationships were found between gender, age, travel experience, grade level or school board and the importance placed on global education. A majority of respondents reported a perception that obstacles to global education do exist in PEI. These obstacles and a further discussion of questionnaire findings will be presented in Chapter 5.

Chapter 5

This chapter will discuss and provide an interpretation of the findings from the questionnaire data in an attempt to offer answers to the research questions guiding this study. The purpose of this study was to discover what beliefs elementary school teachers teaching grades 3 and 6 in Prince Edward Island have about global education and what obstacles to global education in Prince Edward Island these teachers perceive. This chapter will include a summary of findings, conclusions and discussion of findings, and recommendations for future research, classroom practice and educational policy in PEI.

Summary

Findings from this research indicate generally positive attitudes about the importance of global education. Teachers who have lived or taught internationally demonstrated a stronger belief about the importance of global education. Teachers who have participated in global education training also indicated a higher importance of global education in the survey. Nevertheless, despite an acknowledgement of the importance of global education, a majority of respondents (53.2%) reported that they perceived obstacles to implementing global education in Prince Edward Island schools. The most common obstacles reported by respondents included a lack of useful teaching resources and the absence of a global perspective in specific curriculum outcomes for Prince Edward Island public schools. These obstacles were reflected in the reasons offered by respondents to explain why they were not applying global education in their teaching at the time of this study. The most frequently cited reasons for not applying global education in the classroom included a lack of knowledge of global topics, lack of global curriculum outcomes in curriculum documents, and a general need for more time and

resources to address global issues in the classroom. An increase in resources provided to teachers and a stronger emphasis on global perspectives in curriculum outcomes were reported by respondents as most likely to increase the likelihood that they would apply global education in their classroom teaching. Approximately a third or 33.3% of respondents indicated that they had already had some type of training in global education, while 53.2% of respondents reported being interested in taking part in further training, or professional development, in global education.

Teacher Beliefs and Global Education

The first research question for this study focused on PEI elementary teachers' beliefs about global education and the factors that shape those beliefs. This section will offer a response to this research question and discuss teacher beliefs in light of the theoretical framework and the definition for global education proposed for this research. The influence of demographic, contextual and experiential factors on teacher beliefs will be discussed, followed by an analysis of significant factors possibly shaping these beliefs toward global education.

An important focus of this research was to discover teacher beliefs towards global education in Prince Edward Island. Belief systems defined for this research were based on the theoretical framework outlined in Chapter 2. The framework for this study is Ajzen's (1988) theory of planned behaviour. This theory attempts to clarify the complex relationships between beliefs, attitudes and behavior. The theory argues that beliefs form the foundation of attitudes, and also for what Ajzen describes as subjective norms and perceived behaviour controls. According to Ajzen's theory, attitudes, subjective norms and perceived behavior controls are influenced by beliefs, and shape an individual's

intentions which translate into action. Beliefs are the knowledge a person has about something while attitudes are a person's evaluative response to something based on that knowledge. Subjective norms are what a person believes others think about something and perceived behaviour controls can be internal, relating to that person's feelings of self-efficacy, and/or skills in being able to implement a particular innovation, or behavioral control factors can be external, relating to that individual's perceptions of external constraints that exist around an innovation.

Global education is defined in terms of the five aims of global education based on the four dimensions of global education described by Pike and Selby (1988). Pike and Selby organize global education into four interlocking dimensions which include: spatial, temporal, issues and inner dimensions. Briefly outlined, the spatial dimension describes the reality of the present world as an interconnected system, the temporal dimension delves into the rapid pace of change we now experience in our lives, the issues dimension highlights that global issues should be included in curriculum and stresses that issues need to be seen as processes that have past, present and future implications which can affect many people on many different levels, and the inner dimension is grounded in the belief that the well-being of the individual is interconnected with the well-being of society. Based on these four dimensions of global education, Pike and Selby illustrate five aims of global education. These aims are meant to guide educators from thought to action in terms of global education and must all be addressed on a consistent basis for global education to be truly implemented in a school. These five aims include; systems consciousness, perspective consciousness, health of planet awareness, involvement consciousness and preparedness and process mindedness. In order to further support

educators in the implementation of global education, Pike and Selby developed a set of objectives based on the five aims of global education. These objectives form the basis for the Likert statements found in Part 2 of the survey for this study. Results from the factor analysis of the Likert statements on the survey indicate a reliable one factor variable which has been named the Global Objective for the purpose of this research. Thus, the Global Objective represents the objectives for global education outlined by Pike and Selby which support the five aims of global education forming the definition for global education for this study.

The majority of respondents ranked each global objective statement as important or very important in their teaching. The objectives ranking highest amongst respondents include having students explore their own cultures, identities and lifestyles, having students explore their own strengths and weaknesses, becoming aware of similarities amongst all human beings and the creation of a safe classroom in order to explore and share ideas in these personal areas.

There appears to be a gap between the majority of teachers reporting that global objectives are important and the fact that only 53.2% state that they apply global education in their teaching. It could be that many of these objectives may not be perceived by a classroom teacher as particularly global in nature and it is possible that some teachers who reported that they do not apply global education in their classroom are actually doing so more than they realize. Teachers in PEI may assume that global education must always have an international or cross-cultural focus. The Bachelor of Education programme at UPEI refers to its focus on global education as a Specialization in International Education and sends the majority of participating students to teach

overseas during one teaching practicum. Looking at this from an outside perspective, it is understandable that teachers in PEI may see global education as only learning about different countries. However, during the program, students learn more about the broader aims and objectives of global education as described in this study. For example, the exploration of student strengths, weaknesses and personal potential may not be viewed as an objective of global education by a classroom teacher because it is not directly addressing an international issue; however, it is one of the objectives of global education as defined for this study. Therefore, teacher understanding of what global education truly means needs to be addressed as an important part of any professional development or teacher resource development in the future.

In total, 58.6 % of respondents indicated that global education is important to them in their teaching. Another 53.2% of respondents reported that they feel they apply global education moderately in their teaching practice. A moderate basis would mean that they do not apply global education consistently in each unit of study, but rather they would apply it on a more ad hoc basis. Those teachers who responded that they do not apply global education (22.5%) were asked to give reasons as to why they do not apply global education in their classroom teaching. The two most common reasons included inadequate knowledge of global topics, and a perceived lack of global content in Prince Edward Island curriculum outcomes. Other reasons given for not implementing global education include lack of time, lack of resources, more important curriculum areas to cover and the age-appropriateness of some content involved in teaching global issues. Many of these reasons are also reflected in the final part of the questionnaire when respondents were asked to give their opinion about obstacles to global education in

Prince Edward Island. Tye and Tye (1993) found similar reasons for teacher resistance to global education such as lack of time, lack of resources, lack of time to plan collaboratively and some budgetary concerns. The authors worked with teaching staffs from 11 different elementary and secondary schools in the late 80s in the United States. All of the schools were working toward introducing global perspectives into their teaching programs. Despite some resistance, Tye and Tye also argue that many teachers were already practicing many of the global objectives. In this study, 79% of respondents said that global education was either important, or very important in their teaching. However, only 8.1% of respondents reported that they apply global education to a great extent. These findings may mean that more time needs to be spent developing teacher knowledge around what global education means because teachers in PEI report it is important but they still do not perceive themselves as educating from a global perspective. Tye and Tye (1993) caution readers in labeling some teachers as “resistant to change” (p. 60), as some teachers may prefer to approach global education through observation first and learn more about how to implement the objectives through professional development activities. It may also take time for teachers interested in global education to learn about the global issues themselves before learning how to integrate them into classroom teaching. In all, 53.2% of respondents in this study indicate that they would be interested in taking part in professional development activities focused on global education.

Pajares (1992) and Kagan (1992) argue that beliefs are resistant to change. Both scholars indicate that for beliefs to change, a person must first become dissatisfied with their current belief. The majority of respondents in this study indicate that they would be

interested in participating in professional development activities focused on global education. Professional development in global education would increase personal knowledge for teachers around global topics and how to integrate them into classroom teaching. This personal knowledge could cause participating teachers to become dissatisfied with current beliefs about teaching, or not teaching, from a global perspective and may influence change in their teaching practice. The fact that respondents indicate an interest in professional development in global education might cause one to assume that a desire for change already exists. However, the respondents most likely to respond in this study might have been teachers who already have an interest in global education. Therefore it is difficult to conclude that a desire for more global education training indicates a general desire for change amongst PEI teachers. Kagan (1992) points out that teacher belief systems are often related to feelings of self-efficacy and also to their content-specific beliefs. If teachers believe they do not have the knowledge of global issues or how to integrate them into curriculum outcomes it may influence their willingness to teach from a global perspective. Accordingly, a lack of knowledge about global topics was a reason offered by respondents in this study for not implementing global education. Azjen's (1988) theory of planned behaviour includes perceived behavioral control which is a person's perceptions about their degree of control over implementing a particular innovation. Perceived behavioral control can be internal, relating to that person's feelings of self-efficacy, and/or skills in being able to implement a particular innovation (as cited in Kenedy & Kennedy, 1996). In this study, perceived behaviour control could be respondents' perceived lack of knowledge about global education which leads to low feelings of self-efficacy around implementing global

education in the classroom. Respondents believe global education is important, but a lack of knowledge would indicate that teacher feelings of self-efficacy are one possible reason that global education is not more widely implemented in classrooms in Prince Edward Island. Respondents also indicate that an increase in resources and specific global curriculum outcomes would aid in their ability to implement global education.

Respondents think global education is important but there is evidence that they do not feel prepared to address it in the classroom. If professional development were offered to teachers in the area of global education in PEI it may influence teacher beliefs about teaching from a global perspective through increasing personal knowledge, clarifying the meaning of global education and thus increasing feelings of self-efficacy in the area of global education.

Pajares (1992) argues that it is teacher beliefs that underlie their behavior and these beliefs are formed very early on with their own personal experiences as students in a school system. Teachers begin their careers with many years of prior knowledge about what schooling looks like based on what they experienced as a student. A majority of respondents indicated that they are from Prince Edward Island and therefore presumably attended public school in this province. If these respondents did not experience a globally-conscious education system growing up, they may be less likely to teach from a global perspective in their own teaching career. This challenge to global education is evident in the responses from some participants when asked about global education in Prince Edward Island. Several respondents indicated their belief that PEI is not globally-minded in the sense that global issues are not a part of daily life for Islanders and are not a part of curriculum for Island schools. Some respondents discussed that global education

is not a priority for schools in PEI because the province is too small and there is not enough cultural diversity to make global education relevant for students, teachers, administrators and other members of the school community. One respondent wrote;

Sometimes PEI is not always up to date with issues. We do not always have the exposure to a lot of different languages, cultures etc in our school system due to our 'smallness' to the rest of the world. Many outside of PEI and Canada (especially Canada) do not even know where PEI is. Global education is not a priority in our schools.

As a teacher who attended public schools in Prince Edward Island, I can relate to feeling unsure about how relevant global education would be in Prince Edward Island. I recall learning primarily about Prince Edward Island and Canada but there was a definite lack of current global connections made with our curriculum at that time. International connections were often made in an historical context when learning about past wars that somehow involved Canada. While I was a student in public schools in Prince Edward Island there was a strong focus on Canadian content in terms of history, geography, issues, resources and development. I did not have the opportunity to begin to make meaningful connections between myself, Canada and the rest of the world in school until I reached university. Then, it was not until I began taking courses for the Specialization in International Education at the University of Prince Edward Island that my beliefs about teaching and learning began to change. Through my courses, I began to feel uneasy with my own beliefs about how teaching and learning should be approached. I developed an understanding of the provincial and national interests vested in curriculum documents and began to believe that curriculum should be more global in nature. This specialization led directly to my acceptance of my first teaching position overseas which I held for four years after completing my Bachelor of Education degree. My own academic, professional

and personal experiences with international education have influenced my beliefs as a teacher to a great extent. It is difficult for me to draw a line between where my experiences abroad affected me on a personal level and on a professional level as a teacher. As I conclude my research I think the best way to describe how my international experiences have affected me is to say that they changed my beliefs. Since returning to Canada and through this research, I have had the opportunity to examine my beliefs about teaching and learning and how they have changed as a result of my experiences. Being able to spend time living and working in a completely different culture exposes your beliefs about “others” and teaches you first hand about how other people exist in the world differently from yourself. I believe that travel is one of the best forms of education; at least it has been for me. I cannot say that there are specific defining experiences during my time abroad but rather an accumulation of experiences that helped me grow and deepen my understanding of what it means to be a global citizen. Some realizations that were powerful for me on a personal and professional level include; seeing the difference in the regard for and impact of education in Hong Kong. Many children are under immense pressure at the age of five years old to learn English in order to be accepted into a suitable primary school which will lead them directly to an affiliated university when they are older. There is an incredibly high regard held in most schools for teachers and education. This was quite a change from what I experienced in schools in Canada. Traveling through countries with significant poverty such as Vietnam, Thailand, China and Sri Lanka was unlike anything I had ever seen growing up in PEI. Despite what I perceived as difficult living conditions, the people were still so incredibly warm and welcoming. The poverty I saw made me feel so fortunate to have grown up where I did

but also caused me to deepen my commitment as an educator to help children I teach understand their ability to have an impact on people around the world who may not be as fortunate as many Canadians. Travel has been my greatest form of training in global education.

Results from this research found that global education training, teaching and living abroad all had an impact on how important respondents believed global education is. Respondents who have taught or lived internationally, or who have taken global education training believe global education is more important than those respondents who have not. Not all teachers need to go to the same extent as I have to become dissatisfied with their current beliefs. Increased professional learning opportunities in global education could provide enough support for teachers to extend their application of global education in the classroom. Respondents explicitly indicate that more professional development would aid in their ability to implement global education effectively.

Toh's (1993) transformative paradigm of global literacy suggests that finding parallel problems in local communities after studying global issues is a part of creating a curriculum that will "move the hearts of learners" (p. 15). Finding parallel local issues may help to increase the relevancy of global issues for educators and their students. As one respondent writes, "PEI is so homogeneous students sometimes find it difficult to relate to other cultures." If educators in Prince Edward Island were to develop resources, training and curriculum that provided guidance and support for classroom teachers to find these parallel local issues, perhaps global education would become even more widely implemented in elementary schools across Prince Edward Island. The teaching resource recently developed for PEI schools through Farmers Helping Farmers is an excellent

example of such a resource. The next section will discuss curriculum outcomes in Prince Edward Island that support and encourage an infusion of global education perspectives.

Curriculum and Global Education

The second research question for this study focused on the topics that reflect a global perspective Prince Edward Island elementary teachers currently address in their classrooms. This section will offer a response to this research question and discuss topics currently included in classroom practice by study participants. A discussion on reported curriculum concerns related to global education will also be presented. This section will also offer a more detailed discussion on the types of lessons some participants currently include in their teaching that encompass a global perspective.

In total there were 32 APEF curriculum outcomes that support a global perspective were listed in Part 3 of the survey for this research. Respondents were asked to indicate which outcomes they currently include in the classroom teaching. Only 5 of those 32 outcomes were included in classroom teaching by 100 or more respondents out of the 111 respondents for this study. I would argue that these five outcomes fit most easily into two of the five aims for global education: health of planet awareness and process mindedness. Topics frequently indicated by some respondents as part of their classroom program include environmental issues, cultural diversity and global interdependence. These topics align with the same aims of global education; health of planet awareness, process mindedness and also involvement consciousness. As stated in the definition of global education for this study, the five aims must all be addressed in order for global education to truly be in practice. Thus, respondents are not implementing global education in its most comprehensive form, but evidence does exist that some

teachers in Prince Edward Island are making efforts to teach in a global way. Of the five aims of global education, systems consciousness, perspective consciousness and involvement preparedness are the aims that were least often addressed according to the curriculum outcomes currently included by respondents. The curriculum outcomes least often addressed by respondents included the exploration of relevant issues through data collection and the implementation of plans with respect to that data collection. Action, or involvement preparedness, is a key component in global education and was present in curriculum outcomes, but was not addressed for the most part according to respondents. A majority of respondents include many of the other topics found in Prince Edward Island curriculum which promote a global perspective. However, it is interesting to note that there are still many of the 32 topics that are only being addressed by a minority of respondents yet one of the predominant concerns about global education in Prince Edward Island is a lack of global education in curriculum. This could be due to a lack of understanding about what global education is. As discussed in the literature review, global education can be difficult to define and there are a variety of definitions found in the literature. Exploring what global education means may be an ideal place to start in terms of professional development around global education in PEI. Upon examination of curriculum documents, global education outcomes can be clearly found but teachers may need a clearer vision of what global education is before they can decide what it looks like in daily classroom teaching.

As mentioned in the review of the literature for this study, essential graduate learnings are cross-curricular strands present in Prince Edward Island curriculum documents that represent a general framework for the development of curriculum in

Atlantic Canada. In particular, the citizenship strand contains many outcomes supporting the objectives of global education. The very existence and nature of these essential graduate learnings suggest a more holistic or “transformative” approach (Toh, 1993, p. 11) to education in Prince Edward Island at least in terms of curriculum development. However, respondents indicate a need for more global content in specific curriculum outcomes, more resources and more professional development in order to more effectively teach from a global perspective. It seems that global perspective does exist in current curriculum documents; however, teachers are in need of more support in order to properly address the global content that is present. As one respondent writes, “we already have so much to cover in one year,” it could be that teachers feel overwhelmed by specific curriculum outcomes that already exist, and therefore integration of essential graduate learnings becomes more difficult for teachers. I believe if global perspectives were more fully integrated into the specific curriculum outcomes teachers would consistently include a global perspective in the classroom. Integrating global perspectives more fully into the curriculum would mean stating global connections to curriculum topics in specific curriculum outcomes. Integration could also include developing teacher knowledge around what global education means and developing up-to-date teaching resources to support global connections in current curriculum outcomes.

Despite heavy curriculum expectations some respondents reported that they still find time in their full classroom program for global perspectives. One participant elaborated,

There is room in the curriculum to embrace this vast topic. It is very important and most interesting. Perhaps it should be mandatory to incorporate global aspects. I believe those of us who have explored the world have a natural bridge to connect the world with our classroom community.

The words of this respondent reflect how exploring the world through travel influences how a teacher may feel about global education. This study found that travel had no significant influence on whether or not respondents felt that global education was important but I would argue that there are different types of travel and certain kinds of travel may have an influence on teacher beliefs about teaching from a global perspective. Teachers who have spent time exploring the world through extended stays in other cultures may see greater importance for global education than those who travel to all inclusive resorts or to other exclusive vacation experiences for a short time. In hindsight, I wish I had included more questions regarding travel in the survey for this study because it would have been interesting to gain more information about travel experiences and how those experiences impact teacher beliefs about global education. Future research in this area could focus on how different travel experiences impact teacher beliefs and/or practice in terms of global education.

Of those respondents who did indicate that they apply global education in their classroom several described examples of lessons they have taught which in some way address a global perspective. Some of these examples are directly related to specific curriculum outcomes while some respondents indicate they added their lesson on as an extension of a curriculum topic because they personally felt it was important. These lesson topics included: tsunami relief, obesity, rain forests, increased size of the Sahara desert, reduced size of polar ice caps, homelessness, AIDS, poverty, interconnectedness of humans on Earth, diversity, international twinning projects, connecting newspaper stories with mapping activities, acceptance of differences, peace and homes around the

world. Several of these respondents also illustrated their use of literature in making relevant connections to a variety of cultures with their students.

After the survey instrument for this study had been completed, new Social Studies curriculum was released into Prince Edward Island elementary schools for implementation. Perhaps, if accompanied by adequate training and up-to-date resources, the new curriculum will support teachers in implementing a global perspective to a greater extent. The next section will address obstacles to global education in Prince Edward Island which is the third research question for this study.

Obstacles to Global Education in PEI

The third research question for this study focused on teachers' perceived obstacles to global education in Prince Edward Island. This section will offer a response to this research question and discuss perceived obstacles to global education as reported by study participants.

In total, 59 (53.2%) participants reported believing that obstacles to global education exist in Prince Edward Island. A lack of current teaching resources to support teaching from a global perspective, and a lack of global curriculum outcomes are the most common obstacles to global education in Prince Edward Island indicated by respondents. Other obstacles to global education discussed by participants include: lack of time, lack of knowledge about global issues and how to connect them with curriculum outcomes, lack of cultural diversity in PEI, fear of public opinion, small province, lack of collaboration with colleagues, lack of interest, large class sizes and the fact that there are enough local issues to deal with within the local public school system.

Schukar (1993) finds one obstacle of global education to be a failure of global educators to provide a balance between curriculum development, instructional strategies and resource materials. In this study, participants reported the belief that global education is important; however, there is also a desire for more teacher support in the areas of curriculum development, instructional strategies and teaching resources. Despite some movement toward a global perspective in APEF curriculum development, respondents indicate a gap between curriculum, instructional strategies and teaching resources. Werner (1990) suggests the adoption of a critical pedagogy² in the development and acquisition of teaching resources and practices for global education. Many special interest groups and non-profit organizations may work to influence the development of such materials, thus possibly influencing what is taught in schools. Educators would need to examine closely the intent behind teaching resources that are brought into schools before introducing them in the classroom. For example, if teachers were to implement resources developed by CIDA, World Vision or UNICEF it would be important for them to understand the nature and mission of the organization before implementing any lessons in an effort to avoid indoctrination of students to a particular ideology. Interestingly, the influence of outside agencies in resource development for global education was not mentioned by any of the respondents in this study. It would be important for education authorities in the area of curriculum development to look critically at resources developed by outside agencies when answering the call for more current teaching resources by respondents in this study. However, materials from a variety of sources are an effective way to expose students to a variety of viewpoints on a particular issue which supports the development of critical thinking abilities, an important skill in global education.

Educators would need to handle resource materials from a variety of sources with a critical pedagogical approach in order to successfully guide students to be critical thinkers themselves.

Schukar (1993) examines the inherent controversial nature of global issues as another obstacle to global education. Several respondents in this study indicated that fear of public opinion acts as an obstacle for them in their choice to teach from a global perspective. One respondent writes that “views/opinions of students and parents who do not see things beyond themselves” is an obstacle in his/her implementation of global education in the classroom. Werner (1990) explores the idea of global education leading educators and students to question the global status quo. If educators were to find parallel local issues to explore, as Toh (1993) suggests, it may also mean questioning the local status quo. The results of this study indicate that a fear of public opinion exists among some respondents which would make questioning a global, or local, status quo and our vested interest in that scenario, quite difficult in the school setting. Specific global connections in curriculum would provide the support necessary, I believe, for teachers to undertake this potentially risky venture in their classrooms.

Recommendations for Future Research

This study has contributed some insight into our understanding of teacher belief systems about global education in Prince Edward Island. A more comprehensive understanding of this issue will only be gained through further in-depth analysis of the multiple factors shaping belief systems. Given the rapid changes we experience in our society today, professionals will continue to be faced with various types of innovation on a regular basis. In the teaching profession, further investigation into how belief systems

influence teacher acceptance and implementation of educational innovation would add valuable insight serving all teaching professionals and professional development or teacher training programs.

In light of the gap between teacher beliefs about the importance of global education and their reported application of global perspectives in the classroom, future research might include a study that could provide a more in-depth, qualitative look at teachers' perceptions concerning what global education means and how it can be incorporated into daily classroom practice. Research approaches combining survey research with personal interviews and classroom observations would provide a more in-depth look at teacher beliefs about global education and how those beliefs translate into classroom practice.

As mentioned briefly, it was surprising to find that a significant relationship did not exist in this study between international travel and the importance placed on global education. Further research might examine teachers who have traveled internationally and their beliefs about global education. For example, through a more in-depth research approach, teachers who have spent longer periods of time traveling within a different country and experiencing the culture of that country may offer different beliefs about global education in comparison to teachers who have spent short periods of time as international tourists. For this study, respondents were not asked to expand upon types of travel or time periods. A more in depth look at types of travel and time periods in relation to beliefs about global education could be an area for further research. This study also found relationships between respondents who have lived or taught internationally and the importance they place on global education. Further research incorporating more in-depth

research approaches could explore the types of experiences these respondents have had and how they have influenced their beliefs and practices in terms of teaching from a global perspective.

This study found significant relationship between training and the importance placed on global education by study respondents. Further research could isolate teachers teaching in Prince Edward Island who have completed the Specialization in International Education at UPEI, or a similar program elsewhere, and provide a more in-depth look at their beliefs about global education and how that training has influenced their approach to curriculum implementation in the classroom. Only two (1.8%) respondents for this study completed the Specialization in International Education and each reported quite different responses on the survey instrument. One respondent indicated that global education was important in his/her classroom and he/she applied global education extensively. This respondent gave lesson examples and indicated no reasons for not applying global education in the classroom. The other respondent who indicated having completed the Specialization in International Education reported being undecided about the importance of global education and that there are more important curriculum areas to cover in the classroom. This respondent gave no lesson examples and reported she/he does not extensively apply global education in the classroom. The survey instrument did not ask participants whether or not they held the belief that global education was important before they sought an opportunity for training. Examining the impact of global education training on those who indicate that global education is unimportant could be an area for future research.

Overall, 53.2% of respondents in this study indicate that they would be interested in taking part in professional development activities focused on global education. Further in-depth research integrating more qualitative approaches could provide school boards and curriculum planners with some guidance toward planning professional development activities for teachers in Prince Edward Island that would support the integration of specific curriculum outcomes with a global perspective. This research, perhaps comprised of an action research approach, could examine current teacher beliefs and practices in light of the new social studies curriculum that has been introduced in Prince Edward Island. . Future research could also examine how an increased number of students from overseas have impacted teacher beliefs and/or practices around global education since 2005.

A majority of respondents in this study were over the age of 40 and reported 11 or more years of teaching experience. Another study in Prince Edward Island could focus on teachers reporting five years of teaching experience or less to investigate whether new teachers hold different beliefs about global education and what factors underlie these beliefs.

Concluding Remarks

Results from this research demonstrate the importance placed on global education by teachers teaching grades 3 and 6 in Prince Edward Island. Given the globally interdependent society we live in, it is reassuring that teachers are increasingly recognizing the need to include global perspectives in public school classrooms. As one Grade 3 teacher stated, “we welcome opportunities to talk about our global community.”

Unfortunately, despite the importance placed on global education by respondents in this study, a gap exists in terms of the implementation of global education in the classroom as reported by respondents in this study. As a teacher, I feel I have an understanding of this gap because it is also a part of my daily struggle to be a global educator in a system that is overloaded with curriculum outcomes in all subject areas. Despite all of my own research, knowledge and experiences in global education, I still find it difficult to integrate global education everyday. I currently teach Grade 6 in Alberta in a highly culturally diverse and socio-economically disadvantaged area of Calgary. In my mind, this means that teaching from a global perspective becomes even more important in order to make my entire class feel valued and respected and to honour the global connections they are making in their everyday lives and bringing to the classroom learning process. However, when you look at the amount of curriculum outcomes there are to cover in one year coupled with the fact that Grade 6 students are required to write a provincial achievement test on all of these outcomes at the end of the year and most of my students speak varied amounts of English, suddenly priorities become somewhat blurred. Feelings of being overwhelmed and not sure where to fit everything into a busy timetable begin to take over. Therefore, I understand where the respondents of my study are coming from and in reading their responses I have great empathy with the obstacles and frustrations they report.

I believe that if teachers were provided an updated curriculum with embedded global connections along with current curricular resources and in-service training we would see an increase in teachers including a global perspective on a consistent basis. Personally, I would like to see a curriculum developed that is one document with no

subject area divisions, but rather a seamless program for each grade level, or perhaps spanning several grade levels, that integrates all subject areas. This curriculum would integrate local and global issues through an inquiry-based teaching and learning approach. As a teacher, I believe that this type of curriculum would best support the integration of global education into the public school system and engage students and teachers in a new kind of learning.

However, before curricular changes, it would be important to establish a clear definition of global education as a foundation to curriculum materials and resources that espouse a global perspective. As a classroom teacher, it has been useful for me to deepen my understanding of what global education means through my research. On a most basic level, I believe global education begins with really seeing and hearing the students in your classroom. What background experiences and global connections do they bring to the classroom? How does a teacher honour these personal connections for students in school? Global education can begin here with students and teachers' deepening their understanding of what each person brings to the learning process, what their own worldview is and how we can support each other in learning.

As a researcher, I have learned through this study that global education is a complex area and that becoming a global educator is not an easy task. Becoming a global educator is a lifelong journey that requires risk, effort and perseverance in the face of many obstacles facing public school teachers today no matter where they teach. In response to questions about obstacles to global education in Prince Edward Island, several participants discussed how some teachers approach global perspectives within their own classrooms because they believe personally that it is an important area. Their

beliefs guide their practice. I believe global education is important and would characterize myself as a teacher who strives to integrate global education into my classroom as often as I can. As I read through survey data, a quote from one respondent resonated with me as summarizing how I, and I would assume many other striving global educators feel about the state of global education in PEI, and perhaps across the country. He/she wrote, "The main obstacles are our own perceptions of obstacles (e.g., that PEI is not culturally diverse or that views are closed or old-fashioned) -- as teachers we must tread lightly at times, but we can forge ahead."

Recommendations for PEI

The following is a brief list of some suggestions for various stakeholders in the education system in PEI. These suggestions were developed based on the findings of this study and are given in the hopes to begin the discussion concerning the place of global education in PEI schools.

Classroom Teachers

- Seek opportunities for training and/or more information in global education and issues.
- Research local issues that may mirror a global problem. This is a way to connect global education with local curriculum and current issues.
- Form a professional learning group at your school, or within your school board, to focus on integration of global education in the classroom.

Curriculum Development

- Create resources that clearly demonstrate connections between local curriculum and global issues. Start with local curriculum and make global connections embedded.
- Ensure teachers receive adequate in-service opportunities when new resources or curriculum are introduced.
- Create an easy access bank of global resources for PEI teachers ensuring that these resources are connected as closely as possible to local curriculum outcomes.

Administrators

- Support teaching staff in seeking professional development opportunities and teaching resources in global education.
- Encourage teacher professional development activities and collaboration amongst teachers in planning.
- Support teachers in taking local action on global issues.
- Support teachers in home and school communication, or in making international connections with other schools.

Department of Education and/or School Board

- Encourage teachers to take advantage of international teaching exchange opportunities.
- Create mechanisms for teachers to share information and materials easily (e.g. website for discussion and sharing ideas or materials)
- Provide professional development in global education for teachers and administrators. Ensure a clear definition of global education is communicated to schools through professional development and resource development.
- Create global education consultant position at the provincial, board and school level.

Footnotes

1. The data were organized from the paper survey into SPSS spreadsheets. Survey questions that required a written response were coded into one or two word answers that could be represented on the spreadsheet. Written responses of great length (more than five sentences) were transcribed into a text document and coded for any patterns or trends as seen by the researcher. Some data points lying far outside the normal distribution of the data were removed in order to satisfy the assumptions of the various statistical tests used. Randomness, normality, and equality of variance are assumptions which must be satisfied for the validity of ANOVA. It was impossible to abide by the randomness assumption in this study, due to the nature of the study design and data collection processes. To satisfy this assumption, one would have to select random participants from the entire population of Grade 3 and 6 teachers working in PEI. This study was constrained to utilizing only those teachers in grades 3 and 6 who responded to the mail-out survey.

For the comparisons using the ANOVA test, normality checks returned by SPSS for each test were examined. If skewness and kurtosis values were returned that were outside -1 to +1, the assumption of normality was not met, and the data were subjected to the procedure for removing or transforming far outlying data points. Thus normality and homogeneity of variance was achieved.

2. Critical pedagogy is an attempt to locate classroom materials and practices in their larger sociopolitical contexts. (Werner, 1990)

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Appendix A

Table 1

Essential Graduate Learnings - All grades

Grade	Essential Graduate Learnings (EGL)	Description of relevant outcomes <i>Students will be expected to:</i>
All grades	Aesthetic Expression Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	<ul style="list-style-type: none"> - Demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy. - Demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms.
All grades	Citizenship Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.	<ul style="list-style-type: none"> - Demonstrate an understanding of sustainable development and its implications for the environment. - Demonstrate understanding of Canada's political, social and economic systems in a global context. - Explain the significance of the global economy on economic renewal and the development of society. - Demonstrate understanding of the social, political and economic forces that have shaped the past and present and apply those understandings in planning for the future. - Examine human rights issues and recognize forms of discrimination. - Determine the principles and actions of just, pluralistic and democratic societies. - Demonstrate understanding of their own and others' cultural heritage, cultural identity and the contribution of multiculturalism to society.

All grades	<p>Communication</p> <p>Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) and mathematics and scientific concepts and symbols to think, learn and communicate effectively.</p>	<ul style="list-style-type: none"> - Explore, reflect on and express their own ideas, learnings, perceptions and feelings. - Demonstrate a knowledge of the second official language.
All grades	<p>Personal Development</p> <p>Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.</p>	<ul style="list-style-type: none"> - Make appropriate decisions and take responsibility for those decisions. - Reflect critically on ethical issues.
All grades	<p>Problem Solving</p> <p>Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.</p>	<ul style="list-style-type: none"> - Acquire, process, and interpret information critically to make informed decisions. - Use a variety of strategies and perspectives with flexibility and creativity for solving problems. - Formulate tentative ideas and question their own assumptions and those of others. - Solve problems individually and collaboratively. - Identify, describe and interpret different points of view and distinguish fact from opinion.
All grades	<p>Technological Competence</p> <p>Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.</p>	<ul style="list-style-type: none"> - Demonstrate understanding of the impact of technology on society. - Demonstrate understanding of ethical issues related to the use of technology in a local and global context.

Appendix B - Atlantic Provinces Education Foundation Curriculum Links to Global

Education

Table 2

Social studies curriculum outcomes - grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	Social Studies	<p>3.1.1 Identify and locate their province in the Atlantic region, Canada, North America, and the world.</p> <p>3.1.2 Compare past and present transportation and communication links within their province and between their province and the world.</p> <p>3.2.1 Recognize that people living in their province have diverse cultural backgrounds and contribute to the cultural diversity of their province.</p> <p>3.2.2 Recognize that all cultural groups within their province value ideas, actions, traditions, and beliefs.</p> <p>3.2.3 Identify and take actions to promote positive interactions among people.</p> <p>3.3.2 Demonstrate an understanding of the rights and responsibilities of citizens in a democracy.</p> <p>3.3.3 Take age-appropriate action to practice responsible citizenship.</p>
6	Social Studies	<p>6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives.</p> <p>6.1.2 Identify, locate and map major cultural regions of the world.</p> <p>6.1.3 Analyse the importance of cross-cultural understanding.</p> <p>6.1.4 Identify and explain factors that are creating a more global culture around the world.</p> <p>6.2.1 Compare climate and vegetation in different types of physical regions of the world.</p> <p>6.2.2 Assess the relationship between culture and environment in a selected cultural region.</p> <p>6.2.3 Compare the use of resources and sustainability practices between Canada and a selected country.</p> <p>6.3.2 Describe how government influences culture in a selected country.</p> <p>6.3.3 Explain how economic systems influence cultures.</p> <p>6.4.3 Examine whether current trends reflect increased globalization in sport.</p> <p>6.5.1 Analyse the effects of the distribution of wealth around the world.</p> <p>6.5.2 Examine selected examples of human rights issues</p>

		6.5.3	Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens.
		6.5.4	Illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic.

Table 3

Science curriculum outcomes - grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>	
3	Science	102-12	Describe ways in which plants are important to living things and the environment.
		102-13	Identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished.
		100-35	Investigate and describe how living things affect and are affected by soils.
		102-17	Evaluate simple structures to determine if they are effective and safe, if they make efficient use of materials, and if they are appropriate to the user and the environment.
6	Science	<ul style="list-style-type: none"> - Describe reasons why various animals are endangered, and describe efforts to study their populations size and ensure their continued existence. - Describe how knowledge of electricity has led to many new inventions that have changed the way we live, and describe ways in which we have become increasingly dependent on electricity over the years. - Identify and investigate various methods of generating electricity (past, present and future), and describe some ways in which these methods affect the environment. - Identify and explain sources of electricity as renewable or nonrenewable. - Identify and explain different factors that could lead to a decrease in electrical energy consumption in the home and at school and how will this help protect the environment. - Describe the ways that flying devices have changed the way people work and live. - Describe scientific/technological achievements in space science that are the result of contributions by people from around the world. 	

		<ul style="list-style-type: none"> - Compare how different cultures have used the positions of stars for such things as the appropriate time to plant and harvest crops, navigate the oceans, and/or foretell significant events.
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Table 4

English Language Arts curriculum outcomes – grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	English Language Arts	<ul style="list-style-type: none"> - Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. - Use basic courtesies and conventions of conversation in group work and co-operative play. - Identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people. - Read widely and experience a variety of children's literature. - Identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed. - Identify instances of prejudice, bias, and stereotyping.
6	English Language Arts	<ul style="list-style-type: none"> - Contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers. - Listen critically to others' ideas or opinions and points of view. - Detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language. - Read widely and experience a variety of children's literature with an emphasis on genre and author. - Identify instances of opinion, prejudice, bias and stereotyping in text. - Compare their own thoughts and beliefs to those of others. - Describe feelings, reactions, attitudes, and values.

Table 5

Core French curriculum outcomes – grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	Core French	<i>Core French not introduced until Grade 4.</i>
6	Core French	<ul style="list-style-type: none"> - Identify and locate certain francophone communities locally, provincially, nationally, and internationally. - Demonstrate an awareness of Canada's cultural mosaic. - Recognize the importance of their role in the learning process and their responsibilities toward learning process and their responsibilities toward others, for example by, cooperation, interaction, reflecting on what is being taught, risk-taking, etc.

Table 6

Health and Family Life curriculum outcomes – grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	Health/Family Life	
6	Health/Family Life	<ul style="list-style-type: none"> - Empathize with others who are in stressful situations. - Use a step-by-step approach to problem-solving. - Consider the needs of the handicapped. - Explain some Canadian contributions to drug research. - Analyze alcohol ads for bias. - Describe the role of local self-help groups, the local health department, and the World Health Organization. - Identify at least two environmental problems. - Explain the objectives of organic farming. - Identify products which may contain CFC's. - Demonstrate environmental responsibility by planting a seedling. - Implement a recycling project. - Express an opinion regarding disposal of household hazardous wastes. - Demonstrate awareness of the roles of consumers, industry and government in protecting our environment. - Make a personal commitment to energy conservation. - To increase understanding and acceptance of self through understanding and acceptance of human sexuality.

Table 7

Music curriculum outcomes – grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	Music	<ul style="list-style-type: none"> - Participate in local cultural events. - Describe music they encounter in their communities and at local cultural events. - Develop social skills through musical interactions. - Explore different and diverse musical cultures both past and present.
6	Music	<ul style="list-style-type: none"> - Continue to develop social skills through musical interactions. - Compare and discuss different and similar roles of music locally, nationally and globally. - Demonstrate respect and appreciation for the environmental, historical, and social factors that influence music from diverse cultures.

Table 8

Technology curriculum outcomes – grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	Technology	<ul style="list-style-type: none"> - Explore social and cultural diversity through the use of technological learning resources such as the Internet, CD-ROMs and other software. - Demonstrate an understanding of the use of technology and the impact that technology has on society. <p><i>Instructional Considerations</i> - In the process of becoming global citizens, students need to learn about and appreciate diverse cultures and societies that exists in our world.</p>
6	Technology	<ul style="list-style-type: none"> - Explore social and cultural diversity through the use of technological learning resources such as the Internet, CD-ROMs and other software. - Demonstrate an understanding of the use of technology and the impact that technology has on society. <p><i>Instructional Considerations</i> – Global Internet Access – Students need to be reminded that Internet access is mainly limited to developed countries. In developing countries access to the Internet is nonexistent or limited to a select few which severely limits the cross-cultural communication with elementary schools via the Internet and e-mail. Critics would argue the world accessed through the Internet is not the <i>global village</i> but the <i>privileged village</i>.</p>

Table 9

Mathematics curriculum outcomes – grades 3 and 6

Grade	Subject	Description of relevant curriculum outcomes <i>Students will be expected to:</i>
3	Mathematics	<ul style="list-style-type: none"> - Create and model problem situations involving whole numbers, using one or more of the four basic operations. - Identify and use non-standard and standard units of measurement and appreciate their role in communication. - Selecting appropriate strategies for collecting, recording, organizing, and describing relevant data. - Create bar graphs using simple scales. - Implement plans with respect to the collection of data. - Demonstrate number sense and apply number theory concepts.
6	Mathematics	<ul style="list-style-type: none"> - Demonstrate number sense and apply number theory concepts. - Demonstrate an understanding of and apply concepts and skills associated with measurement. - Solve problems involving the collection, display, and analysis of data. - Solve and create relevant addition, subtraction, multiplication and division problems involving whole numbers. - Solve and create relevant addition, subtraction, multiplication and division problems involving decimals. - Explore relevant issues for which data collection assists in reaching conclusions. - Represent and solve problems involving uncertainty.

Appendix C

Information letter to be included with questionnaire – on UPEI letterhead

April 2005

Dear Colleague:

Are you wondering how to include real **world connections in your classroom**? Would you like to **receive a free and ready-to-use lesson plan** for your class? I am conducting a study about your beliefs related to global education and I am also interested in what topics you currently include in your teaching that promote a global perspective, and what obstacles exist to global education in PEI in your opinion. The title of the study is *Elementary teachers' beliefs about global education in Prince Edward Island*.

I invite you to consider participating in the study through voluntary completion and return of the attached questionnaire. I hope that this study will help you reflect on your past experiences as well as other factors and how these influence your beliefs, attitudes and instructional decisions for the classroom. This project will provide you with an opportunity to reflect on what global education means to you and how it might fit into your classroom.

After completing the questionnaire you may indicate on the separate form (enclosed) if you wish to **receive a lesson plan** created by myself that will be based on both *global education and APEF curriculum outcomes*. This will give you an opportunity to see what global education might look like in your classroom and will highlight resources available to you in pursuing global education in PEI. I would like to offer you this lesson plan as a token of my appreciation for your time, interest and willingness to share your experience and expertise with me. The lesson will be cross-curricular in nature, therefore you can implement it at any time. ***Enclosed with this letter is also a bookmark*** for you to keep with a list of some interesting and useful websites that contain great ideas for teaching from a global perspective.

This study will involve the following:

- As a participant, you will complete the attached questionnaire and return the completed questionnaire in the self-addressed, stamped envelope provided by the return date specified.
- The questionnaire should take **approximately 15-20 minutes** to complete.
- The purpose of the questionnaire is to gain a sense of your experiences and beliefs regarding teaching from a global perspective. The questionnaire includes a list of topics from all subject areas. The purpose of this list is to find out what topics you currently include in your classroom that promotes a global perspective.

This study involves minimal risk by you as a participant. Once you complete and return the questionnaire, your responses will be kept confidential and your anonymity will be maintained in the writing of the findings in this study. All questionnaires and data

from this study will be destroyed within one year of the completion of the study. Questionnaires and data analysis files will be password protected and/or kept in locked files and would only be accessible to me or my thesis supervisors. Please note that while permission will be obtained from your school board to mail this questionnaire to you, your responses from the questionnaire will not be shared with the school board or with your school administration team. Should you accept to participate in this study, the confidentiality of your responses will be ensured within the limits of the law.

When the study is complete, a summary of the findings would also be available to you should you be interested in receiving a copy. In addition, should you agree to participate in this study, you could, of course, choose not to answer any question or withdraw at any time, without giving reason and without any adverse consequences.

I would sincerely appreciate your co-operation. Your **consent to participate in this study will be indicated upon completion and return of the questionnaire** by the return date indicated on the questionnaire.

If you would like more information about the study, please contact me at kkaufield@yahoo.com or 902-894-2828. You may also contact my thesis supervisors Graham Pike and Miles Turnbull at gpike@upei.ca or mturnbull@upei.ca , by telephone at 902-628-4304 (Dr. Pike), 902-566-0341 (Dr. Turnbull). You could also contact the UPEI Research Ethics Board at 902-566-0637, or by e-mail at lmacphee@upei.ca , should you have any concerns about the ethical conduct of this study.

Thank you,

Kandra Kaufield
M.Ed candidate
UPEI – Faculty of Education

Appendix D

Global Education Questionnaire

Thank you very much for your time in completing this survey. Please complete the questionnaire and return in self-addressed, stamped envelope (included) by June 1, 2005.

Part 1: Please complete the following questions that describe your situation and experience. This information will only be used to compare participant responses.

- 1) Gender (**please circle**): Female Male
- 2) Your age (**please circle**): 22-29 30-39 40-49 50-59 60+
- 3) Years of teaching experience (including present year) _____
- 4) Grade you are presently teaching _____
- 5) Grade levels you have taught previously (**please circle all that apply**):
- Entry-3 4-6 7-9 10-12 college/post-secondary
- 5) Present School Board (**please circle**): Eastern Western
- 6) Please state student enrollment in your school _____
- 8) Have you ever taught in a foreign country? (**please circle**): Yes No
If yes, please list all countries in which you have taught before _____
- _____
- 7) Have you spent time traveling in a foreign country? (**please circle**): Yes No
If yes, please list country(s) and the approximate amount of time spent in each.

- 8) Did you grow up in Prince Edward Island? (**please circle**): Yes No
- 9) (a) Have you ever lived in a different province or territory? (**please circle**): Yes No
(b) If yes, which province/territory(s)? _____
- _____
- 10) (a) Have you ever lived in a foreign country? (**please circle**) Yes No
(b) If yes, which one(s)? _____
- _____
- 11) In which Island community do you presently live? _____

12) (a) Have you ever received training focused on global education? **(please circle)** Yes No

(b) If yes, please check the type of training you received: **(please check all that apply)**

- ☐ Courses taken during B.Ed
- ☐ Specialization in International Education (UPEI)
- ☐ Master's degree course
- ☐ School or Board sponsored professional development
- ☐ Training I paid for on my own time
- ☐ Informal training from colleagues
- ☐ Other (please specify type) _____

13) Would you be interested in participating in future professional development activities focusing on global education? **(please circle)**

Yes

No

It would depend on (please specify): _____

14) I have a **(please check all that apply)**:

- ☐ Bachelor of Education
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree
- ☐ Additional Teaching Qualifications (please specify): _____

15) Does your school administration encourage school-wide, and classroom activities that that promote knowledge of global topics (e.g. environmental issues, human rights, local-global connections)? **(please check)**

- ☐ Yes (please describe): _____
- ☐ No
- ☐ Occasionally (please describe): _____

16) Does your school administration encourage team planning and team teaching across grade levels and subject areas? **(please check)**

- ☐ Yes
- ☐ No
- ☐ Sometimes (please specify): _____

17) Do teachers at your school make consistent efforts to plan lessons together?

- ☐ Yes
- ☐ No
- ☐ Sometimes (please specify): _____

PART II: Please rate the following objectives of global education according to how important each one is to you in your teaching. Please circle the appropriate response.

SCALE: 1 = Very Important, 2 = Important, 3 = Undecided, 4 = Unimportant, 5 = Very Unimportant

- 1) Students should understand the concept of interdependence and how people, places, events and issues are linked through interdependent relationships. 1 2 3 4 5
- 2) Students should gain an understanding of global connections within their local community. (e.g. imported goods, diverse cultures) 1 2 3 4 5
- 3) Students should gain an age-appropriate understanding of the workings of some important local and global systems such as trade between regions and countries. 1 2 3 4 5
- 4) Students should gain an understanding of their own worldview. 1 2 3 4 5
- 5) Students should demonstrate an understanding that their views are not universally shared by others. 1 2 3 4 5
- 6) Students should explore their own cultures, identities and lifestyles. 1 2 3 4 5
- 7) Students should examine their own cultures, identities and lifestyles through studying how they are viewed by others of different cultures. (e.g. How would members of an African culture view various cultures found on PEI?) 1 2 3 4 5
- 8) Students should gain an understanding of current global issues and look for local connections to those issues (e.g. local effects of climate change) 1 2 3 4 5
- 9) Students should gain an understanding that perspectives on global issues will vary (e.g. Aboriginal educators may view the influence of technology on education in a different way than a non-Aboriginal educator) 1 2 3 4 5
- 10) Students should gain an understanding of the relationship between the past, present, and future. (e.g. how have past events led to our present condition and what might the future hold) 1 2 3 4 5
- 11) Students should gain an understanding of how they can act to affect change in their community and help their community move toward to preferable future. (e.g. sustainable development) 1 2 3 4 5
- 12) Students should explore their own strengths, weaknesses and personal potential. 1 2 3 4 5
- 13) Students should become aware of the common needs, behavior, talents and aspirations shared by humankind. 1 2 3 4 5
- 14) The classroom should be a place where students feel safe to explore and share their beliefs through risk taking, cooperative learning and reflection. 1 2 3 4 5

Part III: Please indicate which topics you have included, do not include, or would like to include, in your Grade 3 or 6 class.

Topics	<i>I have included this topic in my classroom.</i>	<i>I have not included this topic.</i>	<i>I would like to include this topic.</i>
Identify PEI on a world map or globe			
Identify communication links between PEI and the world (e.g. telegram, post, telephone, Internet)			
Identify transportation links between PEI and the world (e.g. boat, plane)			
Cultural diversity on PEI			
Cultures that exist on PEI and how do they contribute to Island life			
The values, beliefs, traditions and actions of different cultural groups on PEI			
Identify and explain factors that are contributing to a global culture (e.g. technology, increased migration)			
Identify and take age-appropriate action on issues of a school, community or global nature. (e.g. awareness campaigns, letter writing skills, debating)			
Identify and take action to promote positive interactions amongst all people.			
Assess the relationship between culture and environment in selected regions.			
Compare climate and vegetation in different parts of the world.			
Examine the use of natural resources and current sustainability practices.			
Describe ways in which plants are important to humans and animals and the environment.			
Evaluate structures in your community and in the world to determine if they make efficient use of materials.			
Evaluate structures in your community and in the world to determine if they are appropriate for the environment and for those who use them.			
Identify forms of language that are unfair to particular individuals and cultures.			
Promote the use of language that shows respect for all people.			

Topics	<i>I have included this topic in my classroom.</i>	<i>I have not included this topic.</i>	<i>I would like to include this topic.</i>
Identify examples of bias, prejudice and stereotyping.			
Have students compare their thoughts and beliefs to those of others.			
Provide opportunity for students to describe feelings, attitudes, reactions and values.			
Canada as a multicultural society with many global connections.			
Step-by-step problem solving approaches			
Consider the needs of people who are disabled			
Analyze advertising for bias			
Identify local and global community development organizations (e.g. World Health Organization, Amnesty International)			
Identify environmental problems			
Demonstrate an awareness of the role of consumers, industry and government in protecting our environment.			
Increase understanding and acceptance of self through understanding and acceptance of human sexuality.			
Demonstrate an understanding of the use of technology and the impact technology has on society			
Demonstrate awareness that the Internet and technology are not widely available in developing countries.			
Explore relevant issues for through data collection (e.g. students survey their community for the existence of a variety of cultures)			
Implement plans with respect to the collection of data (e.g., students plan a community event to promote all cultures in that community)			

Part IV. Please indicate which skills you feel are important to develop in the classroom. Check 5 skills from the list below that you feel are most important to develop in the classroom.

- | | |
|--|---|
| <input type="checkbox"/> Communication skills | <input type="checkbox"/> Organizational skills |
| <input type="checkbox"/> Evaluating information | <input type="checkbox"/> Relaxation/focus |
| <input type="checkbox"/> Storing/retrieving information | <input type="checkbox"/> Manual technical skill |
| <input type="checkbox"/> Analytical skills | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Maintaining physical well-being | <input type="checkbox"/> Empowerment |
| <input type="checkbox"/> Self-awareness skills | <input type="checkbox"/> Co-operation |
| <input type="checkbox"/> Coping with stress | <input type="checkbox"/> Conflict management |
| <input type="checkbox"/> Assertiveness | <input type="checkbox"/> Ethical judgment |
| <input type="checkbox"/> Trust building | <input type="checkbox"/> Problem-solving |
| <input type="checkbox"/> Negotiation | <input type="checkbox"/> View all sides of an issue |
| <input type="checkbox"/> Decision-making | <input type="checkbox"/> Predicting |
| <input type="checkbox"/> Appreciation of beauty | |
| <input type="checkbox"/> Creative thinking | |
| <input type="checkbox"/> Perception of relationships | |
| <input type="checkbox"/> Empathy | |

Part V: The following questions deal with your experience in teaching from a global perspective.

1) As a teacher, how important is global education to you?

5 = Very Important 4 = Important 3 = Undecided 2 = Unimportant, 1 = Very Unimportant

2) (a) To what extent do you apply global education in your classroom? (please circle)

5 = To a great extent 4 = Moderately 3 = Undecided 2 = Not extensively 1 = Not at all

If you answered not extensively/not at all, please go to question 3.

If you answered moderately/to a great extent, please respond to (b) and (c) and then proceed to question 4.

(b) Please indicate global topics that are important in your teaching. _____

(c) Please describe briefly an example of a lesson you have taught that applies global education

**3) (a) Please indicate reasons you have not/do not apply global education in your classroom.
(please check all that apply)**

- ☐ Lack of resources
- ☐ Lack of time to plan
- ☐ I have no interest
- ☐ There are more important curriculum areas to cover
- ☐ I do not feel I have adequate content knowledge to teach global topics
- ☐ I do not believe it is appropriate to teach global topics
- ☐ Global education is not a significant part of the curriculum for my grade level
- ☐ My students are too young

Other reasons (please specify) _____

**(b) What would increase the likelihood that you would apply global education in your classroom?
(please rank options below from 1-5. 1 being most likely to increase your use/awareness of
global education and 5 being least likely to have any affect)**

- ☐ School/Board/Department sponsored professional development
- ☐ More global education resources provided in my school.
- ☐ Opportunities to plan with colleagues for global education lessons
- ☐ More emphasis on global education in curriculum outcomes.
- ☐ Other (please specify) _____

**4) In your opinion, what are the current obstacles to applying global education in Prince
Edward Island?** _____

Thank you very much for your time and comments!

<p>Please return the completed questionnaire in the stamped, self-addressed envelope (enclosed).</p>

Receive a Free Lesson Plan

- ✓ **Are you wondering what a global education lesson plan might look like?**
- ✓ **Would you like to try a global lesson with your class?**
- ✓ **Looking for some new lesson ideas to try and share in your school?**

When you complete the included questionnaire and return it before the stated return date, you can also mail this form in the envelope provided to receive a free lesson plan on global education that is ready-to-use in your class!

The lesson will be suitable for either a grade 3 or a grade 6 class. You may indicate which grade you teach and the appropriate lesson will be sent to you. Here's a peak at what the lesson will contain:

- **Title:** PEI in the Global Community
- **CAMET/APEF** curriculum outcomes covered in both lessons
- **Grade 3:** outcomes from “Place” and “Peoples” units will be included in the lesson
- **Grade 6:** outcomes from “World Cultures” units will be included in the lesson
- Lessons will include background information, outlined outcomes and activities, possible resources available to PEI teachers and assessment possibilities.

If you would like to **receive this free, ready-to-use global education lesson plan** to try in your classroom, complete the information below and mail this form separately in the self-addressed, stamped envelope provided. Mailing addresses will be shredded after the lesson plan is sent to you and your address will not be shared by the researcher.

Address: _____

Grade level (please circle) : 3 6

Appendix F

Cover letter for school boards – on UPEI letterhead

Superintendent
Eastern/Western School Board

Dear Mr. MacDonald,

I am writing to seek approval to conduct a research study with teachers in grades 3 and 6 in your school board. I am seeking to survey all teachers in these grades within your school board.

Please find attached a copy of the Ethics approval certificate issued by the UPEI Ethics Committee. I am also enclosing a copy of the ethics application submitted to this committee, as well as the information letters that will be enclosed with each survey. Completion and return of the survey instrument will indicate consent to use survey responses as data for this study. This is clearly indicated on the information letter for teachers.

I hope you will agree that this is a worthwhile study for education in Prince Edward Island and I hope you will agree that the methodology in this study will be beneficial for all involved and provide learning for teachers, students and myself as an educator and researcher.

If you would like to receive more information about the study, or if you have any questions or concerns, please contact me at kkaufield@yahoo.com or at 902-894-2828. You may also contact my thesis supervisors Graham Pike and Miles Turnbull at gpike@upei.ca or mturnbull@upei.ca, by telephone at 902-628-4304 (Dr. Pike), 902-566-0341 (Dr. Turnbull). You could also contact the UPEI Ethics Board at 902-566-0637, or by e-mail at lmacphee@upei.ca, should you have any concerns about the ethical conduct of this study.

I look forward to hearing from you. Thank you for your time.

Sincerely,

Kandra Kaufield
M.Ed candidate
UPEI – Faculty of Education

Appendix G

What is Global Education?

Global education is not a subject to be taught separately which only adds to the curriculum and teacher workload. Global education, as defined for this study, can be seen as an approach to education – a way to teach that includes all curriculum areas.

Global education includes a focus on student knowledge, skills, and attitudes. If these knowledge, skills and attitudes are promoted consistently in the classroom, it can be argued that the aims of global education are being addressed. For example, a global education classroom would include:

Knowledge:

- Local and global connections.
- Global systems (e.g. trade between nations, government relations)
- Global issues and connections between them (e.g. environment, peace, human rights, social and economic development)
- People view issues from different perspectives, and those perspectives are shaped by their own beliefs, experiences, values and culture.
- Common needs of all humans
- Knowledge of one's self – strengths, weaknesses, potential, personal values and perspectives, a student's worldview.
- Alternative futures for our world and community (possible futures, probable futures and preferred futures)
- Sustainable development and the potential for action at personal and global levels.

Skills:

- Identifying patterns and connections between different variables.
- Understanding the nature and impact of systems in our world.
- Interpersonal skills and cooperation skills
- Research and inquiry skills.
- Evaluating, organizing and presenting information.
- Analyzing trends
- Personal judgment and decision-making
- Coping with change, uncertainty and stress.
- Predicting, Creative thinking and problem-solving skills
- Taking personal action
- Personal reflection and analysis/personal growth
- Learning in a variety of contexts and in a variety of ways.

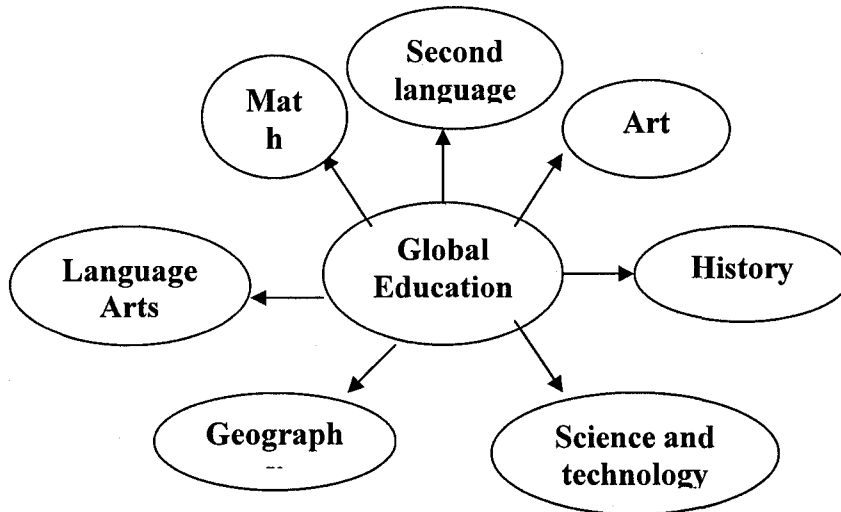
Attitudes:

- Flexibility/adapting to change and a willingness to learn from and teach others
- Consideration of the common good for all people, and planet
- Curiosity about global issues and trends
- Receptivity to and critical examination of other perspectives and points of view.
- Empathy, tolerance and trust with and respect for other cultures and people
- Prepared to consider long-term consequences, and prepared to use imagination and intuition.
- Commitment to social and personal action and risk-taking capabilities.
- Recognize learning as a lifelong process.

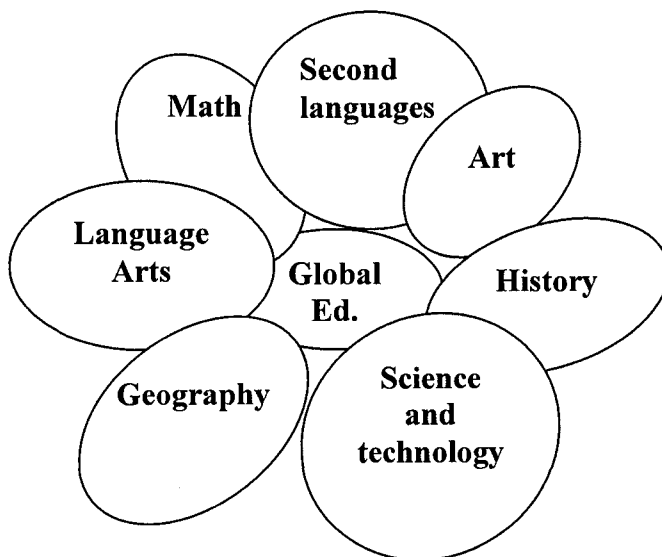
Global education can be seen as answering the question, “How can I make the curriculum more relevant to the lives of student?”

It can be implemented in one of **two ways**:

Infusion: Teachers actively seek and implement global perspectives in their lessons for all subject areas. Infusion of global education in an elementary classroom may look like this:



Integration: Curriculum and instruction are organized into broad themes or issues are the focus, and knowledge and skills of traditional subjects are taught in interconnected ways. Integration would look like this:



Global education is defined for this study using the model put forth by Graham Pike and David Selby in their books *Global Teacher*, *Global Learner* (1988), and *In the Global Classroom I & II* (2000).