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Global Citizenship Education and Teacher Learning and Change: Lessons Learned from within a Nascent Movement

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Abstract

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"As we transform education, teachers – and teaching – must also transform themselves, going from passive to active; from vertical and unidirectional to collaborative; from teaching answers to promoting learning based on questions and curiosity; from merely transmitting content to developing the capacity, the joy and the discipline for problem solving. Teachers should become leaders and guides of their students." (United Nations High Level Political Forum, 2022).

This exploratory transdisciplinary mixed methods study seeks to emphasize Global Citizenship Education (GCED) and teacher learning and change. While there is increased interest in making education more inclusive and equitable, GCED remains obscure and efforts to move policy and practice forward are prescient and still forming. This two-phase study seeks to illuminate and explore the learning process teachers experience to become globally competent. Phase one of the study utilizes a sequential design beginning with the collection of quantitative and qualitative data through a questionnaire, followed by interviews where initial summative data is shared, and interview questions center around each participant's interpretation of the overall questionnaire data. Implications of how globally competent educators affect change within the instructional core and their role in implementing GCED are described in this dissertation, including educator efforts in youth empowerment, inquiry, problem-solving and civic action. Phase two of this study accesses the thoughts and reported actions of think leaders in the GCED movement to capture developments. For unique insight, three sets of leaders in teacher education, in non-profit and consulting, and in higher education provide analysis and feedback for this dissertation's

conclusions. The uniqueness of my research is its ability to show how prominent think leaders and practitioners envision GCED as a new approach to learning. A recommendation to form a coalition of like-minded educators and think leaders is proposed so that the U.S. can more openly embrace GCED. Another recommendation is to create more teacher learning options for global competency and GCED. A conceptual framework of personal learning and principles for professional learning are offered as potential resources for future GCED development.

Dedication

I dedicate this dissertation to all of the teachers and mentors in my life who were steadfast in holding with me an interest and passion for hard work to understand the world and be a part of it. Thank you also, my ancestors. I keep learning and reaching out to grasp the world without borders because of you. What bravery and curiosity I hold I thankfully receive from you. I dedicate this work to those I love deeply, especially my mother, who models inquisitiveness and tackles her own biases and past learnings with a true learner's struggling and questing mind. Ambassador Sallama Shaker, who is an inspiration for global solidarity, the power of women, and faith, I celebrate you with a grateful heart. You inspire me, and I dedicate this work to you. This dedication also is for all teachers who are enterprising and in touch with themselves, driven to change their lives and professional practice to respond to today’s wondrous troubled world. These teachers find ways to bring global issues into their classrooms to expand the thinking and interconnectedness of their students; they link students with humanity and support their students as they face the world's challenges, joining the United Nations, Agenda 2030, and the Sustainable Development Goals. These teachers are helping to develop global citizens who look to the future with expanded understanding and awareness. You teachers are bringing needed change to our U.S. classrooms, and I salute you.

Acknowledgments

I am grateful to Chairperson Dr. Sallama Shaker, who championed my efforts with positive grace. To Dr. David Drew, I thank you for your sincere guidance and valuable academic insight. To Dr. Emilie Reagan, I thank you for your clear and decisive navigation throughout the dissertation process. The transdisciplinary nature of this dissertation was supported by you all and I benefited greatly from your constructive insights, open minds, and kind hearts throughout its development. Thank you for all of your support.

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Global Citizenship Education and Teacher Learning and Change: Lessons Learned

CHAPTER 1: INTRODUCTION

Global citizenship education (GCED) is premised on the narrative of an increasingly interconnected and interdependent world (Hungwe, 2022). As society today faces a myriad of highly complex problems, health crises, armed conflicts, media wars, and geopolitical tensions, teachers are confronting ways to prepare students to understand and respond to these challenges. To develop a modern worldview, scholars argue that schools must adopt a holistic approach that promotes critical global citizenship (Pérez-Guilarte et al., 2022). Until institutions and policies catch up, teacher-initiated practices and their preparedness to educate from a global perspective fill the gap.

GCED emerges from reflections on citizenship, global challenges, and their corresponding educational developments (Kerr, 1999). Education, citizenship, and a global view are enmeshed concepts in GCED. These concepts come with complex issues and create many educational visions, interpretations, and objectives (González-Valencia, 2022). For teachers, GCED reshapes their work by focusing on civic goals of education that develop active, informed citizens of the world. Consequently, teacher education must explore teaching as cultural and civic work and incorporate pedagogies that enable and foster knowledge of self and 'place' (Halbert, 2018). Halbert asserts that education is where individual and collective identities shape curriculum locally, nationally, regionally, and globally (2018). In the U.S., there is no prescriptive path for teacher education programs aspiring to achieve global outcomes. Teachers

and teacher educators, therefore, look outside formal education for ways to become globally competent and ready to enact promising global education practices (Kopish, 2016).

While the GCED movement gains ground, the need to prepare students to take on global perspectives and engage them with people worldwide also expands. For UNESCO (2015), the overarching objective of GCED is to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges, and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure, and sustainable world (Shah & Brett, 2021). This was by no means an easy feat for education to accomplish. Preparing educators to do this work was just the first step.

Teacher educators face many challenges in the preparation of globally competent teachers. Scholars, for example, argue that teacher training and professional development opportunities have not kept up with the demands and needs of a global society (Kopish, 2016, Rapaport, 2009). Today's teachers must navigate life and work within their own acquired global competence before creating learning experiences that foster the development of global competence in their students (Ramos et al., 2021). There is a need to explore the theoretical framing of global education, global citizenship discourses and the implications these have for positioning teachers' cultural 'capabilities' and civic roles (Halbert, 2018). As educators, we must open new ways of conceiving civic education to promote global understanding and empower young people to address local/global issues with social, cultural, political, economic, and environmental dimensions. The role of educators is essential as we move beyond a limited notion of education and what it means to be a citizen **(**Stein & Andreotti, 2021). As well, the role of educators is vital in the implementation of GCED. It is educators who hold the key, as their instruction and their classrooms are the impact zones for change and their attitude, motivations

and beliefs are the basis of this change at this early stage in the movement where institutional support and policy change is not yet solid.

Statement of the Problem

The problem was that while teacher learning in GCED slowly advances and there is evidence of an increased interest in making education more inclusive and equitable, GCED remains confusing and efforts in the U.S. to move policy and practice forward are prescient and still forming (Ainscow, 2020). Although the need for global education has been building momentum thanks to the United Nations and the creation of Sustainable Development Goals (SDGs) (see Appendix A) and Agenda 2030, preparing U.S. teachers in Global Citizenship Education (GCED) is underdeveloped (Estelles & Fischman, 2021, Merryfield, 2009). Research shows that this learning process is complex, with both intellectual and emotional components that are challenging (Kerkhoff & Cloud, 2020, Kopish, 2017, Shultz, Pillay, Karsgaard & Pashby, 2020, UNESCO, 2020). Such learning causes people to experience destabilizing moments and existential angst even while the goal is individual empowerment following the UN motto "Think globally, act locally" (Hicks & Bord, 2001, Kopish 2016 & 2017). While some descriptive evidence exists of a multidimensional learning process to become globally competent, little research concerning the actual human experience is available. Though teachers are central to ushering in GCED, their learning experience to prepare for this eventuality is still not effectively studied or fully supported. How the GCED movement grows and if adequate teacher preparation was part of its aim to advance was a part of this dissertation.

Despite the importance of learning about global challenges and the considerable emotional effects that may be produced from this effort, limited research has been published to describe teachers' personal experiences as they learn about world issues and their impact from

multiple perspectives within the GCED movement. As educators become responsive to the transcultural and critical approaches that GCED promotes for today's classrooms, they do this with scattered support from the movement, which often is focused on alternative educational settings. If the world depends on educators and their knowledge and capacity to instruct, and if educators hope to facilitate learning in GCED effectively, then there is a great need to understand the nature of their experiences better as they learn to be globally competent. There was also the need to understand the GCED movement in its current state and how movement actors influenced and directed GCED for education change.

Purpose of the Study

This study aimed to illuminate and explore a learning process teachers experience to become globally competent. Hence, the research used data collected to construct a framework of the learning dimensions for teaching GCED and devise responsive principles for professional development and teacher preparation training. Phase One of this study illuminated changes people reported making in themselves and their lives due to training to become globally competent educators. Phase Two of this study was to capture the current GCED movement in the minds of practitioners and Think Leaders. The uniqueness of my research was its ability to show how leaders and practitioners envisioned GCED as a new approach to learning. The purpose of this research was two-fold: to capture what and how global competency was experienced by educators and to reveal ways the GCED movement was advancing. Describing this learning process for educators has implications for where GCED might expand and where present and future challenges exist. Therefore, the focus on educator learning might support improved tools for global competency educator learning that GCED needs to advance. Think Leader insights and efforts were collected as part of this study to report features of the GCED movement and to

gauge current efforts to leave theory and enter into implementation and exploration for education change.

This study examined the personal learning experience of practicing U.S. educators who sought certification in World Savvy's Global Competence teacher training program. Therefore, this study's Phase One focused on how teachers grow into global citizenship educators. Evaluating teacher preparation program components or professional learning structures, objectives, and content was not the goal. Phase One emphasized the human experience of learning and change and relates them to teacher preparation for GCED. Following Finger's words, "relevant social and political transformations come from within and happen at the level of the person" (Finger, 1989, p. 19). This was one of two phases in this study. In Phase One, this exploratory mixed methods study utilized a sequential design, beginning with collecting quantitative and qualitative data through a questionnaire with 11 respondents, followed by interviews with six educators centered around each participant's interpretation of the overall questionnaire data. These interviews focused on producing additional data reliant on exploring multiple perspectives on a similar experience (Glesne, 2016). By utilizing presentation software that coalesced questionnaire responses in each interview (see Appendix G), participant explored their responses with the experiences and opinions of others. This provided valuable insight into complex motivations and behaviors that are the focus of this study (Morgan & Kruger, 1993). In an era of consensus and diversity, insights collected from interviews promoted broad-based understandings and perspectives to assist the researcher, according to Morgan (1997). Analysis of questionnaire (see Appendix F) and interview (see Appendix G) data from educators factored into the researcher's analysis of the data to create a conceptual model of learning dimensions teachers experience to become globally competent. Data from conversations with practitioners

and Think Leaders also provided valuable insight for Phase Two of this study, which sought to understand how the GCED movement is growing.

In Phase Two of the study, conversations with 13 Think Leaders in the GCED movement were included to add resonance and illumination to the study's findings and to capture efforts to support and expand the GCED movement. One fundamental understanding was how GCED moves from theory into practice and what insights leaders and practitioners possessed as they pushed to expand GCED. Across phases of research, this study sought to create a set of principles to assist in creating and evaluating future teacher training from this analysis.

The first four questions guiding this dissertation were framed around educators and their learning experiences to become globally competent and the reported changes in practice in life and work as a result. The last two questions focus on GCED movement leaders and their efforts to forward the movement and to implement GCED practices to change education.

Research Questions

The following research questions guided this dissertation:

RQ 1. How do teachers describe the process of learning to be globally competent?

RQ 2. What changes do teachers share about themselves as a result of professional learning in global citizenship education and global competency?

RQ 3. What are the dimensions of this personal learning experience, and how do these dimensions impact teachers?

RQ 4. How do teachers describe *Global Competency* from their own experience?

RQ5. What current efforts expand the GCED movement and prepare teachers for this work?

RQ6: What perceptions within the GCED movement currently exist?

Significance of the Problem

Information focused on preparing educators to teach GCED is internationally underdeveloped (Yemini, Tibbits, & Goren, 2019). Though Canada and Europe publish a large share of GCED discourse, the only unifying idea in current research is awareness of a "new geo-political scenario" where GCED responds to the urgency of global challenges in our modern world (Estelles & Fischman, 2021, pp. 228). Theoretical development has taken up most of the GCED space worldwide, leaving little room for practical insight for teacher learning. This is beginning to change as more research focuses on GCED implementation and its challenges (Yemini, Tibbitts & Goren, 2019). GCED for today's classrooms is ambitious and aspirational, grounded in critical theory, focused on global issues that interconnect and impact humanity, and concerned with ways to develop transcultural understanding and raise the individual consciousness of students on global challenges that need attention (UNESCO, 2014). While GCED is complex, transdisciplinary in its breadth, and transformative in its expected outcome, preparing educators to teach it is not clearly defined or understood. The GCED learning journey for educators remains an under-examined research focus (UNESCO, 2020).

Researchers have already created numerous proposed GCED frameworks of skills and capacities for educators and students (Cain, Glazier, Parkhouse, and Tichnor-Wagner, 2019, Kerkhoff, 2016, Longview 2008, UNESCO, 2015). In these frameworks, critical thinking, empathy, and transcultural learning are but a few skills centered on the learning outcomes of GCED. From these frameworks, it is clear that preparing to teach GCED has farther reaching objectives beyond acquiring new content knowledge; part of the learning requires internal work that promotes students and teachers to become aware of their individual beliefs, values, and perspectives (Hicks & Bord, 2001, Kopish, 2017, Rogers & Tough, 1996, Watson, 2015).

To prepare teachers for this work, more study needs to go into personal teaching experiences and the dimensions of learning. Preparing teachers with these understandings must be the main consideration in developing good GCED teacher learning opportunities. Understanding this personal learning experience is a necessary feature, along with content and teaching approaches. Considering this need for GCED teacher training to center on a personal learning component will strengthen the global, state, and community education agendas by defining a more precise and more accurate educator learning path. Advancing what it means to be a global citizenship educator cannot help but demystify GCED and help the GCED movement grow into traditional education spaces. Also, should the experience of learning to be globally competent require transformative and uncomfortable reflection and new thinking, these learning features should be emphasized and introduced as natural occurrences of personal learning.

Positionality of the Author

As a global studies student, I have been significantly changed by taking four courses in Transdisciplinary Studies at Claremont Graduate University in global diplomacy, global governance, global issues, and the United Nations Sustainable Development Goals as part of my Ph.D. coursework in Educational Studies. This research was an epistemological journey for me that included my experiences in these courses and my struggle to understand and create meaning from my personal development while engaged in these courses. In talking to my course colleagues, we shared how challenging, galvanizing, personal, and transformative these courses were for us. In those discussions, I wondered about the learning process teachers must go through to be globally competent and prepared to teach GCED. For me, becoming a globally competent educator was momentous and uncomfortable at times, and the experience expanded my thinking of what learning is needed now and how we must instruct in our U.S. classrooms.

As a recent teacher induction coordinator and a clinical and academic faculty advisor for teacher candidates, I remain committed and connected to preparing teachers for 21st Century classrooms. Current global issues of the COVID pandemic, gender equity, clean water, good governance, violence, climate change, and our over-reliance on hydrocarbon fuels have not gone away since I began this journey. Today's world continues to present these challenges that humanity must respond to now and in the near future, which are prime learning lessons for our students.

Based on Polanyi (1962), my position is that knowledge is never wholly objective and impersonal, and the proposed research involved meaning as experienced by the observer. This experience implicates the knower (in this case, the researcher and the interviewed participants) in the known, and I accepted that this work is subjective. I wished to transcend it by acknowledging my participation in this study and by committing to reveal the truth as much as possible. Subjectivity and objectivity are blended concepts for this study's purposes and illuminated each other to manage possible problems associated with validity in this study. These premises informed my role and my knowledge in this research. I fully acknowledged my participation in this research and have been a part of the process leading up to this study. During my own profound and perplexing personal journey, while taking global studies courses, I became curious about the experience of educators like me to become globally competent. Therefore, this research was not neutral or value-free. My own experiences, values, perceptions, and theoretical and philosophical orientations were part of this study's design, conduct, analysis, and articulation of findings. I hoped that my participation in the process added to and enhanced the final contribution of this study in understanding the experiences of teachers learning to become globally competent and the development of the GCED movement. Though I acknowledged my participation in research, I was committed to being objective and avoiding imposing any

expectations onto the lived experiences of those participating in this study. I accomplished this by recognizing my journey and experiences in becoming globally competent. As an educator, I approached this research by using my professional experience in monitoring and assessing the learning of others. I was conscious of withdrawing from judgment and focused intentionally on signs of growth in the learner. I was constant and conscious in refraining from infusing myself into the experiences of others, and I strived toward Patton's stance of "empathetic neutrality" (Patton, 1990).

Patton asserts that relevant data comes from the link between the experiences of the researcher and insight into the participants' experiences as a result. I balanced the subjective and objective ways of knowing in this study and strived to take a constructive approach (Guba, 1990). The aim was to construct a meaningful interpretation of teachers' learning experiences as they prepared to teach GCED. To arrive there, I collected and analyzed data to illuminate the experiences of each participant. By engaging the participants in interviews regarding this study's summative survey data, a more inclusive interpretation model was used to expand and elucidate the experience of becoming globally competent. I moved beyond the phenomenal to a more profound interpretation of the data that created a learning process model to become globally competent, bound by space, time, interpretive input of participants, and my construction of reality. I also adopted this mindset for conversations with think leaders of the GCED movement for Phase Two of this dissertation.

Definitions of Terms

The definition of terms presented throughout the study refer to professional and academic sources. *Global competence* refers to an awareness of the global nature of societal issues, caring for people in distant places, and an appreciation of the interconnectedness and interdependence

in humanity to protect cultural diversity and fight for social justice for all (Zhao, 2010, p. 246). UNESCO defines *GCED* as knowledge of global issues and respect for key universal values (e.g., peace, human rights, diversity, tolerance); cognitive skills for critical, creative, and innovative thinking and problem-solving; and non-cognitive skills such as empathy and transcultural communication (UNESCO, 2013, p.4).

For the purposes of this dissertation, the terms *global competence* and *global citizenship education* were clarified with the following five scenarios, as seen in Table 1 below, to ensure a better understanding of the terms. The definitions below were structured with examples in the classroom of these terms and classroom practices for comparison, including examples and non-examples. As examples, these scenarios were created to make these terms more tangible and concrete. Conversely, the non-examples were created to show how current teaching approaches do not embody the terms *global competence* or *global citizenship education*.

Table 1

Definitions of Terms

Example of *Global Competence* in action: Globally Competent Educator Approach and a contrasting Approach from Educator A, who is not Globally Competent for a current affairs lesson for a social studies lesson	
Scenario Example	**Scenario Non-Example**
The teacher has studied progress on Climate Change commitments from several countries around the world and is interested in how different countries might respond with possible policy ideas and community responses. The teacher presents Climate Change from the perspective of affected communities, offering real accounts of ocean rise, fires, ice cap melt, and drought as examples. After studying these challenges, students are asked to come up with questions about how one of these climate change challenges might affect their community and to create a scenario where climate change impact is described, including who is affected.	The teacher knows about Climate Change from the media and has read several news media accounts. She selects an online educational article that explains the term and shares recent natural disasters tied to why this is happening. Students read, underline new vocabulary, and share with a partner in a discussion in class about what they learned. Students incorporate an answer to this question into this discussion: What is Climate Change, and how is it affecting the world?

What responses to lessen the impact of climate change are likely options for you and your community? What role might the city mayor, your state governor, and Congress play? What role do you and your neighbors play? Who else needs to be involved?

Students access students in Sierra Leone who are battling a water shortage and a school in Greece to hear from students about recent fires due to climate change. Students speak with other students in a Northern California classroom affected by the fire. They hear stories and ask questions about the impact of these community challenges. From this inquiry and research, students work in teams to respond to the selected climate change challenge. The teacher and students also study global agreements such as the 2015 Paris Agreement to frame questions and answer how climate change global action is expressed.

Students write a paragraph to restate what they discussed with their partner.

Another Example of *Global Competence* in action is Globally Competent Educator D Approach and a contrasting Approach from Educator C, who is not Globally Competent for a science lesson on erosion and its impact on farmers around the world.

Scenario Example	Scenario Non-Example
The teacher opens the lesson with a discussion with students to assess what they know about erosion and its effects. He reads an opening account of flooding from the point of view of a Japanese farmer who experienced a recent cataclysmic flooding event. He also posts the following questions and asks students to engage with him on the following prompts. *Is erosion reversible? How might that look? Who is doing the work to fight it? What have you learned about how natural disasters affect people?* The teacher assigns this task: Pick which scenario to study more and state how erosion led to the disaster and what preventable actions in the future are possible. Students study real accounts of the flooding of an Austrian village and mudslides in Nepal. They study responses to these erosion challenges in written accounts and videos. Students access the Science curriculum defining erosion, its forms, and how it happens.	The teacher posts the objectives to learn and describe ways erosion occurs and causes property damage. Students watch an informational video on erosion and work in groups to build a vocabulary web of related terms pulled from their science book. They are supported to use this learning to write an informational essay on the types of erosion, ways they destroy landscapes, and human development caught in their wake.

Students read what response the Japanese farmer reports as a result of the flood on his farm.

Students respond to the three prompts above and write a personal response essay to reflect on and respond to.

One Example of Global Citizenship Education*:* A unit on refugees	
Scenario Example	**Scenario Non-Example**
A class studies what the term *citizen* means and how it developed into rights and privileges that U.S. citizens hold today. Students explore what it means to not have citizen rights by studying various refugee developments in today's world. Statistics, personal accounts, and issues relating to governing and providing for refugees are researched and discussed. Through these inquiries, students are asked to create questions about what more they are curious about on this subject. Students bring their questions to the front of the class and, with the teacher, refine their questions into three categories, prioritizing their questions around refugee experience, refugee advocacy and how refugee status impacts individual lives. The teacher asks students to respond to several recent published positions around the world addressing today's "refugee crises" and asks if these solutions are missing important understandings to address their questions. Their understanding of what it means to be a citizen is encouraged as part of the discussion. If students need further reading and research to clarify their thinking, the teacher supports this with time and materials. The class consults maps to understand where the refugee crises exist in real time. Students work in four teams to prepare a class debate supporting or refuting the refugee positions studied. Students create word clouds about their feelings and new understandings of what it means to be a citizen and a refugee.	A compare/contrast reading assignment on the privileges of citizenship versus the marginalization of people with refugee status is completed, and students complete a graphic organizer. In their class journals, the teacher asks students to describe the difference between these two roles in their own words. This is the opening lesson for further study into U.S. citizen rights. At the end of the unit, students return to their graphic organizer and are prompted to provide additional understandings about citizenship they can add to the organizer. Then, the teacher prompts students to write a personal response to the importance of citizen rights in their future.

Another Example of *Global Citizenship Education* in an approach to a geography class	
Second Scenario Example	**Scenario Non-Example**
As an opening of student study into the world, the teacher spends 20 minutes in a "brain organizer" discussion about key terms for the course, asking students to bubble map in their journals meanings of the terms: disparity, sustainability, interdependent, complex, and dynamic. The teacher then explains how geography is a study of the physical space and human action and displays several maps of Yemen and Saudi Arabia while tying together each nation's physical and political similarities and differences. He says this is an example of how geography can help relay today's challenges.	As an opening of student study into the world in 10 distinct regions, the teacher opened up studying the Middle East in 2011 and asked students to use a grid to plot geographic information about Middle East countries in preparation for discussion. Students are asked to select seven countries and access geographic materials to name it, name its capital city, its economy, its international relations, its dictator, its evidence of oppression, its recent events.

Another Example of Global Citizenship Education is an elementary school classroom inquiry into the importance of clean water for people and communities.	
Third Scenario Example	**Scenario Non-Example**
The teacher ties the lesson to community needs to clean water, as the town the school serves is under drought conditions, and water rationing of homes in the neighborhood is in effect. The teacher knows her students can relate to having water for basic household needs and illicitness this understanding in a whole class conversation where students then draw and write about ways they use water in the home and school. Using storybooks and videos from different global communities, the teacher and students explore how these communities create clean water by making "ice trees" in the Andes in Chile and homemade water filtration devices in Kenya. The local residents of each of these communities are featured in the book and video, and each member explains how their innovations help provide water to their communities. When a student asks what they can do at home to save water because of the drought, the students and teacher begin researching as many ways to conserve water as possible. Each student signs a pledge to share all the ideas they discover at home and make posters for the school to hang to remind staff and students.	The teacher shares the lesson-leading questions with her students and asks them to contribute ideas to build a bubble map of all the good things communities provide its residents. When a student suggests that water is important, the teacher responds, "That is right. If the water that comes from the sink in your kitchen is not clean enough to drink, that is not good!" A student mentions that the grass in their front yard is yellow because their Mom says there is not enough water to keep it green. "That is right," the teacher responds. "Sometimes people have to watch how much water they use so that there is enough for us to take our showers at night or in the morning."

Limitations

Given that GCED is a nascent topic filled with many challenges, the uniqueness of this study was its outreach to Think Leaders in the field, which illuminated the transdisciplinary nature of this field of study. Nonetheless, more study on GCED's transdisciplinary nature is needed. In addition, more training experiences need to study beyond the World Savvy training program completed during the 2015-2016 and 2016-2017 school years. Though the interviews with think leaders in this dissertation expanded perspectives from within a still-forming movement, more voices and experiences in GCED need studying.

My research depended on the results of the analysis of my interviews. The uniqueness of my research depended on how the prominent scholars in education and global issues, as well as think leaders and practitioners, envision GCED's role in creating educational change. GCED invites educators and students to appreciate and establish sustainable development goals and human development efforts and to consider serious challenges to people and the world. However, this dissertation did not deeply study these educational outcomes or evaluate instructional approaches tying sustainable development goals to global learning.

One of the objections facing this study was the fact that it was not a longitudinal study. More reliable data would need to be produced with multiple data collections over multiple years. Lastly, this study's data points and data collection design were limited due to my conceptual understanding. GCED is one of many terms used by theorists, governments, and educators that refers to teaching and learning about the world and our place in it. GCED and the associated traditions of global learning, development education, and global education all play vital roles in challenging injustice and making the world a more just and sustainable place. These terms and ideas create a muddled and crowded space for thinking about global education. Unsurprisingly,

there are different ideas about what GCED is, how and where it should be taught and learned, who it is for, and what its goals and outcomes should be.

Summary

For the global education system, teacher training is the primary means of ensuring that change is presented and assimilated into current learning. This presents variable challenges and opportunities. At the same time, against the background of worrying global trends, the need for civic education that is global in scope and guided by a critical and liberating approach has grown more essential. Perhaps because of this lack of global learning in the U.S. education system, GCED struggles to find a firm step hold in U.S. schools. However, efforts to grow the GCED movement are currently in play, even if global learning in teacher education programs were slow to develop. It is important to recognize that while teacher education programs have some autonomy, they are also heavily influenced by dominant discourses, government directives, and educational policies and standards. GCED should ideally be integrated into the school community, yet a lack of training, general knowledge, and absent policies currently prevent GCED from advancing decisively. As a result, students are hampered from being encouraged to think and act knowledgeably about the current state of the world.

This chapter provided an overview of the key concepts covered in this study. An overview of Global Citizenship Education and Teacher Learning and Change was presented. Chapter two includes synthesis research related to GCED from the United Nations and reviewed global citizenship theories that shape the current discourse.

CHAPTER 2: REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

The diversity of education literature, nationally and internationally, is broad and diffused. Consequently, there needs to be a systematic and logical way to organize and present the state of GCED research. According to Banks, citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world where we live, work, and lead (Banks, 2012). Supporting the development of globally competent teachers who prepare today's children for life as interconnected and interdependent world citizens is a pressing concern (Tichnor-Wagner et al., 2016; Zhao, 2010). Therefore, there is a need for teacher educators to design coursework that can simultaneously support preservice and in-service teachers' global competence and inspire them to nurture children who can live, work, and interact peacefully in a globalized world (Longview Foundation, 2008; Zhao, 2010). Teacher educators must be at the forefront of efforts to create a culture where future teachers experience new ways to expand their horizons, change their perspectives, and cultivate a positive disposition toward the world (Ramos, Wolf, & Hauber-Özer, 2021). Teachers are increasingly being defined as global civic professionals with dispositions, knowledge, and skills for global citizenship that goes beyond the neoliberal framing of global citizenship as an employability skill set or commodity. There is a social justice imperative to engage pre-service teachers in teacher education curriculum approaches that foster cultural understandings of 'self' and 'other' and how such understandings shape teachers' work. (Halbert, 2018).

This section examined aspirations in GCED from the United Nations and global citizenship theories that shape current discourse. The term *global competency*, linked to the skills and capacities necessary to instruct GCED, was reviewed. Lastly, existing research focused on

adult learning to become globally competent was considered to frame pertinent research for this dissertation study.

United Nations and GCED

Within the United Nations and UNESCO, *global citizenship* developed from policy goals created to merge sustainable development and peace education into education and equity (UNESCO 2015). Current GCED efforts focus on 'decolonizing the mind' (wa Thiong'o, 1986) and present a complex, nuanced, critical form of global citizenship (Curley et al., 2018). Merryfield and Subedi (2006) describe how teachers contribute to "decolonizing" the mind by providing students opportunities to learn the art, histories, and worldviews of people who do not impose power upon others and who instead, as the United Nations proposes, seeks ways for justice and equity to advance in a global way (Reimers, 2006). In GCED, students can recognize colonialist perceptions in a post-colonial world and conceive the world from voices they have not yet had the opportunity to hear. This has helped to internationalize the term and create an inclusive citizenship model not couched in colonialism or neo-liberalism and allows for varying viewpoints. The United Nations had linked GCED to sustainability efforts since 1970, when it coined the term "Think globally, act locally" for the first Earth Day on April 22, 1970. Global citizenship was imbedded in the Belgrade Charter Framework for Environmental Education (UNESCO 1975, pp. 1-2), where the call was made to improve the "quality of environment and life for all the world's people" and where appeals were heard for millions of individuals to "adjust priorities" and assume a "personal and individualized global ethic."

Education is increasingly interwoven with other international priorities, including human rights education and multicultural education, and it is on this fertile ground that the United Nations built definitions of global citizenship and GCED. Education continues to be a UN

priority and is Goal 4 in the current SDGs and Agenda 2030. Target 4.7 (See Appendix A & Appendix B) of this goal focuses on GCED, peace, human rights, gender equity, cultural diversity, and sustainable lifestyles and development (United Nations, 2016).

The United Nations and UNESCO have advocated for decades the need for GCED, and this effort gained additional impetus with the 2015 compact of development adopted at the annual general conference of the United Nations. UN data shows that more state action is needed to make GCED a priority in schools worldwide (Reimer, 2020). UNESCO reported in 2018 that only 19 percent of 83 participating nations reported that SDG 4 Education goals are fully integrated into teacher preparation programs. Country respondents of this same study also revealed that SDG 4-related curriculum for classrooms and teachers is only somewhat integrated into their education systems (UNESCO, 2018). Hence, simply wishing that education was more global does not make it become so (Reimer, 2020).

In 2020, UNESCO published *Addressing Global Citizenship Education in Adult Learning Education* to promote ideas for GCED for lifelong adult learners and GCED training for teachers. GCED is described in this report as a "holistic framing paradigm" (p. 10), a form of education where 'knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure, and sustainable' (UNESCO, 2016c, p.2). Also, in this report, UNESCO proposes that GCED take a multifaceted approach centered around the concept of "learning to live together" to build more local and country context, promote constructive civic and political engagement, and develop self-awareness, emotional intelligence, critical inquiry, and digital citizenship (p.10). Educators play a significant role in integrating these aspects of GCED into classrooms. Among the skills that UNESCO calls for in teachers is an understanding of transformative and participatory learning, where the educator facilitates

"positive personal and social change" (UNESCO, 2015, p. 51). GCED teachers, according to UNESCO, must also be willing and able to adapt teaching and learning to cover issues that relate to the student groups they serve and to adjust activities to reflect local concerns and meet the social, emotional, cultural, and cognitive needs students bring to the classroom (UNESCO, 2020).

Global Citizenship and GCED Theory

G*lobal citizenship* emerged in the 1990s when an idealistic view of development education and concerns about inequality became targets for how the world would address poverty (Rahnema and Bawtree, 1997). Since then, global citizenship has been buffeted by overlapping and competing for agendas (Pashby, 2018) and can be reflected by what Agbaria (2011) terms a two-fold problem: namely, that GCED is taught so students can prepare to work in a global economy while at the same time is a response to diverse and unequal student populations, Asking students to engage critically with globalization and citizenship education raises issues of identity and belonging in relationship to a global community (Pashby, 2018). The idea that GCED can address poverty substantially through economic development has been robustly challenged (Abdi & Cleghorn, 2005; Kapoor, 2002, 2008). In reaction to disputing the claim that global citizenship is tied only to economic development, theorists adopt a definition of global citizenship that must be adopted 'for the people.' This viewpoint developed as part of anti-globalization protests (Shultz, 2007) and as a reaction to the 1990's inception of a global economy. Continuous reframing of what global citizenship means has resulted in a conflicting definition of GCED for scholars and practitioners alike that continues currently and obscures a unified vision of GCED.

However, global citizenship remains a term for current times partly because of the media's focus on global issues and the media's pervasive reach into our everyday lives (Gaudelli, 2016). This ongoing flow of information and the "enormity of circumstances" leaves us feeling "overwhelmed by the range and complexity of events" (Gaudelli, 2016, p. 3). Gaudelli declares that GCED is what is needed to couple every day with the transformative, "the mundane and transcendent," where students shape what is means to be human, rooted in a particular place such as home or school, *while also* connected to global issues of our current reality (Gaudelli, 2016).

Global issues represent challenges needing attention in areas such as human development and the environment (Myers, 2020) and provide students and teachers with issues to study beyond national borders. Global issues have some commonalities with national issues, yet distinct epistemological differences exist that White & Myers (2016) have defined as:

1. *Complex and interdependent patterns*: global issues cover more ground, involve more people, and involve more complex relationships.
2. *Different views of "public"*: the people of both established and emerging democracies are included, and non-Western perspectives help to frame problems.
3. *Obviously, different theoretical frameworks*: Emerging in social sciences are new and different theories and frameworks to define global issues.

Because of the complex global issues, GCED is transdisciplinary and moves across traditional academic disciplines (O'Byrne & Hensby, 2011). For example, studying global studies could reveal the impact of a decision made in one place and how the repercussions of this decision can affect in interrelated ways poverty in another region, climate change, global trade, health, and human rights. The ways power structures impact global conditions and systems to

shape inequalities across the world are the work of global issues in GCED (White & Myers, 2016). This expands what we mean by the *public*; taking on global issues in GCED requires asking whose interests are at stake and how diverse people are affected without privileging Western or Eurocentric viewpoints. To arrive at this understanding is to follow a modern timeline for the term *global citizenship*. Understanding this term requires understanding its history to discover the track of its differing definitions and development.

According to Pashby, global citizenship and GCED require instigating 'unlearning' in education practice, where global citizenship asks teachers and students to interrogate their location within the global power structure and to see new ways of thinking about *self*, *world* and *others*. This is just one response that points to redressing colonial power systems instead of reinforcing them in GCED (Pashby, 2018).

While responding to diverse student demographics, the bulk of work on GCED continues to come from countries of the Global North (Parmenter, 2011). There is a need for more official and worldwide discourse on global citizenship and its definition. Building a consensus to define global citizenship requires many insights and positions to frame how GCED can be realizable to all people (Davies, 2006; Nancy, 2007; Oxfam, 1997; Roman, 2003; Sant et al., 2018). GCED literature suggests that getting to scale and making global citizenship realizable to all are vital concerns (Davies, 2006; Nancy, 2007; Oxfam, 1997; Roman, 2003; Sant et al., 2018). In addition, GCED holds the promise of looking at the world from both the personal to the expanded view of all humanity and from the local context of one's community to the transnational context that exists in multiple locations around the world (Sant et al., 2018). GCED promotes the idea that students should hold multiple perspectives on the world as part of their viewpoint (Sant et al., 2018). According to Ermine (2007), global citizenship also lives within an

ethical space where individuals understand different worldviews outside Western cultures. This thinking aligns with Mignolo (2000, 2008), who suggests that global citizens must communicate within a polyverse to address global issues.

According to Shultz (2020), who, with other researchers, worked with a multinational group of students aged 14 - 18 to create UNESCO's 2017 International Youth White Paper on Global Citizenship, youth voice can help to recenter notions of GCED. In her work to develop the curriculum, facilitate discussion between youth, and frame their creation of the white paper, Schultz cited 'conviviality of compassion' between the youth participants as a leading outcome and vital dynamic of the project (Shultz, 2020, p. 46). Unlearning for the youth from the Global North resulted from this experience and Shultz reports how assumptions and structures were interrogated within the youth group; for students from the Global South, this project opened them up to critiquing and voicing their own experiences, positions, and identities. Watching and listening to these students at work, Shultz described her new ideas of how a decolonizing approach to GCED supports all thinking and learning within a learning community and produces transformative possibilities in the learners as they grow more globally competent (Shultz, 2020). This youth-penned white paper called for people to become aware of the "root causes of the power structures that exist, connections between power structures and how power structures contribute to inequity" (International Youth White Paper on Global Citizenship*,* 2017, p. 5) and for the need to privilege the voices of the marginalized to ensure all people have fundamental rights. Besides these considerations of power-sharing, students in this project discovered how important compassion was as a tool to move beyond one's perception and relationality, Shultz reports. They recognized that concern for others helped them see their place within the global community (International Youth White Paper on Global Citizenship*,* 2017). While UNESCO's

policy aims at educating global citizens to be socially and economically competitive, the youth who wrote this white paper focused more on nurturing understanding and relationships between themselves, communities, and nations (Shultz, 2020). Adapting GCED to become iterative and experimental among communities of students requires opening up space for epistemic disobedience (Mignolo, 2011) so that these youth might thoroughly question, understand, and even challenge taken-for-granted assumptions and structures. The implications for creating this space for expression and discovery bear consideration for teachers facilitating GCED experiences.

Global Citizenship Learning for Educators

In his book *Global Citizenship Education, Daily Transcendence,* Gaudelli (2016) positions himself with other educators who propose teaching students "to think of the world less as a repository of resources and a dump but more as an inviolable entity" (Gaudelli, 2016). Our classrooms, Shultz (2018) asserts, are places where *local* and *global* are not separate and dichotomous locations, as lessons and daily classroom interactions address global economic, environmental, political, and cultural relations and address equity claims that are extensions of global patterns of injustice in need of transformation, Therefore, founding GCED in equity and global justice requires more than a global citizenship education that is jammed into an already overloaded instructional day. Teachers prepared to bring global justice, and equity into classrooms must bring global histories and issues that disrupt hierarchies of exclusion. These practices are critically important to the transformative version of GCED.

Andreotti's (2015) version of GCED emphasizes the need for classrooms to equip students to live collaboratively but in a contemporary way that challenges "modern/colonial imagery" by "confronting the impossibility of our desire for changing the world without

changing ourselves." (Abdi et al., 2015, p. 226). The scholar emphasizes the need to promote global citizenship by arguing the concept of citizenry requires an understanding that contemporary societies are complex, diverse, changing, uncertain, and profoundly unequal; Andreotti considers GCED as a way to decolonize oneself through analysis of how inequalities come to exist and to develop a worldview we see fully and do not withdraw from.

These constructs are challenged, however, within other academic conversations about GCED. Reimers sums it up this way: "No doubt one reason academic conversations about global education can be protracted is that there is contention regarding the rationale and definitions of the core construct of the field of global education" (Reimers, 2020, p. 1). This is because, according to Davies et al. (2018), some argue that GCED is a way to help people adapt to globalization, while other scholars may use it to challenge that process; still, other scholars view GCED as a way to serve the interests of businesses as they grow increasingly global, and still others may see GCED as a way to advance social inclusion and human rights. The term is multi-faceted in current theory. Most importantly, Reimer (2020) asserts that there is "no theory or theories of global education which has a visible connection to the practice of the enterprise" (p. 1). When we consider GCED, we get cast onto a complex inherited field where the terms citizenship, education, and globalization interact and mediate one another (Camica & Franklin, 2011; Tully, 2008). Hence, the term GCED must create learning around the ills of the world, multiple viewpoints of its worldwide residents, a consideration of the systems of inequity that exist across the globe, and new ways of thinking to understand these significant, thorny assertions that are still evolving.

Because GCED encounters new ideas, different forms of living on the planet, and challenges to students' positions of privilege, non-knowing, and comfort, teachers need to

experience these challenges themselves to understand how to work within a new pedagogical frame. According to Andreotti, students and teachers of GCED will cross disciplines to create new learning; teachers will also need to allow students to engage with new ideas. GCED promotes learner-driven reflection, transforming how to view, identify, and relate to the world (Andreotti, 2006). Therefore, achieving this level of global competency in teachers is a heavy lift.

Global Competency and Teacher Learning for GCED

Preparing educators to be globally competent and ready to teach GCED promotes personal and transformative change for the teacher. According to Kopish (2016), U.S. educators must be prepared the same way as students to be globally competent citizens to teach GCED: they must see themselves as global citizens. Kopish researched his efforts at Ohio University to develop global competency in a group of teacher candidates. His study explains that teachers become globally competent when given time to build skills and dispositions around local/global inquiry while experiencing cooperation, critical reflection, and ways to inspire action for social transformation (Kopish, 2016).

Research on how and what teachers need to become globally competent share some common traits. To sufficiently prepare teachers to teach GCED, teacher preparation programs must offer a coordinated effort considering the weight of learning complexity and the complicated histories of inequity. This is a difficult task for educators, who lack a critical social justice perspective and may hold little global knowledge and few global experiences (Kopish, 2017). Because U.S. teacher training in global education is under-developed and limited at this time, and because teachers are often uncomfortable and ill-prepared to instruct on global issues, preparing globally competent teachers is an arduous task. An additional challenge in the U.S.

flows from political and cultural norms which reinforce American exceptionalism, the "us/them" binary of Americans with the rest of the world (Merryfield, 2009), and the stigma that globalism is somehow anti-American (Kopish, 2016). To counter these challenges while attempting to prepare globally-minded educators, teacher preparation programs have begun to offer their candidates experiences in cross-cultural experiential learning, opportunities for intercultural dialogue from within educational settings, and training in inquiry-based and critical practices (Kopish, 2016, 2020). In addition, preparation programs developing globally competent educators offer coursework that focuses on diverse and international content that reaches beyond Western and U.S. perspectives and creates opportunities for teachers to reflect upon their standpoints, expand their worldviews, and make personal commitments to social justice and citizen action. (Iva, Reysen & Nandini, 2012, Kerkhoff, 2016, 2020, Kopish, 2016, 2017).

Numerous frameworks for global teacher competency exist within the U.S. GCED effort. Nongovernmental, global, and national organizations like World Savvy, UNESCO, and the U.S. Department of Education have developed global competence measures. According to Cain, Glazier, Parkhouse & Tichnor-Wagner (2019), despite differences in wording, these frameworks cover cognitive, social-emotional, and behavioral domains. The cognitive domain addresses "knowledge and thinking skills" about the world and its complexity, the social-emotional domain defines "values, attitudes, and social skills…that enable learners to live together with other respectfully and peacefully," and the behavioral domain focuses on "conduct, performance, practical application, and engagement" (UNESCO, 2015, p. 22). These domains apply to both students and teachers in GCED classrooms.

The Globally Competent Learning Continuum (GCLC) offers twelve measures for globally competent teaching developed for North Carolina teachers as part of a state global

education initiative. Table 1 below shows the twelve components organized as knowledge, skills, or dispositions developed by Cain, Glazier, Parkhouse & Tichnor-Wagner in 2014.

Table 2

Dispositions With the Globally Competent Learning Continuum

Dispositions	Elements
Teaching Dispositions	Element 1: Empathy and valuing multiple perspectives. Element 2: Commitment to promoting equity worldwide.
Teaching Knowledge	Element 3: Understanding the global conditions and current events. Element 4: Understanding the ways that the world is interconnected. Element 5: Experiential understanding of multiple cultures. Element 6: Understanding of intercultural communication.
Teaching Skills	Element 7: Communicate in multiple languages. Element 8: Create a classroom environment that values diversity and global engagement. Element 9: Integrate learning experiences for students that promote content-aligned explorations of the world. Element 10: Facilitate intercultural and international conversations that promote active listening, critical thinking, and perspective recognition. Element 11: Develop local, national, and international partnerships that provide real-world context for global learning opportunities. Element 12: Develop and use appropriate methods of inquiry to assess students' global competence development.

While global competency measures such as GCLC exist for educators, schools, teacher preparation programs, and school organizations, *how* to effectively prepare and support educators to teach GCED has yet to be successfully established. What is clear, however, is the central role of teachers in becoming globally competent and prepared to herald in GCED and practice a new global pedagogy. Considering that adequate educator and student measures of global competency already before us, learning from and with educators about what they need to implement GCED is the next step.

According to Rogers & Tough (1996), not enough attention is given to the learning process of educators as they develop their global competencies. These researchers claim that taking on global issues in preparation to teach others about them involves a complex process. In this process, the teacher cognitively learns about global issues, followed by an emotional, soulful, empowerment, and action learning stage (Rogers & Tough, 1996). For teachers to be fully prepared to teach GCED and be globally competent, they need to embrace a multi-faceted and holistic learning experience. Teacher preparation programs and professional learning opportunities that offer this preparation can help educators see this disorienting learning process as a necessary and natural progression. Research is needed to expand on and explain what teachers need to take on in a personal learning process to become globally competent. This dissertation study proposes to contribute in this way.

GCED Training and Teacher Learning

Research exploring the learning process to become globally competent reveals intellectual and emotional challenges that stretch and transform the learner. Rogers and Tough (1996) challenge the notion that approaching global competency to teach GCED is a solely cognitive pursuit. They promote a view of GCED teacher training to include a synergistic blend

of emotional, existential, and cognitive learning aspects. The works of Rogers and Tough support two foundational understandings. Firstly, becoming globally ready to teach GCED encompasses a complex learning process that involves strong emotions, deep existential questions, cognitive changes, and personal choices for action (Rogers and Tough, 1996). Secondly, these researchers advocate for teacher training creators and planners to accept this transformative learning process as a natural and necessary component of GCED professional learning. Hicks and Bord (2001) center on the need for teachers to experience three awakenings: the mind, heart, and soul. This conceptualization was initially shared by researcher Martha Rogers, who studied eleven postgraduate students enrolled in a global futures course at Ontario Institute for Studies in Education in the 1990s. Her work revealed that coming to grips with global challenges and critically examining them may cause emotional and existential turmoil that can trigger defensive mechanisms that may cause learners to retreat or disconnect (Rogers & Tough, 1996). Rogers developed a framework to understand the five stages of learning she observed from studying how adult learners grapple with examining the world's complex problems, as demonstrated in Table 2 below.

Table 3

Roger's Learning About Global Futures: A Conceptual Model

Dimensions	Stages of Development
Cognitive Dimension	The learner takes on new facts, ideas, and concepts at this stage. In the study, students felt overwhelmed, confused, and pessimistic while facing global challenges.
Affective Dimension	An emotional response occurs when studying global challenges as the learner shifts from being in an intellectual pursuit to a personal and connected state. Rogers points to the need to take time to study global issues to accept and hear these student experiences.

Existential Dimension	Studying global issues provokes deep soul-searching. There is an impulse at this stage to “find an answer” or “do something” without coming to an immediate answer. In this stage, learners may begin searching for a deeper meaning and a reconstruction of their sense of self.
Empowerment Dimension	If this upheaval from the first three stages can be addressed, then the outcome at this stage can be a feeling of empowerment. Finding a clearer sense of responsibility and commitment, where the learner can envision some form of success or difference, is important.
Action Dimension	If learning within the first four stages is successful, the learner becomes aware of personal, social, and political choices. Action follows this state of reorientation, and such significant shifts need to be acknowledged and supported as an outcome of the learning process.

The work of several U.S. researchers supports promoting a complex learning process for teachers of GCED. Rapoport (2010) interviewed six Indiana Social Studies teachers exposing their students to global issues and discussions but did not reference this instruction as GCED. They shared their commitment to sharing and instructing on global issues despite a lack of curriculum or policy direction. Instead, they claimed that current events called for a global perspective and reflective inquiry and felt compelled to provide such perspectives to their students. Global studies entered these teachers' classrooms based on their own personal and international experiences without the support or awareness of their school or community. Rapoport calls for more overt and entrenched GCED professional learning and new teacher training (2010).

Kopish focused his research on developing globally competent teacher candidates at Ohio State University (2016). His qualitative work concluded that teacher candidates would develop global competency when teacher preparation instruction provides authentic opportunities to study, reflect, and take action on global issues. Candidates in his study were offered cross-

cultural experiences, diverse content, exposure to multiple perspectives from within a global issue, and were given time and space to reflect and develop critical inquiry skills (Kopish, 2016). Each of these opportunities developed global competencies to match existing global competency frameworks. For this study, Kopish defines global competency with Longview Foundation's 2008 description of a globally competent teacher. These attributes are 1) knowledge of the "international dimension," 2) pedagogical skills so that teachers can instruct students to analyze and appreciate multiple points of view and recognize stereotyping, and 3) awareness that assists students in becoming citizens of the world and their communities. Interestingly, Kopish reports that even with these planned activities, tasks, and experiences, several participants in the study reportedly remained unchanged in their privileged and protected self-interest and lack of empathy for all humanity. Kopish claimed that remaining *uncritical* was vital in describing students who did not acquire global awareness or competency.

In a review of existing challenges to GCED in teacher preparation, Estelles & Fischman (2021) claim an "idealistic perspective" (p. 224) predominates. "Pollyannaish ideals" in current GCED teacher training (p. 231), Estelles and Fischman suggest, are problematic because teachers are not yet provided with what is needed to understand and navigate GCED. They claim the main driver of existing literature to see GCED as a coherent, fully-formed natural result of a pedagogical revolution is a flawed view. According to these researchers, there is still too much romanticism in what GCED *is* and what it *does*, and this tendency obscures the importance of emotion and lived experiences in a complex and conflicting world. Another unwieldy limitation is asking teachers and students to arrive at personal advocacy and action to address global challenges without social, public, and government dimensions in place. Even if GCED is

promoted for its redemptive qualities, it may not be present in today's classrooms because it is not yet free from internal tensions that teachers see as too burdensome to adopt.

Limitations in the GCED Literature

While the United Nations, Canada, England, and South Korea, to name a few countries, promote GCED, a piecemeal approach currently exists in the U.S., where educators ponder and attempt GCED in classrooms without a unified understanding that has wide acceptance. This often produces a tokenistic approach where students experience GCED lessons without a deeper, more critical understanding of globalization, active citizenship, and how they and their nation may be implicated in local and global problems (Mundy & Manion, 2008; Pashby, 2008). "Reinforcing superficial treatment" is the example and the norm, not the exception, for GCED programs (Peck & Pashby, 2018, p. 56).

Several trends have developed in the current studies of where GCED has taken hold that indicate why its impact is unclear and still emerging. Contemporary GCED is underdeveloped, without focusing on how to implement it well (Reimers, 2020). This current state leaves the theorists without implementation backing and isolates the practitioners/teachers without insight into needed transformative and critical approaches (Peck & Pashby, 2018). While GCED has many theories, it has few national policies and little practice tied to its concepts (Reimer, 2020).

Another challenge for GCED is gaining a durable foothold in the school curriculum, which has been fleeting or non-existent (Gough, 2018). No formal national curriculum exists in the United States, matching the paucity of policy adoption attention for global citizenship education. Still, this is not far from nations like Canada and Australia, which lead the GCED effort with first-generation GCED curriculum and education policies (Shultz, 2018).

Given different viewpoints from theorists, what does GCED look like, and how is it currently being practiced? It is not surprising that several approaches are in play, each with strengths and weaknesses. In a study of the ways GCED has entered classrooms across the world and including Scotland, Australia, Hong Kong, Spain, Colombia, Romania, Poland, and the U.S., schools deploy GCED in three separate ways: GCED as a cross-curricular theme, GCED integration into other subjects and study, and GCED as a stand-alone subject (Sant et al., 2018). How to assess the work within GCED projects and how to carve out an appropriate amount of time to thoroughly examine global issues and unpack histories and conditions of colonialism, oppression, and exclusion needs time and particular skills from the teacher. In addition, the need to support students to see their place in global matters and to experience the personal punch of dealing with past wrongs and current injustice requires an empathetic and strategic teacher stance where discomfort is part of the learning (Zembylas & Papamichael, 2017). Without time and training, using GCED as a cross-curricular theme could lead to "stereotyping, patronizing, and other similar attitudes" (Sant et al., 2018, pg. 204). When GCED is integrated into other subject areas such as geography, foreign language, STEM, and social studies, there is a tendency to put it behind the subject content and diminish its importance.

GCED has not been a priority for most educators or policymakers in the United States. U.S. learning standards have narrowed in focus to literacy and numeracy in recent years, and under the current, Every Student Succeeds Act, states test these subjects and science to receive federal funding (Hahn, 2016). Social studies, a subject closely connected to GCED, is reduced or eliminated as an educational focus (Fitchett et al., 2014). In California, where a new social studies curriculum is currently being reviewed, only 12th graders are expected to be introduced to the term *globalization* following existing social studies frameworks and only in relation to a

neoliberal viewpoint of economic and individual development (History Social Science Framework for California Public Schools, 2016). When Social Studies frameworks across the United States were studied for *globalization*, only 15 states contained the word; additionally, only two states had standards that included the word *global citizen* (Rapoport, 2009). The efforts to use *global citizenship education* in policy are even more uncommon.

Even if there is a lack of conceptual clarity or curriculum, let alone a state-accepted approach to thinking about the term *citizenship*, teachers in the U.S. find ways to expose students to GCED-related themes broadly interpreted across multiple topics in the classroom (Rapoport, 2015). Goals of these lessons focused on understanding other cultures, world knowledge, an awareness of global interdependence, and understanding the U.S.'s place in the world (Rapoport, 2015). GCED approaches, then, clearly belong to teachers sympathetic to global thinking without necessarily being driven by an educational mandate, curriculum, or school-wide focus (Rapoport, 2015). This form of GCED is well-meaning yet produces a scattered, superficial, and unmonitored effort.

The idea of taking on GCED as transformative and critical work is lacking in most U.S. classrooms. What is already clear is how daunting teachers find this instruction to facilitate. In addition, most schools and school organizations have not fully embraced GCED as a systemwide approach. Implementing GCED beyond good intentions to support a critical outcome, according to Peck & Pashby (2018), might not be ambitious nor impactful in the initial stages. Applying Andreotti's global GCED framework, where the concept of *soft* versus *critical* is used, might assist educators in understanding what treatment of GCED they adopt: old (*soft)* pedagogical styles and methods or new (*critical*) ones (Peck & Pashby, 2018). Andreotti highlights the need to work with differences and complicity within GCED to distinguish between *soft* concepts such

as ‘helping others over there’ and charity work with *critical* concepts of how ‘we are all in some way part of the problems the world faces' (Andreotti, 2006). Theorists like Peck and Pashby assert that as educators promote GCED, which offers critical ethical reflection challenging assumptions causing global inequities, social justice will be promoted, and GCED will grow in prominence over time. Seeing GCED with critical theory aspects widely accepted in the U.S. remains aspirational as long as national interests do not align with it and teachers are not adequately prepared to facilitate this learning with their students. Therefore, a widely accepted critical GCED approach will take time, professional will, and clear policy goals.

Throughout the literature is the call to prepare teachers to teach GCED and to invite pedagogical change (Rapoport, 2009, 2010, Shultz, 2018, Sant et al., 2018, Hicks & Bord, 2001). This would align education with fundamental world changes, as “political, economic, cultural, and ideological paradigms shifted long ago, and the global paradigm is playing an exceedingly more important role in everyday life” (Rapoport, 2015, pg. 132.) In addition to preparing pre-service teachers, Rapoport calls for another shift needed to teach GCED: a re-identification of self for teachers and students (Rapoport, 2015). This change of self comes as part of learning that is more complex than previously considered (Hicks & Bord, 2001). Besides taking on the challenge of realizing how an individual is implicated in unequal and asymmetrical power structures that benefit one person over another, there is the trauma of realizing how global issues bring pain and suffering. When teachers shy away from these difficulties in GCED, they “apply a form of psychic numbing which denies the pain of the world and our(their) part in producing it,” and by denying this in their learning, they do not bring this difficult learning to their students (Hicks & Bord, 2001, pg. 414).

GCED literature provided a wide swath of concepts for education and change. Its roots came from humanistic and post-colonial drives to embrace equality, multiple perspectives, and global interconnectedness. However, GCED also has been linked to global competitiveness, and service efforts from Global North focused on the less developed Global South. These two approaches perpetuate existing power imbalances affecting how people interact across national borders and classrooms. Post-modern GCED concepts challenging these inequitable concepts are not always comfortable or familiar ideas for teachers to embrace. The literature considered a multitude of perspectives to draw GCED into education. Themes such a gender equity, peace, sustainability, climate, and global health crises churn within our current realities as GCED theorists grapple with ways to teach them.

Though some literature advances how educators adopt and practice GCED concepts, this research is often lost in a sea of complex and competing GCED theories. UNESCO literature and comparative education research identify what is needed for GCED to grow and flourish moving forward and what educators might need. Still, the personal learning journey of the educator to become globally competent is little understood or emphasized in the literature, though a small collection of research indicates that this learning is a conscious, galvanizing, and transformative process. Research about global competency for students and teachers takes place while education is pushed to consider GCED and other prosocial, transcultural, and equity-minded 21st Century thinking and learning.

Conceptual Framework

Central concepts in this chapter focused on two constructs: the teacher as learner and framing paradigms for GCED that define its transformational aspects. These topics were considered to establish a theoretical foundation upon which this study for Phase One was based.

The following conceptual frameworks examine the researcher's perspectives and assumptions throughout the research process.

The Self-Directed and Conscious Learner

My view of a teacher as a learner to become globally competent was influenced by a self-directed learning model presented by Taylor (1979, 1986), whose research work revealed the importance of the emotional, intuitive, and relational qualities of learning. Her research model depicted a sequence of the learning process toward self-directed learning with four cycles: disorientation, exploration, reorientation, and equilibrium. Learners in her study reported confusion, anxiety, and loss of confidence during the disorientation phase resulting from a contradiction between assumptions and expectations of the learning experiences and the actual learning experience. The exploration phase occurred while learners relaxed and opened themselves to a new experience, sometimes discarding old assumptions and expectations. Insight and intuitively guided exploration marked this phase. The next phase, reorientation, occurred after reflection and major synthesis, where new ways of knowing suddenly made sense, and emotional and conscious acknowledgment of change were expressed in action. The final phase to equilibrium was marked by re-involvement with other learners and consolidation of learning. Understanding Taylor's work assisted me in analyzing study data for Phase One of this study and provided a framework for data collection and analysis.

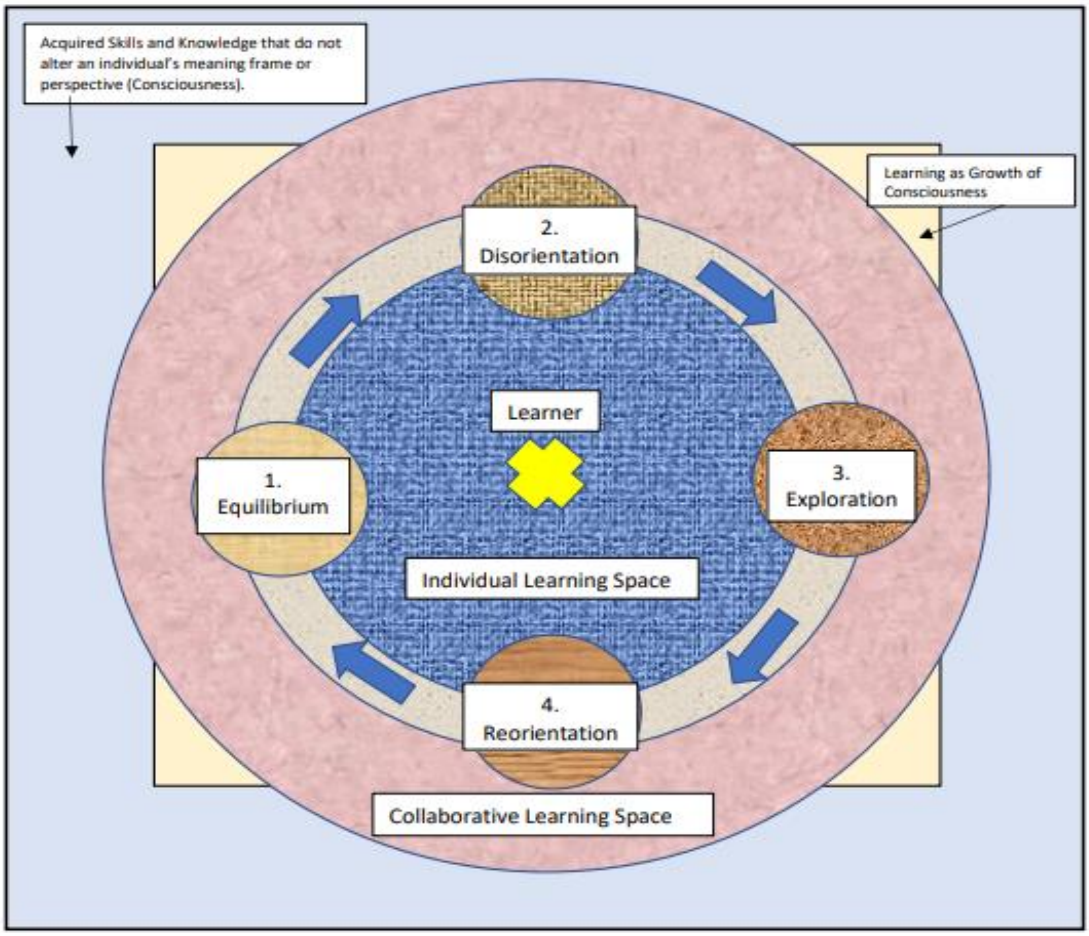
According to Weiser (1988), learning as the growth of consciousness has to do with changes in a personal understanding of reality. He suggested learning as the growth of consciousness follows horizontal or vertical axes. The horizontal plane of learning involved acquiring knowledge and skills that did not alter a person's meaning frame or perspective of reality. However, vertical plane learning resulted in the growth of consciousness, a shift in

meaning frames, and the discovery of an entirely new framework of understanding. I used these theories, particularly his mental model of the two types of learning, to collect and analyze this study's reported personal learning process. Below, find a graphic combining these concepts by Taylor and Weiser into a unified Theoretical Framework for this dissertation. I have created this graphic to clarify the learning I wish to study for this dissertation.

Figure 1 depicts several kinds of learning where the learner discovered shifts in meaning and consciousness growth within a personal learning experience. Combining existing theories assisted in conceptualizing a personal learning experience from the learner's standpoint. In this study, the personal learning experience came from training to become a globally competent educator

Figure 1

Taylor and Weiser Learning Theories



Note: Graphic combining learning theories of Taylor and Weiser from the viewpoint of the learner

The two squares in the graphic represent the work of Weiser, who differentiated between learning that acquires knowledge and skills with changing a learner's meaning frames and perspectives. The large square, which is furthest from the learner, represents learning that does not alter the learner's consciousness. The smaller square is closer to the learner and signifies learning that combines emotional and social aspects with the intellectual. It is upon this square that Taylor's four dimensions of a personal learning process are laid out, overlapping with the learning that is more complex for the learner than the mere acquisition of knowledge and skills.

Both collaborative and individual learning space surrounds the four dimensions of the personal learning process. Learning begins with the learner in a state of satisfaction or insight with what is known, and new learning is signaled when the learner loses Equilibrium and is disrupted by challenges to the learner's frame of reference as she struggles to understand what she is experiencing (Taylor, 1986).

The second dimension of learning, Disorientation, is where confusion, anxiety, and tension are created as a natural byproduct of learning. Another characteristic of this dimension is a crisis of confidence and withdrawal from others. This is where the experience pushes the learner from existing preconceptions, expectations, and assumptions and where the learner can retreat into denial or blame instead of embracing new understanding. According to Taylor (1986), a problem is identified by the learner but not examined.

In the third dimension, Exploration, the nature of the newly identified problem and its relationship to the learner is defined, and the learner relaxes with the problem without solving it. With insight, intuitive thinking, and collaboration with others, the learner gains confidence and satisfaction to progress into new understandings.

Lastly, at reorientation, a significant synthesis is formed where the resolution of the initial problem, new understandings, and insight merge. The reorientation phase produces a "profound conscious acknowledgment, simultaneously expressed in action, that learning was a process in which learners are the actors" (p. 65 Taylor, 1986).

This framework was helpful as a stepping off point in analyzing reported learning as part of this study. In particular, the framework supported the internal learning processes that separated cognitive understanding from the conscious expansion of learning beyond the cognitive. The framework matched the literature defining global competence learning as a transformative act.

For the purposes of this study, illuminating different modes of learning to become globally competent established a baseline for understanding what GCED professional learning decisions are needed moving forward.

This framework also contains theories of both titans of learning, Jean Piaget and Lev Vygotsky. On one hand, it follows Piaget's assertions of a learner changing personal schemas to accommodate new knowledge (Piaget, 1953). On the other hand, Vygotsky's theory of social constructivism also is present in this learning process, with the requirement of collaboration between learners to promote dialogue of the material so that students can critically think about what they are learning (Vygotsky, 1962). The idea of discussion is echoed throughout social constructivism and is enriched through diversity according to Kalina and Powell (2009). There is a distinct connection, Vygotsky asserted, between a personal critical thinking process along with the social interactions a learner experiences and we see this included within the work of Taylor.

GCED as a Threshold Concept

The literature points to GCED's deep, personal, and transformational learning and interpreting of a subject, in this case, the condition of our world. Because of these learning elements, Meyer and Land termed GCED a portal concept (2003, 2005). Shultz (2020) expanded on Meyer and Land's term to identify GCED's new ways of thinking and understanding. According to Shultz, GCED is a *threshold concept* with the following descriptors:

1. *Troublesome*: a challenge to understand and counterintuitive
2. *Transformative*: providing a shift in perspective and perhaps a shift in identity and worldview
3. *Integrative*: Inter-relatedness within the subject is more fully understood

4. *Irreversible*: the new learning is unlikely to be put aside and carries deep learning
5. *Bounded*: moves out the boundaries between existing disciplines.

Using this concept to understand how GCED reshapes thinking and identifying could represent a theoretical lens for understanding this study's learning dimensions.

GCED as a Framing Paradigm from the United Nations

UNESCO described GCED as a holistic framing paradigm for education where "knowledge, skills, values, and attitudes learners need for securing a world which is a more just, peaceful, tolerant, inclusive, secure and sustainable world" can develop (UNESCO 2014a, p. 9). UN's version of GCED has remained aspirational due to implementation challenges mainly related to equipping teachers with new pedagogical approaches (UNESCO, 2018c). Consequently, UNESCO proposed that GCED be centered around learning to live together and adding more local and country contexts. Currently, the UN's GCED focus promotes developing civic and political engagement skills, self-awareness and emotional intelligence, and digital citizenship skills (UNESCO, 2020). UNESCO's vision of GCED offered critical and transformative underpinnings that are needed components for teacher training and teacher preparation programs that, as of yet, remain novel in the U.S. Joining the international community for further GCED dialogue might be a needed next step.

Elmore's Instructional Core

Bringing Elmore's Instructional Core and its importance in thinking about instructional change supported this study by framing how a globally competent teacher can bring GCED and change into the classroom. According to Elmore, everything not in the instructional core can only influence what is in the core. This study indicated that global competence enters the instructional core through the personal commitment of educators grappling to understand the

world. Professional development works, if it works at all, by influencing what teachers do, Elmore asserted (Elmore, 2008). According to Elmore's theories, the quality and impact of professional development depend on what teachers are being asked to learn, how they are learning it, and whether they can do the practice they are being asked to try in their classrooms. Elmore developed a set of seven principles on the instructional core (Elmore, 2008). His first three are worth considering for this study, as they relate to how a globally competent teacher might affect education change. His first three principles are:

1. Increases in student learning occur only as a consequence of improvements in the teachers' knowledge and skill, student engagement, and level of content.
2. If you change any single element of the instructional core, you must change the other two.
3. It is not there if you cannot see it in the core.

Taking Elmore's three principles and using them here with new intent, the impact of supporting educators to become globally competent became clearer. The other two factors within the instructional core - *content* and *student engagement tasks* - are changed by developing the educator's global view and acquiring new GCED skills and understandings. By transforming the thinking and doing of the educator, global competency enters the instructional core and alters all three elements. Using Elmore's instructional core as a heuristic helped identify how globally competent teachers create educational change and broaden classroom experiences to embrace GCED.

One way to envision how these conceptual frameworks intertwine is to use them to underpin the unique interconnections in this dissertation's interviews and conversations with participants. Integrating the work of Taylor and Weiser with that of Meyer and Land requires

taking on dual perspectives – that of the reported experience of the learner compared *with* that which is learned and carries complex and transformative features. For the purposes of this dissertation, both the learner and the learning are considered with a third additional layer which concerns Elmore's concept of the instructional core. Elmore's instructional core creates the theoretical space where GCED and global competency transpire and allows for new understandings of what is needed and required of the learner and the learning from within a learning environment. Taking all three bands of theory into one, the teacher, the learning, and the classroom converge for a better understanding of what it means to become globally competent and educated to be a global citizen. This understanding is new and unique and helps to explore and create the planning and support needed to implement GCED and was the core contribution in both Phase One and Phase Two of this dissertation.

CHAPTER 3: METHODOLOGY

This section provided an overview of the methodologies used in this study. The mixed methods research design is described, and the study sample is explained. Data details and analysis follow.

Research Questions

The following research questions guide the study of the personal learning journey of educators to become globally competent. This is Phase One of this study. The first four research questions guided this study. The last two questions guided the focus of conversations with Think Leaders to understand progress within the GCED movement.

RQ 1. How do teachers describe the process of learning to be globally competent?

RQ 2. What changes do teachers share about themselves as a result of professional learning in global citizenship education and global competency?

RQ 3. What are the dimensions of this personal learning experience, and how do these dimensions impact teachers?

RQ 4. How do teachers describe *Global Competency* from their own experience?

RQ 5. What current efforts expand the GCED movement and prepare teachers for this work?

RQ6: What perceptions within the GCED movement currently exist?

Phase Two of this study was to synthesize shared thoughts about the GCED movement from think leaders and practitioners currently at work in the U.S. A synthesis of conversations from these sources was considered to provide a unique perspective on where GCED currently stands as a burgeoning movement. These conversation questions were tailored to fit the expertise of the various interviewees in their fields, deliberately fashioned for the interviewee, and

organically created within conversations between the researcher and Think Leaders. Questions centered around two central themes: providing insight and illumination into the GCED movement and their efforts in it; providing feedback in regard to the study's original conceptual framework and principles for GCED teacher learning. Questions for Think Leaders were tailored to fit the expertise of the various interviewees in their fields. For Think Leaders, conversations might include questions such as: What is your vision for education change? How might you support global competency learning for teachers? What signs do you see that GCED is in classrooms

Research Design

This study used an exploratory sequential mixed-methods research design, integrating qualitative and quantitative survey data for the first phase with interpretive feedback from conversations moderated by the researcher to gain additional insight for the second phase. The method sequence began with qualitative and quantitative data collection from 11 teachers who experienced global competence training. They were centered as experts in the learning process in this study, as they experienced this personal learning firsthand. Intentions for this learning were also collected. A questionnaire was the initial data collection method, and six participants returned to be interviewed within five months of completing the questionnaire. A main part of the interview was viewing summative questionnaire data uploaded onto the Mentimeter application. Each interview was recorded in a ZOOM video conference, and transcripts were created. As questionnaire data were shared as part of the interview, the researcher asked open-ended questions to capture each participant's insight, analysis, and interpretation of the overall questionnaire data. This feedback was layered into the analysis. Both the questionnaire data and interviews were coded using descriptors in Dedoose and were further analyzed and considered in

the design of a conceptual framework and in the development principles for understanding the dimensions of becoming a globally competent educator. Each interview was considered a "unit of analysis" rather than an aggregate of opinions to expand interpretation opportunities (Barbour & Morgan, 2017). Mixed methods are well-suited for designing a conceptual framework by putting together qualitative and quantitative samples that provide narratives and numbers for the depth and breadth of data. (Onwuegbuzie & Johnson, 2006).

World Savvy Certificate Program

In Phase One, a questionnaire was electronically sent to 39 alumni and participants of World Savvy's Global Competency for Educators Certificate Program (GCCP). World Savvy's GCCP was offered as a one year program in 2016 and 2017. Each course offered lectures, a developed syllabus, a reading and resource list, collaborative dialogue, and writing and reflection requirements. GCCP totaled five modules of on-line courses (see Appendix J). Within each module, course options were selected by the participant except for the first module, which had three required courses: Introduction to Global Competence (2 credits), Dialoging in Global Education (1 credit), and Global Systems (1 credit).

Some 39 participants completed GCCP requirements. Of these, 11 participants completed the study questionnaire, and six educators were interviewed. Each interview had two parts. The first part was recording responses to three open-ended questions. The second part of the interview was to show them the overall results of the questionnaire on Mentimeter in a PowerPoint presentation, asking for their insights and responses. The GCCP, when described by the participants, was "rigorous," "really involved," and "should have been my master's."

For the second GCCP module, participants were required to select two modules from these titled offerings: Sustainability and Environment (1 credit), Human Rights and Global

Competency (1 unit), Poverty (1 unit), Economic Globalization (1 unit), and Aesthetic Experiences (1 unit).

For the third module, participants were required to select three modules from these titled offerings: Digital Pedagogy and Global Competence (1 unit), Inquiry-based Learning for Global Competence (1 unit), Discussion Leadership for Global Competence (1 unit), and Curriculum, Design, and Assessment (1 unit).

Module Four was the international or United States fieldwork experience, where the participants were placed into small groups and sent to education settings in Bangladesh, Colombia, Ecuador, LaPush, WA, Tanzania, or Uganda. These two-week experiences were two credit requirements.

Module Five was a one unit course to complete the Capstone Project and was supported by Capstone Seminar. Though several participants mentioned their capstone projects in the interviews, the fieldwork and online courses were mentioned more as necessary experiences. Also noted in interviews was World Savvy's Global Competence Matrix, as seen in (see Appendix J) defined vital qualities, characteristics, and abilities Globally competent individuals should possess. Participants reported using this matrix to reflect upon their personal growth throughout the program. Several educators also mentioned using this resource as a touchstone for their lesson designing and objectives while planning a Global Citizenship Education unit, approach, project, or inquiry for their classrooms.

Only educators who completed this program were included as part of the study. They were experts on the learning process to become globally competent, as they had direct experience with the construct of the study (Vogt et al., 2004). No other criteria for the selection of participants for this group were imposed. The questionnaire included demographic questions

such as reasons for taking the course, gender, culture, race, and age. Other questionnaire data created a baseline of information for later interpretation. Using a seven-point Likert-type scale, the questionnaire also included questions about each participant's immediate feelings, thoughts, and self-perceived knowledge about becoming global competency. Recruitment took place in three waves: (a) member announcement, (b) personalized email with the Questionnaire link (see Appendix F) (c) personalized follow-up reminder emails (see Appendix C). Two respondents were randomly selected to receive a $200 gift certificate for completing the survey. The survey remained open from January 1, 2022, through February 28, 2022.

In Phase Two, to further enhance this study's outcomes, Think Leaders of Global Citizenship Education and related areas were sought for conversation with the researcher to seek resonance and illumination regarding the study's preliminary results and to capture GCED movement developments (see Appendix I). At times, snowball sampling was used to expand the number of candidates. These practitioners and Think Leaders were recruited from three areas: one, from academics in higher education; another, from teacher educators who prepared teachers to do the work in U.S. classrooms; and non-profit organizations and consultancies focused on bringing global competence, GCED, and prosocial learning into U.S. education experiences.

Instrumentation

Interviews are the second data collection effort to record the participants' interpretations. Interviews were recorded and transcribed via ZOOM video conferences. All questionnaire (see Appendix F) respondents were invited to interview via email and ZOOM invitations. The two main topics of the questionnaire - focusing on learning process experiences and changes teachers reported in themselves and their work as a result of their global competence learning, are the foci of the interviews. During each interview for Phase One, data from the questionnaire were shared

visually in text and various graph forms to enhance discussion and participant interpretation. As a constructivist, my analysis of the interview data aimed to illuminate the teacher candidates' experiences and to move to a level of interpretation that emphasized “illumination, understanding, and extrapolation” (Patton, 1990, p. 424). During the interviews, the researcher planned for emergence by having the option to conduct the discussion around the predetermined moderator parameters but also remained open to considering using previous interview insights to address concerns discovered during earlier interviews. This plan for emergence allowed the researcher to explore further views and experiences of participants (Barbour & Morgan, 2017). This approach also was followed for the Phase Two conversations with Think Leaders.

In Phase Two, some Think Leaders selected by the researcher as practitioners or theorists active in the field were asked for feedback regarding the study's preliminary results and the GCED movement. For teacher educators, questions for the interview centered around their thinking and actions to implement global competency development and GCED learning into their coursework and classroom support of developing teachers. All three teacher educators provided feedback on the domains of personal learning and 10 principles for professional learning. For higher education professors, broader and more thematic questions were posed, asking them to weigh in on GCED considerations for education change. For non-profit leaders and consultants, the main focus was to ask for signs of GCED movement advancement and how their work coincided with or supported the movement. For all three types of Think Leaders and practitioners, Phase One outcomes were shared to collect insight but not necessarily from all individuals.

The micro-teacher-level and macro-movement-level data converged in these Phase Two conversations. The conceptual framework and principles for professional training were presented

from Phase One in Phase Two with several intents. One intention of the researcher was to confirm if these study outcomes matched their knowledge of global competence learning and what they understood needed to be supported within schools and organizations. Another intention was to learn from their implementation efforts if these considerations might be helpful or similar to existing conceptual frames. These became themes for understanding this dissertation's GCED movement and the responses to GCED and global competence questions tailored to each Think Leader's expertise. From these responses, the researcher drew thematic connections. The researcher considered implications for the GCED movement and feedback to the study for study conclusions.

Participants

Participant demographics are displayed in Table 4 below to describe the educators who took part in Phase One of this study. All eleven participants completed the yearlong online learning modules as part of World Savvy's Global Competence Certificate Program and completed a capstone project following a fieldwork education experience in another part of the world. Six participants who completed the study's questionnaire also were interviewed to analyze the overall questionnaire data and to respond to open-ended questions about their global competence experiences.

Table 4

Study Participant Demographics

Pseudonym	Sex	Age	Primary Language	Years Teaching	Year of WS/s GCC program	State of Residence
Kasey	Female	30-39	English	No data	2016-2017	Pennsylvania
Louisa	Female	40-49	English	13	2016-2017	Florida
Lynn	Female	30-39	English	11	2015-016	Minnesota

Amelia	Female	30-39	English	9	2016-2017	Indiana
Crystal	Female	50-59	English	No data	2015-2016	Texas
Kimmie	Female	30-39	English	19	2015-2016	Massachusetts
Ju	Female	40-49	Mandarin	23	2016-2017	Illinois
Catherine	Female	30-39	English	12	2016-2017	Minnesota
David	Male	30-39	English	13	2015-2016	California
Stacy	Female	50-59	English	20	2015-2016	California
Tabitha	Female	60 and over	English	36	2015-2016	Virginia

Table 7 below offers general information about each Think Leader and practitioner who took part in Phase Two of this study:

Table 5

Leaders of the Global Citizen Educators

GCED Leaders	Professional Role	Global Awareness Experience
Fulbright governor's award recipient educator; multiple Fulbright missions to central America and Europe.	Currently a teacher educator for New Mexico in the alternative credential educator programs supported by the state. Considering changes in preparedness for social studies standards adopted in February 2022.	Educator who blogged about global awareness and global competence development of herself. She conducted research and blogged about classroom practices to expand student inquiry on global challenges.
Teacher educator who designed a global awareness focus within a teacher credentialing program.	Established a foundation to train teachers and school staff on the sustainability United Nations goals.	Searched out international experiences to gain one's own global competence.
Former classroom teacher who focused instruction on global approaches and student-	Director of an on-line program to link educators with other educators around the world for co-	International personal experiences and study of global issues. Presenting as a globally competent educator on the United Nations

centered inquiry.	learning opportunities and professional development.	Sustainable Development Goals in international conferences and training.
Author two books on student-centered globally competent teaching.	Consultant who trains teachers on 21st Century instructional approaches who also keynotes and coaches educators and leaders.	Teacher in South America as well as the U.S. International experiences as a student in a non-traditional schooling in U.S.
The global competency experience and conscious learning aspects for the educator. Interconnectedness and unlearning aspects of this learning.	U.S. University professor of gender equity and transcultural feminism	World traveler and international researcher. Childhood spent living in numerous international locations.
Gender equity and cosmopolitanism. Interests in how global issues are entering into youth and young adults through education.	U.S. University professor of gender equity.	World traveler and international researcher. Spent the 1960s as a civic advocate for social change in anti-racism.
Research on global citizen identity and pro-social value development	U.S. University professor in educational psychology	International researcher and traveler.
International comparative global education, political sociology of education researcher and theorist	Distinguished Professor of Education and former UNESCO Chair on Global Learning and Global Citizenship Education (2015-19). Addressed the United Nations repeatedly since the adoption of the SDGs on Global Education.	A world scholar who studies the work of Paulo Freire and feels exiled from his home country of Argentina and describes his life as one of a globetrotter and world citizen.
Developing and promoting global awareness and competence of educators for development of global citizenship	Program officer of a non-profit in the U.S. focusing on developing educators with on-line programs and international educator experiences.	A former classroom teacher who left the classroom to work for community non-profits and in large urban school districts to develop educator professional development and global awareness.

education in the U.S.		
Promoter of global citizenship education and global competence of educators	Founder of a U.S. non-profit who is a keynote speaker promoting adaptive schools in a diverse, interconnected world.	While at university studying International Affairs and Economic and Political Development, worked with a Muslim colleague in a 9/11 world to create ways for education to become more global.
Transformational training for educators, student-centered learning and international experiences for students and teachers	Non-profit founder Global Education programs to promote project-based learning	International journalist prior to founding the education company whose own experience in leaving the U.S. for international experiences led to education.
Author of Global Citizenship Education and co-creator of global competence curriculum used by active non-profits	Dean of Education	Former social studies high school teacher, professor, and U.S. thinker on GCED
Published researcher on educator global competence, focusing on developing self-reflection educator tools and the use of technology for international transcultural classroom experiences.	Associate professor in teacher education and lecturer for one global competence course within the Social Studies content study	Former social studies high school teacher and Longville Foundation Fellow

Note: Interviews were conducted between December 2021 to October 2022.

Reference in Appendix H: Think Leaders for the Global Citizen Education

Data analysis

Defining the personal learning process of teachers to become globally competent has profound implications for the GCED movement. This study attempted to illuminate these experiences so that personal learning needs to be influenced by how and what GCED teacher

training encompasses to best prepare teachers. The transformative nature of teacher learning to be globally competent may well be the central act in GCED professional development. This has implications for all learners grappling with understanding our 21st Century world and responding to deep inequities, human marginalization, and environmental threats in today's world. Education is the space where we can "challenge the modern/colonial imagery" (Andreotti, 2015, p. 226) and where we can express our hopes for solutions to global challenges while confronting "the impossibility of our desire for changing the world without changing ourselves" (Ibid.) Teachers in GCED, therefore, become globally competent as they reside in the interface between existential "waking up" and a refusal to "withdraw from it" and instead face a "plural, undefined, wonderful and terrifying world" (Andreotti, 2015. p. 226).

Wahlstrom speaks about the cosmopolitan aspects GCED teachers inhabit and the need to "capture global relations and dependencies from the perspective of an individual's conscious attitude and active participation" (Wahlstrom, 2014, p. 114). This orientation of cosmopolitanism calls for reaching in for reflection and change, fused with a reaching out and receptivity towards all of humanity and resistance towards staying with our "own" group and seeing the local within a global perspective. Theorists claim that GCED encompasses more than information gathering, knowledge and skills acquisition, and critical and analytical thinking skills. For teachers and their students, "true global citizenship requires an attitudinal shift," a growing empathy for all, and empowerment towards action (Sklarewitz, Fields, Seider & Didier, 2015, p. 190). This shift is the focus of this study, and this dissertation proposed that before a teacher can capably instruct GCED, they must first know what it means to them, how it presents itself in a multidisciplinary way, and how it transforms the learner from their own firsthand experience. Andreotti calls for

educators to combine deep reflection with coordinated action in preparation for rolling out GCED in classrooms.

Participants of this study considered how becoming globally competent changed their teaching. Charted within this study are general descriptive details for each instructional core element. This chart (see Appendix J) pulls initial data from a questionnaire that contained quantitative and qualitative data questions and was completed by 11 educators. The follow-up one-on-one interviews focused on open-ended questions, analysis, and insight from six educators about the overall questionnaire data. Coding and excerpting of the qualitative data were completed on Dedoose. There were 73 coded excerpts from participants sharing when they reported how global competence affected their teaching.

In describing this journey, this researcher hoped this study could contribute to existing literature descriptions of what it means to be a globally competent educator ready to explore a new 21st Century pedagogy in GCED. In confronting and asking challenging and disruptive questions and destabilizing learning moments, a GCED perspective arrives, first in educators and then in classrooms. Acknowledging the needed internal changes for each learner and what it means to become globally competent are critical elements in GCED teacher preparation and training.

Insights from movement leaders and practitioners confirmed this from their different perspectives. The process to theme development for Phase Two of this dissertation followed the study for Phase One. Therefore, the personal learning experience of educators was fresh description and the Domains of Personal Learning as well as the Ten Principles for Professional Learning that were outcomes of Phase One to review and share for feedback in Phase Two. Feedback and insight on Phase One efforts and outcomes fueled portions of conversation with

Think Leaders. As well, their own work and ideas about GCED implementation and where the GCED movement was developing were main topics for illumination. Both these features within the conversations with Think Leaders assisted in devising themes and areas of convergences that helped to organize the data for Phase Two. This inductive process was accomplished in Dedoose through coding of the narrative until themes emerged from the collected data in the form of notes and transcripts of the Phase Two Think Leader conversations.

Recruitment was in the form of an invitational email from the researcher asking each to be interviewed. Some practitioners and think leaders were known to the researcher through their published work, while others were recruited by recommendation of those who were interviewed earliest in the process. Think leaders' and practitioners' qualifications and work roles were independently confirmed by the researcher to confirm their identities and work experience within the GCED movement and education change efforts. According to Naderifar et al. (2017), snowball sampling is used as a recruitment technique. Snowball sampling was used research with participants in Phase Two to assist the researcher in several instances. For the most part, Think Leaders were invited into a conversation by the researcher (see Appendix I), who knew the individual because of their published work.

CHAPTER 4: FINDINGS AND RESULTS

Defining the personal learning process of teachers to become globally competent has profound implications for the GCED movement. Throughout the literature, there is a morass of theories that, rather than clarify a path to practice, muddy GCED efforts in real-world classrooms. This study focused on teachers committed to learning and growing to match a changing world; following what Andreotti (2015) suggests, educators "go upriver" by merging deep reflection with coordinated action (p. 227). Considering how educators become globally competent, GCED can advance with purpose and become grounded in practice.

Phase One: Educators with Reasons to be Globally Competent

Only one participant entered the GCCP program with several of her public school teaching colleagues. Most of the 11 participants in this program had individual motivations and were not affiliated with other participants. The survey asked each candidate about their current professional status. During the training years of 2015-2016 and 2016-2017, all participants were educators; by 2022, three had left education, according to responses from the questionnaire. Of the three who left their education positions, one left her school to head a non-profit serving underprivileged high school students. This participant also continued work in Kenya to develop educational spaces and opportunities in the community where she had fieldwork with this program. The Kenya experience pushed this educator to speak about empathy, global competence, and education in a 2019 TED talk. Another educator left her teacher education faculty position at an East coast university to run a consultancy offering United Nations Sustainable Development Goal training to teaching staff and community groups. The third participant who left teaching in the classroom took on a directorship for online learning. Her department oversees teacher education on global issues. One of the eight participants who stayed

in her position took on an expanded role within her school to head a new global education department. Figure 2 below displays the survey question results, which asked participants about their level of commitment coming into the global competence training.

Figure 2

Participants' Level of Commitment to Global Competence Training

As most participants enrolled in the World Savvy program as individuals and not as part of a group, it is not surprising that participants reported high levels of commitment to becoming globally competent. These responses indicated that a high amount of interest was present in most participants prior to the training. These participants shared that they were motivated learners and not just curious about the topic.

Global Training Prior to the World Savvy Training

When asked in the survey if each participant had taken formal classes in global issues, global studies, or global citizenship education, eight of the eleven answered "Yes." This indicates more than being aware of the topic of global competence. Beyond the World Savvy training, eight participants out of 11 surveyed indicated they had continued to seek intentional learning related to global competence beyond this World Savvy training. For the participants of this study,

global competence training was desired. Some eight out of the eleven answered the question, "What was the main reason you completed the World Savvy training?" with the chosen answer, "I was personally committed to becoming globally competent."

In answering the survey question "What did you hope to get out of becoming globally competent?" five of ten responses focused on their classrooms, with one respondent shared that she hoped to come out of this training with a way to help students "understand the world around them." Another participant expressed the desire to "push me to gain more tools for advocating for change in my district and to improve my pedagogy." The other five responses focused on learning for personal development and understanding. One respondent shared that she enrolled in the training to gain "a better understanding of the world and (gain) ability to express that to my students." Another respondent shared her hope that becoming globally competent would help her "play a more positive role in helping with international issues."

Defining What Global Competence Means to Educators

Educators in this study were asked to describe *Global Competence* from their experiences as teachers and individuals. Survey questions focused on what it means to be a competent global educator and how it feels to become globally competent. Survey answers offered both instances and feelings about global competence tied to the instructional core, where all educators interact with content and the student to bring about learning (Elmore, 2008). Following Elmore's work, bringing global competency approaches and focus into the instructional core is ground zero for the demanding work of teaching and learning. Though Elmore references the instructional core to expound on how to improve instruction, for this study, the instructional core is a heuristic for considering what globally competent educators bring into their classrooms. Respondents shared what changes in teaching they initiated as a result of global competence training. These changes

to teaching affected both content and student engagement/work and were related to examining global issues and supporting the global competency growth in their students. Catherine explained in her interview that part of being globally competent is "seeing that opportunity for students to do the things that I wish more adults could do."

Table 5 and Table 6 below arrange participant statements expressed in the study data regarding how their global competence affected their interactions in the class and with the content and the students. Overall, participants frequently considered the effects on their teaching. Also charted are general descriptive details for each instructional core element. This chart pulled initial data from a questionnaire containing quantitative and qualitative data and was completed by 11 educators. The follow-up one-on-one interviews focused on open-ended questions, analysis, and insight from six educators about the overall questionnaire data. Coding and excerpting of the qualitative data were completed on Dedoose. There were 73 coded excerpts from participants sharing when they reported how global competence affected their teaching.

Table 6

Participants' Statements on Global Competencies A

Instructional Core Identifier: **Teacher**	Instructional Core Identifier: **Content**	Instructional Core Identifier: **Student**
References to GC in the study data focused on their teaching approach and their knowledge and skills to teach	The study data references GC focused on selecting content to teach.	References to GC in the study data focused on student involvement and work.
Number of codes: 34	Number of codes: 10	Number of codes: 22
Overall descriptive details about the globally competent educator:	Overall descriptive detail about content:	Overall descriptive details about students:
Developing skills to link the community to global topics	Global competence objectives at the introduction	Overall descriptive details about what content concerns

and examine the interconnectedness	of lessons	the globally competent educator considers:
Developing teaching to amplify multiple perspectives	Global competence objectives at the introduction of lessons	Employ a strategic academic controversy approach
Developing teaching moves to invite students to make meaning global and local challenges and issues	Texts students experience to develop opinions and argument	Develop civic action projects at the local level
Using experiences from fieldwork from a program that reminded teachers of accepting difference and showing appreciation of people from different cultures and places	Inquiry projects that students propose Lessons on multiple cultures Student experiences with multiple cultures	Develop deeper inquiry approaches with non-fiction text Develop lessons around critical inquiry
Integrating global competency thinking into teaching and planning	Lessons on developing empathy Community engagement projects	Develop student activities to grapple with ideas different than one's own and manage the tension this causes

Table 7

Participants' Statements on Global Competencies B

Instruction Core Identifier: **Teacher**	Instructional Core Identifier: **Content**	Instructional Core Identifier: **Student**
Developing approaches for the classroom to deepen ways to inquire, question, research, and revise thinking	Lessons on awareness and sensitivity in cross-cultural communication	Develop lessons to understand multiple perspectives
Develop thinking to link learning to civic action		Develop lessons to develop civic empowerment and student's voice
Integrate empathy and humanistic thinking into teaching		Introduce transcultural communication/learning between students in U.S. and international communities
Integrate disorientation and		Develop transcultural

discomfort into teaching to create new learning	mentoring programs
Develop ways to deepen learning and nuance in understanding the local community	Develop lessons around social movements around the world
Revaluation of pedagogy To change planning and instruction to reflect global issues and global experiences	

An almost equal number of participants reported experiencing changes in their teaching focus that were “significant changes” and “some changes.” When the questionnaire answer is contrasted with the question asking about the impact of the training on their knowledge, more drastic differences are noted. Some eight participants reported gaining” significant change” in their knowledge as an outcome of the training, as opposed to three participants who reported “some changes” to their knowledge, as seen in Figure 3 and Figure 4 below. This indicated that, for the participants, becoming globally competent resulted in expanded knowledge that benefited their teaching and their worldview.

Figure 3

Participants' Outcomes of Becoming Globally Competent 1

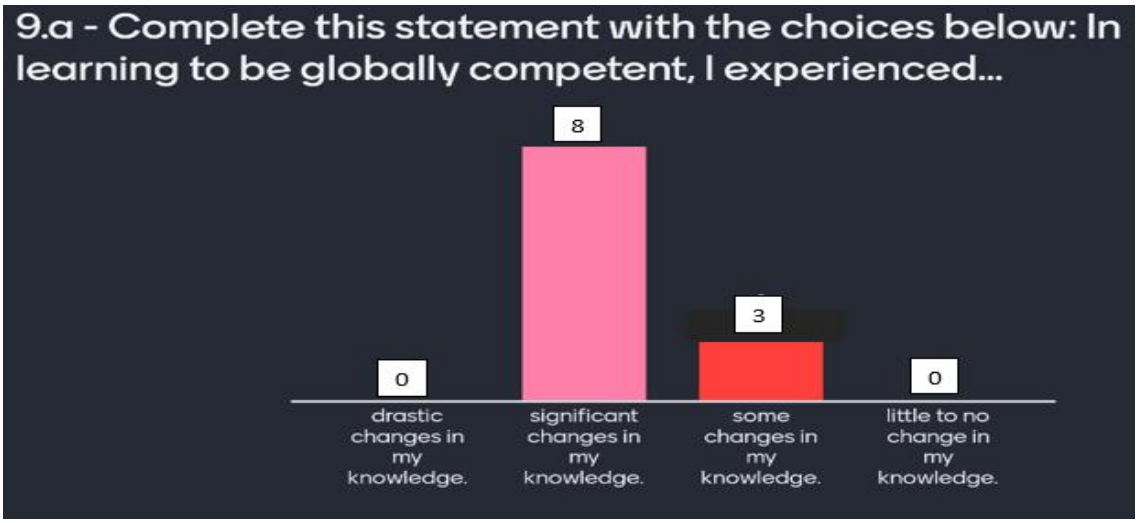
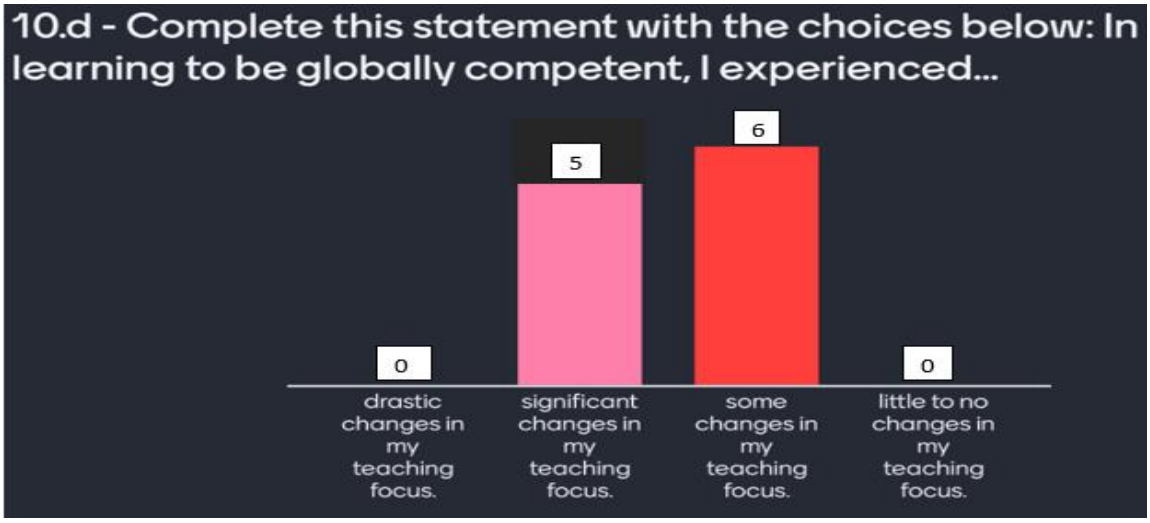


Figure 4

Participants' Outcomes of Becoming Globally Competent 2



In addition to the above table of information, participants shared school level outcomes of becoming globally competent in the form of stated hopes and goals. Building a school culture around global competence, creating a new department of global studies, and promoting systems change within a school to prioritize students' global competence were expressed. Teachers reported that they also extended their efforts beyond their school as a consequence of gaining

global competence by presenting workshops to other educators. Teachers also supported international education projects beyond their schools and classrooms.

Global competence showed itself within educators by affecting their decisions regarding the instructional core. These new decisions were fundamentally different from prior decisions. Participants shared that, as a result of changes in themselves, the resultant content, student tasks, and engagement strategies for the classroom changed. This mirrors Shultz's interpretation of GCED as a "threshold concept," describing how global competence signals new thinking and understanding that disrupts former approaches of planning and instructing. As a threshold concept, global competence is troublesome, transformative, integrative, irreversible, and within expanded boundaries (Shultz, 2020). Participant interview responses provided further insight into how global competence changed educators' thinking about instruction. As David explains, global competency framed his teaching; "Your understanding and knowledge of global issues in your focus (helps) you to teach within this awareness about the local…It is not about the content so much…It is about the lens you look through the content." Tabitha shared that global competence is empowering because it helps the individual to understand "the profound interconnections of the history, economic, political, climate systems across cultures around the world as well as the skills to create systems that make the world work better for everyone." Catherine shared that being globally competent means she is prepared to assist students to understand the "complexity and interdependence of our global society," Louisa explained how being globally competent has helped her to teach "holistically and beyond one-sided stories" and to select content for her classroom that provides a global picture.

Figure 5

Participants' Outcomes of Becoming Globally Competent 3

This study indicated that global competence affected educators on a personal and a teaching level. Participants shared new understandings of the world, its issues, its people, and the expanded effort to gain multiple perspectives and empathy. These factors are joined with changes they report as a result of becoming globally competent. Figure 5 above reported participant responses to their feelings of empowerment as an outcome of global competence and the training they experienced. As educators and individuals, feelings of empowerment were experienced by all but one participant. This indicated that the training resulted in at least some transformation that promoted change and action. As Figure 6 below indicated, feelings of empowerment were experienced. Several interviewees shared that they scored themselves as having "some feelings of empowerment" because they were already empowered by their worldviews and perspectives on the planet and humanity.

Figure 6

Participants' Feelings of Empowerment

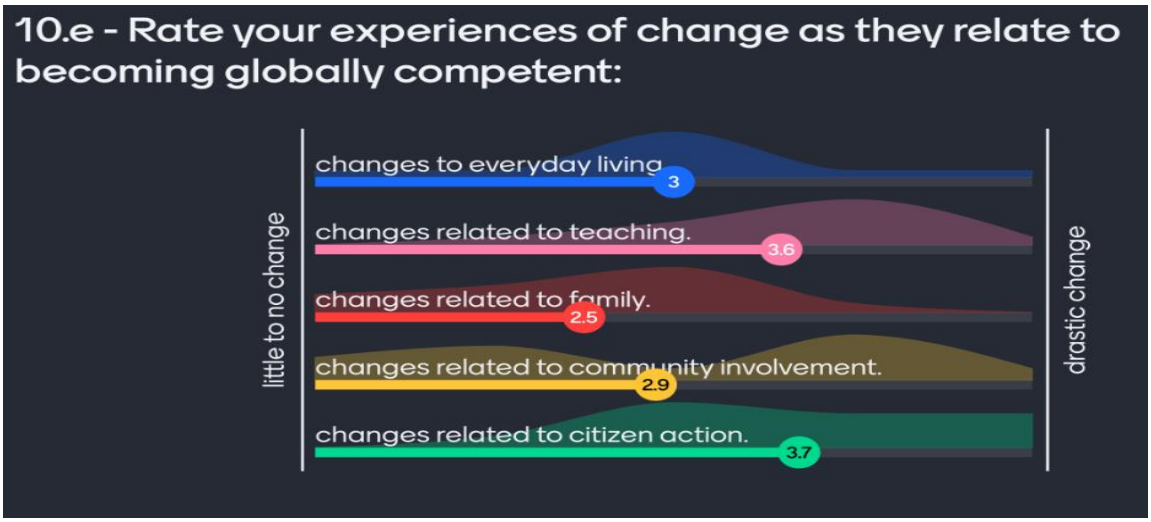
Emotions as Part of the Learning Experience

The survey results revealed a learning journey that was deep, emotional, and challenging. The two graphs below described their learning experience and when the training required them to relearn past learning. To describe their learning, almost half of the words chose positive feelings, the most popular descriptor being "curious" and also including "enlightened" and "inspired." The other half of the contributions described less benign feelings in the learning, with words such as "uncomfortable," "unexpected," or "angry." This strong mix of emotions followed past studies on global competence and GCED learners who reported experiencing difficult times or existential angst while learning and absorbing the hard realities of global challenges of today, the harsh inequalities between world societies, and the growing conflict around who and how solutions can be reached on the global scale (Hicks & Bord, 2001, Kopish, 2017, Rogers & Tough, 1996). Bringing this learning to students openly and humanely is to interrogate existing structures and our assumptions about them, clearly bringing about new mental models for how to view the world and our role in it (Shultz 2020), so it is understandable that becoming globally

competent required grappling and questioning that is personal, internal and emotionally charged. Figure 7 below further illustrates participant responses to change. A range of changes in living, social action, and teaching was rated on a five point scale.

Figure 7

Participants' Responses to Change



Participants reported the most change related to teaching and citizen action. While looking at the overall data, several educators who were interviewed expressed how they were not surprised by these outcomes. “I mean, they are related. We did a lot of learning about how teaching (GCED) leads to (civic) action,” Kimmie said. “The last thing we recognize is how our everyday life has changed,” Tabitha surmised when asked to analyze the results, and she remarked on the lowest rating. For both of these responses, it seemed relating changes as a result of becoming globally competent was more apparent and impactful to teaching than to the living. Figure 8 indicated the impact of relearning as part of becoming globally competent. The resultant word cloud helped to understand reactions to challenges learners might have experienced as part of the learning. The three most used descriptors, “curious” “uncomfortable,” and “hopeful”

created an interesting juxtaposition of emotions that included positive and negative meanings and revealed the range of descriptors related to the expectations of participants.

Figure 8

Participants' Responses to Overall Change

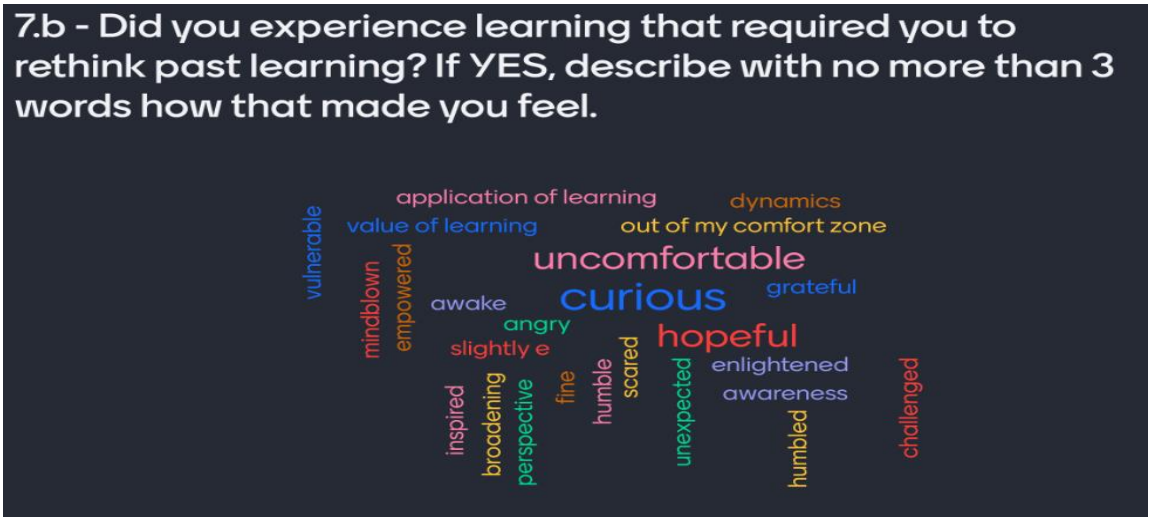
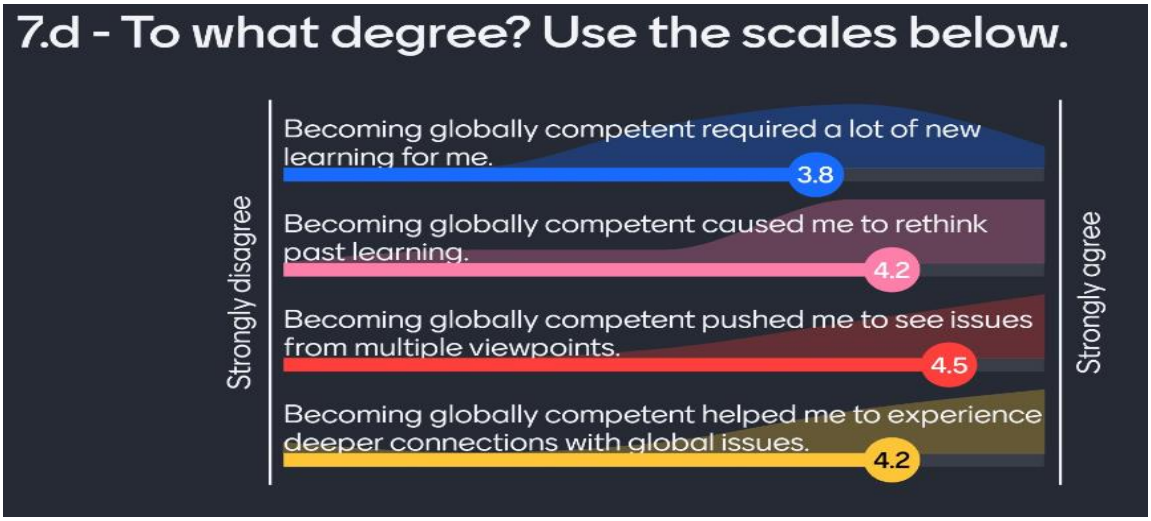


Figure 9

Participants Word Cloud Count 1

In analyzing the second word cloud shown above, a mix of terms indicated conflict and disorientation. Words like “hopeful,” “stimulating,” and “exciting” are mixed with “confused,” “stretched,” and “jarring.” Figure 9 rated the challenges that might push global competency into transformative and challenging learning. “Rethinking past learning” and creating deeper



connections and multiple viewpoints were rated highly by the participants. Mignolo describes this state of expansion and enlightenment in thinking as epistemic disobedience, were adapting to being globally competent is experimental and opens up space for the learner to thoroughly question past learning and assumptions. As Andreotti (2015) asserts, GCED must do global competence and provide a way for learners to open themselves. They do this, Andreotti asserts, through analysis and learning how inequalities developed as a part of history and how creating a worldview is a courageous act. Shultz further asserts that equity and global justice responses, in both local and global contexts, are disruptive topics for learners. Teachers must prepare to teach such lessons by first experiencing these troublesome conditions of the modern world themselves. Andreotti contends that changing conditions of harm in today's world is an ambition that follows first changing ourselves (Andreotti, 2015). Through their choice of descriptive words to capture their learning, participants in this study encountered new learning and perspectives that altered personal thinking and expanded their knowledge in ways that were not always comfortable. This indicated they experienced both positive and negative emotional evolutions. In looking at the overall questionnaire data during interviews, participants spent an appreciable amount of time studying the word clouds, commenting on the chosen descriptors, and appreciating the overall effect.

This word cloud in Figure 10 also contained terms like "technology" and "government." One interpretation of why participants included these words might be that these topics were where new learning took place as part of the CCCP training. "Skills for (the) 21st Century" might indicate that global competency fell into one teacher's idea of what needs to be present in today's classrooms and is a novel idea. Three participants mentioned in the interviews how on-line learning and technology for collaborative efforts were novel. "It was a pre-COVID

experience, and we were from all over (so) technology was an important component (of the program)," Patti shared.

Figure 10

Participants' Word Count 2

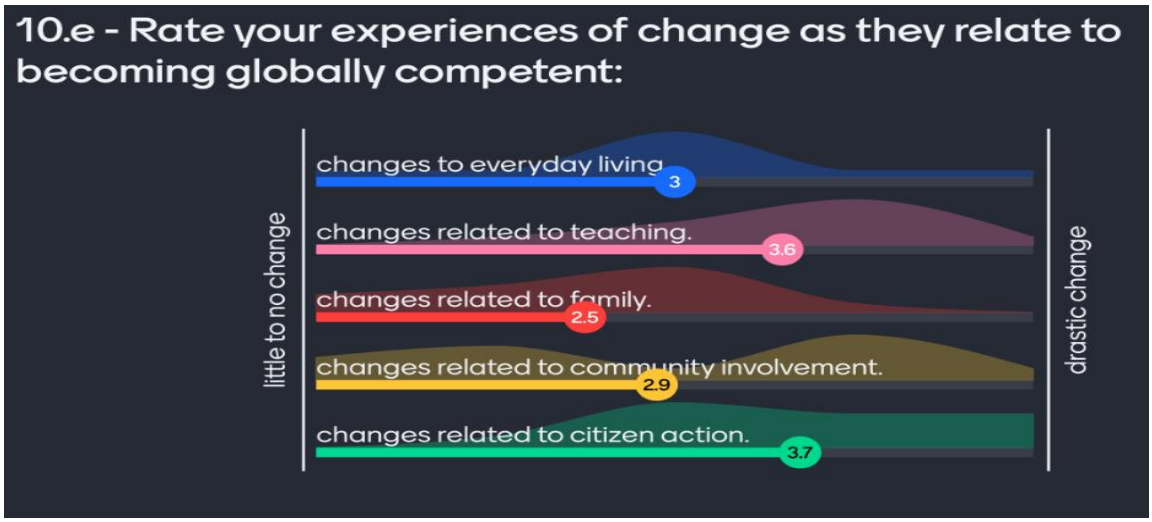
Reported Changes

Reported changes in teaching are only one area of this study as an outcome of global competence training. Figure 11 below depicted ratings for how becoming globally competent was also related to changes reported by participants in living and community/civic matters. The following graph rated the degree of change participants experienced on a five-point scale. The two highest-rated areas for change were reported teaching and citizen action. Several participants remarked that they saw a link between these two areas. As Tabitha stated in her interview, "We face big challenges together, and we prepare students who are going into a world that we cannot even imagine, right? So to help them, we have got to get involved in the local, not just the global." Catherine shared in her interview that becoming globally competent helped her to see the link between education and civic action. She shared that her commitments to her classroom

promoting student inquiry and advocacy linked local causes to issues with global resonance. “It makes sense now,” she reasoned.

Figure 11

Participants Ratings Becoming Globally Competent



Though family-related changes were rated lower than other areas, participants who were interviewed shared how global competence and family intertwine. For Louisa, becoming globally competent herself became a commitment she shared with her daughter, whom she has taken back to Kenya, and her field experience location from the program. “I mean it changed my life and a lot about my daughter’s experiences. We went back to Kenya together, stayed with my host family from the program. She has been so influenced that she is now in college doing African studies and government,” Louisa said. Catherine, a young mother of two, shared that her experience to become globally competent “definitely influenced how I am rearing my children, but I don’t have a clear answer to how.”

For Patti, her gifts to her grandchildren have a global bent since her global competency training was completed. “I look for things that teach them,” she said. Patti also wondered why the family rating in the questionnaire was scored lower than the other options like teaching or

community action. Patti reflected on how her global competence has changed dinner conversation at her house and what news sources she and her family access. “Are the others (participants) doing that too?” How we function with our family might also be a message to ourselves about how “we all must face the big challenges together and how we prepare students who are going into a world that we can't even imagine,” she said.

For Ju, her global competence training was more important than any other educator coursework. “I’m just saying the experiences were life changing learning.**”** As an educator in the U.S. from China, Ju said she turned to her work as an educator with fresh eyes. She found herself wanting to implement a global perspective into her daily life. For her, it was important to experience global competence in her daily living before she brought it into her classroom. “You need time to develop it into a part of you,” she said, “before you can put it all in action.”

David saw becoming globally competent as gaining a worldview beyond his “small little Santa Rosa,” where he had the option to “look through different lenses.” In particular, David felt that becoming globally competent helped him to see interconnections that prevented him from seeing faraway incidents without interest or care. He shared that becoming globally competent has allowed him to “move through the world in a different way.” David explained that his feelings of empathy for others and willingness to learn and understand “a lot more complexity” are qualities of the worldview he has gained. “It's like that John Mayer quote, it's like ‘You talk on one thing, and you realize it's connected to everything else.’”

Importance of Collaboration

Conscious learning theorist Taylor (1979, 1986) reported in her work that collaboration was a vital tool in helping learners overcome learning challenges and is a necessary response the learner generates to regain confidence and find satisfaction to keep learning. Participants of this

study shared this view of collaboration. In the interviews and questionnaire data, collaboration was cited as necessary, especially during their field experience, where talking to colleagues helped them to process their experiences of the day and understand what they were doing and learning. Tabitha called her collaboration with others experiencing the program "really deep learning together." In particular, Tabitha recalled how much collaboration helped her in the human rights course. "I mean, I learned so much from the different perspectives of the other educators and where they were coming from in their different professional roles, but also in differences in culture and viewpoints. We had people from all over the place. As far as race and religion and all of that was concerned, we had a lot of difference," she said. Catherine recalled how interactions with one particular social studies high school teacher helped her to expand her perspectives on economic issues. "Just the way that he approached both his students and his lived experience with that was so cool. I got to see how global competence lived in this different kinds of classrooms and student age groups. I really needed that," she said.

Stacy experienced collaboration in Ecuador, working on her education project with local community members. Finding solutions, she recalled, was not just related to challenges but were related to the "people who have skin in the game and an investment in living with the solution." Stacy found she couldn't go to a foreign country community and say, "here's your problem, and here's your solution." "You had to engage the people directly," she said. She found this experience resonated for her upon her return home and to her school. "Teachers are really passionate about what they do but have very different lived experiences in the classroom." Stacy reported that listening instead of talking with her peers was "really valuable" thanks to her Ecuador experience.

Louisa had a similar epiphany through her fieldwork experience in Kenya. “ I learned a lot about myself, and I've been all over the world so going there wasn't all that unique for me. But I've not had to collaborate in such a meaningful way with complete strangers like that before,” she said. For Louisa, those collaborations with the community members in Kenya forged a lasting bond. She returned to the same village to support its school and worked in Florida to set up a mentoring program between her students and the students in Kenya. Louisa shared an unexpected result of collaboration with Kenyan students and educators was reciprocity. One day the teacher and the students reached out to video conference, asking if their Florida peers were okay. “And I said, ‘Yes, we’re ok. Why do you ask?’” They shared their concerns about recent mass shootings and assault rifle use. “We feel sorry for you,' they said. My students were like ‘Whoa. Someone feels sorry for us, but we have everything’. They hadn’t thought about how the challenges we face could be seen so negatively by their friends in Kenya. It’s probably one of the most valuable things I got out of global competence training,” she said.

Louisa also shared how her U.S. educator peers are now lasting friends because of the collaboration they shared with each other and the friendships they developed during the program. “We were all different educators, but we had this life-changing learning experience together,” she said. Tabitha agreed. Her experiences with her U.S. colleagues resulted in “beyond being classmates” friendships. “ I just would say the collaboration was really vital and that it was really important to have different perspectives. We made each other stronger.”

Overall statements from participants who were interviewed and viewed the overall questionnaire data confirmed the data or agreed with the majority's standings. During interviews, they rarely shared views different from the findings but instead shared how the overall data matched what they would expect as outcomes from their colleagues. Regarding the survey

question asking about the importance of collaboration, all questionnaire responses echoed how vital learning together was in the program. Interviewees shared the importance of collaboration during their fieldwork when they worked in international or unfamiliar spaces with different cultures and peoples. Repeatedly, the need for collaboration was tied to meaning making and group or partner reflection time. Collaboration also impacted the coursework, as teachers from different levels of teaching could hear and listen to the experiences and perspectives of other professionals from different teaching levels and settings. Higher education participants who were interviewed also expressed how valuable it was to learn across multiple professional perspectives, especially between elementary and high school teachers. Though not necessarily tied to the levels of global competence an educator holds, the role of collaboration as a part of global competency learning appeared strongly linked.

Emergence Into Civic Action

> "Being in the program, watching and doing and seeing what happened, you could be part of the change." – Ju

Participants ranked changes related to civic action nearly the same as changes related to teaching in this study's questionnaire, averaging 3.7 on a five-point scale. Participants shared several instances of how civic action had grown in their classrooms since becoming globally competent, matching general GCED and global competence expectations that increased student's voice, youth empowerment, and civic action are expected student outcomes (Shulz, 2020, UNESCO, 2015). When asked to share their experiences with civic action, only two of the eleven participants recalled civic actions promoted from within their classrooms.

Stacy reported that her civic-mindedness grew after she returned from the fieldwork experience and decided to do something about the "thread of progressiveness" she experienced with her peers in the program. In talking to her second graders in her classroom one day, she

realized that food desserts for her students were a real challenge. “We talked, as a group, about a real issue that was important to them,” Stacy said that she felt energized to use this issue as an entry point for discussing solutions students could accomplish. Stacy shared that she used the topic of food deserts to continue the research and inquiry until students had expanded the scope of the problem to a worldwide problem.

Louisa had multiple civic action projects to note, some linking her high school students to Kenyan students and some efforts linking her students to issues close to home, such as a water conservation project at their high school. Civic action and projects in response to challenges, Louisa reported, make her feel “rooted.” “I mean it. It’s me being forced as an educator to really examine where I am and to see my own community,” she said. Interestingly, Louisa shared that civic action was easier for her to accomplish in Kenya than in her own community. “It's easy to see in Kenya,” she said, “It's a lot harder and more nuanced and subtle to see it (the need for civic action) in your own community.”

Phase Two: Think Leaders and Practitioners

To frame ideas for the kind of professional learning and teacher training necessary to support globally competent educators, two perspectives - one focusing on the GCED movement and the other on the teacher learning experience - are explored. Thirteen think leaders and teacher education practitioners shared their views to examine both perspectives. Their predictions, comments, and thoughts were captured to enlighten where, how, and if GCED and global competency are priorities for educational change. Almost all the conversations took place soon after Phase One of this study was completed. Conversations with Think Leaders and the researcher ranged from 40 minutes to an hour and a half and were completed in August through early October 2022, except for one interview, which took place in December 2021.

The Think Leaders and practitioners who were invited to dialogue came from three fields: Academicians with education and global issue experience in higher education; educator innovators in non-profit and consulting sectors who focused on global citizenship education and global awareness; and lastly, teacher educators who prepared teachers for classrooms. This selection was deliberately made so that this chapter presented a synthesis of the thinking from spaces where global, citizen, and education topics are prescient. Of the 13 authorities interviewed, three were teacher educators, and five were non-profit leaders and consultants offering schools, leaders, and teachers training on global education practices. The remaining five interviewees were higher education professionals with scholarly foci ranging from teacher education and educational change to the psychology of education and international and equity issues.

Themes of the Global Citizenship Education Movement

For the interviewees of this chapter, GCED was linked and associated with other humanistic, student-centered, critical social sciences such as gender and cultural studies and experiential and inquiry-based learning. GCED was readily accepted as an educational approach with equity at its center. These learning options push traditional educational boundaries and expand the purpose of learning; GCED was seen as another effort to modernize and update education. Instead of occupying muddy theoretical spaces, GCED was perceived as an active course for educational change, and implementation efforts were on the mind of most of those interviewed. These efforts suggest GCED entered a new phase within a crowded educational reform field that includes pro-social and socio-emotional factors. Perhaps this is why, in this grouping of interviews, the most energy emerged from non-profit think leaders and consultants who are not members of higher education or teacher education. For the interviewed non-profit

think leaders and consultants, building awareness of GCED and carrying the argument for global awareness in schools by targeting institutional leaders like school board members, department heads, university presidents, and school district superintendents were priorities. At the same time, these leaders shared their desire to find whole-school partnerships to push the GCED movement beyond the efforts of individual teachers. This would advance beyond the solitary missions of the participants within this dissertation study. Unfortunately, according to Think Leaders, answering the question of how to prepare educators to teach GCED was attempted solely within innovative charter/private school settings. For the think leaders in higher education, GCED's tie-in with cultural, social, and psychological paradigms created dominant connections. While non-profit leaders spoke about implementing some form of GCED with growing urgency, higher education theorists grappled with discovering what GCED encompassed and remained theoretical in their assessments. This disjuncture between these two parties might indicate the gap between implementers and theorists within GCED literature.

To progress through this part of the chapter, GCED movement themes are organized under subheadings that present thematic topics synthesized from the interviews. Following this, subheadings to present thematic topics for educator global competence training are offered.

GCED Leadership Buy-in

Throughout the interviews, the idea that the recent pandemic brought urgency to implement GCED surfaced several times. This urgency was created by a global event experienced as a personal challenge to us all and its devastating international reach. Education struggled to serve students under isolating conditions, and as an outcome of this shared experience, education found the need to increase relevance and student connection in learning. Several non-profit leaders and consultants shared this call for change as an outcome of the recent

pandemic. As one explained, they changed their approach to GCED post-pandemic by focusing on attracting more leaders and building awareness instead of teacher training because "the world caught up," and the time was right to make a wider appeal for GCED development. "We're totally grassroots and grass tops," said one non-profit leader regarding her organization's efforts to lead educational leaders to globally competency of educators. "Schools are now our unit for change," she added. One academic drew parallels for a GCED commitment in today's world from the Truman report's post World War II call for multicultural education, surmising that GCED should begin in the primary grades so that an integrated approach to experiencing differences in people becomes a common and repeated educational experience. Across these interviews, the demise of collaboration between cultures, the U.S. citizens' loss of democratic verve and domestic insulation, and the need for more - not less - interconnectedness were reasons to consider GCED. "In my community, who's in the room and how they view each other in relation to a cause is what matters," shared one professor, who added that how individuals, governments and institutions work together in the future on common and global challenges is far from determined. "Maybe we'll see something six or seven years down the line," he added.

Other views that were shared to explain why GCED is of growing interest were related to understanding global challenges from multiple perspectives. Several interviewees shared how GCED was what youth expressed interest in learning, explaining that youth today were more in sync with global issues and awareness than their parents. As one former social studies high school teacher framed it, the GCED movement has been building in the minds of his former students for the last 30 years.

Expanded Learning Experiences for GCED

Several interviewed think leaders shared GCED's trajectory in the U.S. over the last 20 years, linking it to social and emotional learning, project-based learning, inquiry-based learning, the Common Core's habits of mind, and critical thinking. The role of the learner has shifted from that of a passive digester of hegemonic learning to that of an active, questing, and collaborative learner focused on the world. According to one non-profit leader, international study and experience are not just for elite students in prep schools, where GCED started as service learning to "fix" the Global South. Non-profit and academic think leaders agreed on GCED's move beyond a superiority mentality in the U.S. to a partnership learning with inclusive and culturally responsive educational goals. Almost all Think Leaders spoke about this paradigm shift where, on the one hand, student goals and personal pathways to learning have developed while, on the other hand, learning about the world has expanded curriculum possibilities. These trends make GCED approaches more palpable than twenty years ago when education was tightly limited to policies of increasing test scores and student performance in math, reading, and writing under Leave No Child Behind national legislation.

The advent of online projects, research, and exploration by students has opened the possibilities for more exchange and growth of understanding about other parts of the world. Most interviewed non-profit, consultant, and teacher preparation professionals spoke of the continued need to experience student-to-student communication linking students and their classmates to unknown areas. As one teacher educators surmised, it would take multiple experiences between the local known and the global other to build a framework of transcultural understanding within students.

Think Leaders defined the inner journey of the student to connect and assimilate across cultures with terms like “humanistic,” “bigger instead of rigor,” “adding emotions,” “juggle(ing) polarities,” “unlearning harmful histories,” and “follow(ing) meaning.” Teacher educators, non-profit leaders, consultants, and academics stressed inner journeys and external experiences to build global skills. For one non-profit, adding U.S. destinations to the international learning locations offered in their programs was designed so that students and adults can hear marginalized people in the U.S. share their stories. Participants of this experience arrived in a domestic landscape where universal human challenges of inequity, lack of access to needed goods and services, and other challenges were revealed and interrogated. Going global, therefore, was the search for the universal human experience in a personal way. “We live in bubbles, and we are trying to interrupt that to thread insight,” one non-profit leader shared in the interview to explain the importance of experiential learning in GCED.

Multilevel GCED Support

While study participants viewed global competency as a personal learning journey that does not necessarily require complete systems change to implement, numerous think leaders considered what it would take to adopt global competence learning more widely in schools. All Think Leaders shared their views that GCED was moving forward through various support streams: at the individual, leader, team, and institutional levels. Though policy developers were not interviewed for this chapter, several non-profit leaders expressed interest in policy development and expressed that policy change is necessary for their renewed, post-COVID work. Several think leaders spoke of their unsuccessful attempts to work with academia and higher education institutions. Several also spoke of the need to interrupt traditional teacher education programs to center on global competence as part of teacher training. For the teacher

educators interviewed, two different questions surfaced for GCED: how can it be sustained with only partial interest in cultivating it at this time? What actions are needed to sustain meaningful teacher learning in GCED? Both of these questions addressed the fundamental challenges of implementing GCED in its current state as a nascent movement. Of the one teacher educator who was currently promoting global competence within a teacher preparation program, more focused questions on how to expand international relations between students, how to create globally competent educators with minimum learning within a teacher preparation program that is already dense with credential requirements, and how to progress within today's politicized education environment drove his work in GCED.

Moving forward, the need to ground GCED in change theory that created purpose and clarity was an important consideration. This chapter's conversations reference newly adopted social studies standards incorporating GCED components such as empathy and gaining multiple global perspectives as signs that GCED was gaining more acceptance. However, the idea of incorporating GCED as a central approach to learning was far from implementation ready. At this time, in the minds of those interviewed, making GCED a central 21st-century pedagogy was far from most schools. GCED existed in several alternative education offerings for after-school or summer or within lessons individual teachers created for their classrooms. For the schools that focused on the learner-centered transformational features of GCED, few examples were offered that were based in the U.S. In the view of the interviewees, GCED was a unique learning option but was not yet a grounded or widely adopted educational offering. Teacher education programs remained a rarely examined option, according to Think Leaders.

Themes on Global Competence Educator Training

For educators, GCED professional learning opportunities remained few and far between. However, on-line offerings existed for educators by numerous organizations. Several Think Leaders headed these efforts, including experienced educators who switched roles to become independent GCED consultants. Several themes were expressed during these conversations that indicated a commitment to educator transformation and learning. Most prominent were the assertions that discomfort, unlearning, unleashing of insight, and the need to confront painful national histories and alter paralyzing personal paradigms were necessary for global competency learning. These assertions parallel the learning reported by the study participants and underline the need for informed and humane educator learning opportunities that consider these dynamics.

According to one professor closely aligned with GCED, two perspectives of what is needed next to advance GCED must come from educator professional learning: a internationalist model and a capacity-building experience that ties educators back to the classroom. “Is the subject matter, methodology, political indicators, and self-capacity (pointing) towards change?” This professor shared his views that creating a model were teacher examples are shared so that appreciation and curiosity is engendered is an important step forward for developing GCED educators. He also suggested civic purposes that engage “children-to-children” learning build collaboration, learning, and then intellectualism can help educators to focus on change in their own knowledge, methodology, and command of the subject matter. Before this change happens, though, an educator must feel empowered, student-centered, and aware of critical theories in education that could change its quality and bring “introspection and powerful concepts” into classrooms, he suggested.

Change in the Individual

The need to understand the psychological and sociological implications of becoming globally competent was on the mind of several academics who were interviewed, amplifying the need for further study. These higher education professionals wanted more knowledge on the reported conscious/transformational learning educators experienced and reported in the study. One professor shared her more profound understanding of the term "unlearning" and used her own international experiences living in numerous countries to describe what she hoped was the goal of GCED: to help students process their own identity by experiencing a jarring encounter with others' different from themselves. Understanding these invisible formations can be painful but necessary for self-expansion and growth, she suggested. This view examined the second learning domain in the study's conceptual framework titled A Growing Challenge. During this stage of learning, the educator feels disoriented and unsettled with strong emotions.

The third domain of personal learning within this study's conceptual framework, where the learner Commits to Learning by taking on new understandings, matched the insight of one particular professor interviewed. She asserted that new learning that was painfully achieved was an achievement crucial to charting core levels of self. The invitation to continue to consider the challenges of becoming globally competent was far from fully explored, suggesting that the following research steps might include proposing a new paradigm of learning that included unlearning as part of becoming globally competent. In this interview, the possibility for further study was encouraged when the theories of a pedagogy of discomfort and a pedagogy for empathy for self and others were shared. As one consultant shared, she knows well when her participants in trainings she conducts on equity learning and global awareness are challenged. This happens "when new learning doesn't jive easily, (the learner) feels internal distance and

plunges into the emotional." As a result, she works on getting her participants to uncover "what's in ourselves as we work together," she said. As one non-profit leader explained, "teachers right now are suffering and are becoming separated from their souls and from their minds." He shared how his teacher trainings use the concept of connectedness to provide an "almost spiritual recovery, where teachers can connect with their own gifts" and align with why they chose teaching as a profession.

Transdisciplinary Understandings

One point of consensus among Think Leaders was accepting how difficult it has been to operationalize GCED in U.S. schooling. They shared how efforts to adopt transdisciplinary thinking into content areas have created pushback within the status quo. Keeping content area learning separate from each other without integrating disciplines was a critical GCED challenge. This challenge was shared by teacher educators, consultants, and non-profit think leaders. A unified - and global - vision for GCED focused on the student, described in humanistic terms rather than purely cognitive or intellectual capacities. Interviewees used GCED to teach within a pedagogy of "compassion and wholeness." This thinking aligned GCED with other pro-social and socio-emotional education initiatives. With recent work to bring equitable education and anti-racism approaches to the classroom, GCED spoke in the wheel of social justice initiatives that were also emerging in education.

Interviewees commented on the overlap of GCED with other educational initiatives that center the student on learning for deeper understanding and action. GCED prepared students to enter civic space and advocate for solutions to global challenges. In this way, GCED was similar to other civic participation efforts. Teacher educators were cognizant of their role in preparing teachers to deploy student-centered practices. Two teacher educators did not express how they

might support teacher development that invited global or local civic action as part of student learning. Both spoke from their own experiences to become globally competent and of their interest in integrating GCED practices into their teacher preparation courses without institutional support to make these moves. The third teacher educator spoke about how his efforts to teach his teacher candidates to be globally competent were expanding the number of GCED practitioners within the local community, but this was happening without overt recognition or school leadership support. Interestingly, this teacher educator reported that his global learning course attracts university students from outside the teacher's education, and he regularly accepted them into the course, seeing it as a sign that the topic has wide appeal.

The teacher educators expressed two drives: their desire to integrate GCED and not promote GCED as a stand-alone content area and their need to examine and amplify their advocacy stance. All teacher educators interviewed expressed an awareness that more agreement and overall GCED program support was needed within their institutions. For on teacher educator, pulling students from outside the teacher credential program to teach global competency is a sign not only that this topic is relevant, it is mostly absent in other areas of study and not just missing in most teacher education offerings. “Deep guided inquiry, learning from multiple perspectives and cultures, and seeing the local and global connections” fit in a “dense program of study” for teachers, he asserted. Whether this professor was teaching teacher candidates or undergraduates from other departments his goal was to “move them on the continuum” of global competency. He expressed hope in the future to track his teacher candidates to gauge “dynamic” change in their teaching.

Non-profit leaders and consultants who were interviewed shared a GCED focus for changing education and offered whole school examples where GCED approaches expanded

curriculum and pedagogy to the global, resulting in student-centered learning and empowerment. This view from non-profit leaders and consultants aligned with a current definition of GCED used in this dissertation, where the aim of student learning is empowerment and youth action.

Educator Learning in the GCED Movement

The reality of implementing GCED in U.S. classrooms remained hampered by a lack of general acceptance, coherence, scant implementation, and little policy support. Despite these obstacles, GCED has continued to develop in the U.S., mainly in the hands of non-profit leaders and educators who appeared committed to developing more acceptance of GCED. The idea that GCED and global competence have a place in teacher education programs was beginning to grow. As one teacher educator shared, "We need more private liberal arts university programs to take this on." This statement indicated that the GCED movement might grow in universities with specific conditions that would not challenge it and where prosocial and equity-minded change theories for education are accepted.

The GCED movement also has grown through the focus and aspiration of international organizations like the United Nations. What was still uncertain was how to advance GCED by preparing significant numbers of teachers to do this work. This challenge is worldwide and not just a U.S. condition, as UNESCO reports (2020). While on-line courses in human rights education or climate action, for example, were possibilities for paying educators, a comprehensive approach to educating teachers for global competence and embedding GCED in classrooms was not uniformly available or accessible. It was not supported by government policy or professional learning funding. Within a discrete number of private schools, however, non-profit leaders asserted that teacher support and training were offered without cost to educators for varying GCED goals. These conversations with Think Leaders did not reveal a fully GCED-

centered U.S. school in operation. However, at least for one university teacher education program, global issues study and global competence were a learning focus. Though all three interviewed teacher educators self-identified as globally competent, only one prepared teacher to become globally competent as part of their job. For instance, while one interviewed teacher educator was a Fulbright scholar focused on global competence in her studies, no active GCED training or coursework has been offered to new teachers in the program she supported. Of the two not supporting new teachers in GCED, these teacher educators shared that this was partly due to a lack of common understanding within their programs of how and why GCED was needed. "I've got a build my advocacy and be more integrated about this…to see this as not another thing to add," said one teacher educator. This predicament was also shared by academics who were not offering global competence or global issues courses within their departments. As one higher education professor claimed, "we are not there yet." Being "not there" might relate to the institution as well as the professionals in it, and ready or not, the world and its challenges have persisted in being the world's most significant lessons.

The Fulbright educator speculated during the interview that institutional gridlock and acting as the sole supporter of GCED within her department would not make it likely that GCED would be taught in the near future. However, this teacher educator was part of developing new state standards in social studies, and GCED skills and approaches were planted within standards spanning elementary through high school grades. Though pleased with this development, the teacher educator reported that the weight of delivering these types of lessons for educators without training and support would likely keep these new standards aspirational rather than real. "I feel I should be doing more now and it's a personal choice. The burden is on us to make global competency more accessible and seen as a needed way of thinking," she said. Though new

standards might drive some of the new thinking about inquiry and criticality on social studies subjects that include transcultural and global topics, they may not yet be enough to propel GCED into the minds of policymakers or educators. The key issue of preparing educators made GCED implementation a heavy lift requiring deliberate planning and support. This need means that for GCED to grow, it will need more articulation, focus, training, and support than the few resourceful and personally-committed individual teachers currently have provided.

Dimensions of Learning Conceptual Framework and Principles

This study suggested that further scholarly work on the global competence of educators might flow in two directions. One direction might be to study globally competent teachers in action at their schools and classrooms to assess how GCED develops in U.S. classrooms over time. The second direction might be in the study of how teacher education and professional learning creators and leaders consider the work of introducing and supporting global competence in the teachers' minds, dispositions, and practices in the classroom and beyond.

This study centered on learning teachers' personal experiences to become globally competent. By focusing on these experiences, what it meant to become globally competent has centered around a process of conscious learning on the part of the educator. Fixing the educator experience as the starting point for bringing global competence and GCED forward might invite more thinking about implementing GCED from a human development perspective instead of a traditional education reform perspective focusing mainly on a pre-engineered curriculum. GCED and global competence prioritized preparing the teacher rather than providing a new box of teaching materials.

To support the continued study of this effort, this dissertation concluded with two resources. One resource was a flowchart of the dimensions of learning as an outcome of what

participants reported they experienced in learning to be globally competent. The conscious learning theories of Taylor (1979, 1986) and Weiser (1988) provided the underpinnings for this conceptual framework. Also influencing this conceptual framework was the most salient outcome of analyzing this study's Phase One interviews and questionnaire responses; it is the dual-identity that participants reported while experiencing global competence learning. Therefore, participants of the learning were referred to as the "educator/learner" within each domain in the flowchart. Interview and questionnaire data were coded and combined with discerning these learning domains. In total, 122 codes of 783 excerpts were lifted from the data to develop these learning domains. To help understand each part of the learning experience, weather statements "Sunny skies," "Storm clouds develop," "Caught in the rain," and "A rainbow appears" are used. The flowcharts are presented as follows:

Global Competency Domains of Personal Learning for Educators

The Comfortable Known

The **educator/learner is calm** and might have a **vision for the personal learning** she wants to experience. She might be hoping for new learning as an educator or human. She might express how her learning to be globally competent is a first step to making changes in learning content and interactions with students. She might express **curiosity** about becoming globally competent. No new learning is present at this stage, and there is no change in knowledge or meaning frames.

A Growing Challenge in the Learner

The educator/learner experiences the **challenge of taking on new ideas** that are not understood fully. She begins to feel dislocated from existing knowledge about self and the world. The educator/learner **grapples** with new global knowledge through critical thinking, inquiry, and gaining multiple perspectives. This might affect the educator/learner as a human and as an educator. New instructional techniques promoting students' voice, empathy, and civic action are experienced. This new learning pushes the educator/learner out of existing meaning frames, which might create **reactive emotions** like anger or sadness and feelings of humility, anxiety, or curiosity. Retreat and withdrawal from others might occur. The educator/learner might require time alone to question the experience.

Committing to the Learning Process

Intuition, insight, and collaboration with others ease the educator/learner from deep or troubling emotional and existential states. The educator/learner **accepts the "weight" of this learning**. The educator **relaxes into the challenge** but is not yet at peace. Progress emerges with new ideas that are accepted as a natural learning course. What makes learning difficult for the learner may be acknowledged, yet the learning outcome is not yet fully achieved. Some educators/learners might reject this stage and not fully experience the learning. Collaborative work supports individual learning.

Acknowledging New Learning for Action

The educator/learner **recognizes changes** they have made in themselves, their teaching, their perspectives of the world, and the future by becoming globally competent. The meaning frames for each educator/learner **alter and expand to include new states of knowing** and understanding about the world, humanity, and the planet. This brings new and altered perspectives and actions into their teaching and private lives. A personal **commitment to civic action** and teaching might fuse as the educator/learner feels empowered.

For teacher education and professional learning facilitators, bringing the nascent GCED movement into classrooms with globally competent educators takes vision, careful design, and perhaps novel program features. Changes resulting from becoming globally competent appeared far-reaching and extended beyond the training of content materials and new teaching standards,

typifying U.S. efforts to improve instruction. GCED, like other initiatives to address current and existing systemic inequity and harm (i.e., anti-racist education, human rights education), could require profound new learning within the educator and calls for change within the institutions where they teach. The following principles focus on what the individual educator must do in this work and what teacher educators must do to support them.

The profound and disorienting nature of learning to become a globally competent educator may well be the central focus of GCED professional development. This has implications for all learners grappling with understanding our 21st Century world. Each individual must struggle and respond to deep inequities, human marginalization, and environmental threats in today's world as part of the learning. Education is the space where we can "challenge the modern/colonial imagery" (Andreotti, 2015, p. 226) and where we can express our hopes for solutions to global challenges while confronting "the impossibility of our desire for changing the world without changing ourselves" (Ibid.) Teachers in GCED, therefore, become globally competent as they reside in the interface between existential "waking up" and a refusal to "withdraw from it" and instead face a "plural, undefined, wonderful and terrifying world" (Andreotti, 2015. p. 226). Becoming globally competent was an educator's first step toward being prepared to share these understandings with students through content and instruction.

Wahlstrom speaks about the cosmopolitan aspects GCED teachers inhabit and the need to "capture global relations and dependencies from the perspective of an individual's conscious attitude and active participation" (Wahlstrom, 2014, p. 114). This orientation of cosmopolitanism calls for a reaching in for reflection and change fused with a reaching out and receptivity towards all of humanity. It also calls for resistance towards staying with our "own" group and seeing the

locals from a global perspective. Theorists claim that GCED encompassed more than information gathering, knowledge and skills acquisition, and critical and analytical thinking skills. For teachers and their students, "true global citizenship requires an attitudinal shift," a growing empathy for all, and empowerment towards action (Sklarewitz, Fields, Seider & Didier, 2015, p. 190). It was this shift that was the focus of this study. Data collected in this dissertation points to the need for teachers to prepare deeply before instructing GCED. They must first know what global competency means to them, how it presents itself in a multidisciplinary way in their 21st Century classrooms, and how it transforms the thinking and doing of their students. These study participants learned these important lessons from fieldwork experience and collaborative and reflective study.

In confronting challenging, disruptive questions and destabilizing learning moments, a GCED perspective arrived, first in educators and then in classrooms. Acknowledging the needed internal changes for each learner and what it means to become globally competent were vital elements in GCED teacher preparation and training.

Below are principles organized under each of the four dimensions of the personal learning process. These principals incorporated the individual learning process to become globally competent with considerations for creating and developing programs of educator learning. These principles invite inquiry into how teachers learn and what support they might need as an important insight before developing and facilitating teacher learning programs. The personal learning process and these principles to consider for teacher preparation and professional learning were the goals of this dissertation study.

Ten Principles to Consider for Global Competence training of Educators

Principles for The Comfortable Known

1. Educators become globally competent by committing to new learning about the world. This personal commitment is essential; no directive or policy from institutions or governments can replace this commitment in the educator/learner. The educator's choice is key.

Principles for The Growing Crisis in the Learner

2. Each educator accepts that disorientation, discomfort, and weighty emotional responses are a natural part of learning. These challenging moments must be supported within the training and resolved by each individual. Empathy and collaboration practices are needed as part of the training to create healing, invite intuition, and sometimes seismic new interpretations.
3. For educators/learners who resist the learning experience, support options of coaching and healing discussions should be offered to assist them in understanding their experience and thinking through how the learning links to their beliefs and core values. Training that offers this kind of coaching could promote needed personal growth so that global competence training continues.

Principles for Committing to the Challenge

4. Global competence expands the educator's understanding and offers new teaching methods. Storytelling, healing practices, art interpretation techniques, and real international and transcultural experiences help to humanize the learning process.
5. Global competence does not arrive in schools, classrooms, or teachers' minds like new standards, evaluations, content, or pre-created lessons arrive. It is a transdisciplinary

approach and practice that is not solely a cognitive task for the educator or the student. Global competence permeates classroom learning with inquiry and criticality.

Principles for New Learning for Action

6. Global competency creates change in the educator by expanding perspectives from local to global and new knowledge to past learning that needs reconsidering. Acknowledging interconnections between places, people, self, and issues are necessary for the educator experience.
7. Time to reflect, collaborate, and make sense of experiences and new learning is necessary for global competency training. Trainers must promote and recognize the growth and readiness of participants to bring global competence into their lives and classrooms.
8. Training materials must model how teachers are trained to be globally competent in the same way their students will experience global competency efforts in the classroom.
9. Classroom reflection and experimentation are needed to build global competence and confidence. Important pedagogical decisions must be made about content and student engagement by the educator as they practice and experience their global competence.
10. A global competency is a form of civic action that amplifies the role of the citizen and the need in our work and lives for inquiry and advocacy in response to challenges in the local and global. Global competence builds understanding of the issues encircling the planet and humanity and encourages civic action. This means meshing civic action, youth empowerment, and classroom teaching for educators. It does not negate nor diminish other forms of citizenship but expands them.

Chapter 5: Discussion, Implications, and Conclusion

Illuminating the personal learning experience of educators to become globally competent centered this dissertation study. As participants in Phase One reported their experiences and changes in their lives and work, describing the dimensions of this personal learning became one of the two intended outcomes. The Global Competency Domains of Personal Learning for Educators' conceptual framework from this study interpreted what educators described as their learning journey and delineated its separate stages. These results addressed this study's research questions and began the work of understanding the impact of global competency on educators. This focus attempted to amplify in GCED research the personal learning and transformation of educators. This focus also attempted to consider what Think Leaders in the movement consider as they push to expand GCED.

Phase One's Conceptual Framework on Personal Learning

Referring back to the work of Taylor, who focused on conscious learning models, Phase One of this study paralleled Taylor's nature of learning with different levels of experiences and the use of a progression to describe the journey. Just like the work of Taylor, the conceptual framework of this study considered four domains of learning where the learning must leave the known, face challenges to understanding, and choose to overcome and accommodate new and expanded thinking to move forward. One aspect from the Phase One study that emerged stronger than Taylor's conception was the need for collaboration to temper and even lessen the discomfort and disorientation that the new learning spawned. This was a fertile topic for more research and investigation as it related to the global competency of educators.

From the work of Shultz, who expanded on the work of Meyer and Land, was the view that GCED is a portal concept that, once learned, changed the learner aligned with Phase One

study results. The highly-charged emotions and struggles reported by educators to examine and re-learn, unlearn, and expand their meaning frames as they become globally competent seemed to lead to a significant change in teaching and living. Even five years after completing the training that was the focus of Phase One, educators reported changes they made and reported new insights, projects, teaching approaches, and global and civic efforts beyond what they had elected to do prior to the training.

Think leaders were interested in providing feedback on Phase One's learning framework and shared insights. Though Think Leaders defined GCED as learning as becoming "fully human" and "globally aware and connected," not one practitioner of Think Leaders who took part in this study disagreed with study details about how the journey affected the educator. The transformational aspects of the learning process highlighted a dual-track journey of change to become globally competent, one that altered the educator as an individual and expanded learning options for the classroom. This dual track response to becoming globally competent altered the research questions beyond how becoming globally competent changed a teacher's craft and included features of each teacher's humanity. This epiphany reframed research question two by expanding the type of changes educators reported. For the purposes of this research question four, "How do teachers describe global competency from their own experience?" we must consider the reported changes to self and their teaching. Though the relationship between these two educator dualities was not the focus of this dissertation, what became clear in describing this to the think leaders was that this duality was both novel and obvious. "I mean, this makes sense," reported a non-profit leader.

Think Leader responses to the framework supported the individual transformative process of the educator, but in conversation, there was less dialogue considering how the global

competency of the educator affected instruction. In many ways, the Think Leaders showed more interest in the journey for educators and less certainty about the impact of GCED in classrooms.

Interestingly, it was from the teacher educators that this suggestion was more thoroughly considered during their conversations with the researcher for this chapter. Perhaps due to the nature of their work, which was to shape and support the development of new teachers, the framework provoked different questions in them. Centering their work on what teachers want and need, teacher educators responded to the framework by seeing it as a tool for clarifying learning that had not surfaced before in their work with new teachers. Two teacher educators responded with open wondering, asking if sharing the conceptual framework might help the new teacher feel more grounded as they began their global competency learning. Teacher educators also considered what experiences between peers and faculty might best support global competency. They wondered about the need to use clear language from their own experiences to inspire teacher candidates. For two teacher educators, the framework helped them wonder how to bring global issues into teacher training that created dialogue and reflection, not just shock value and burden. These two teacher educators expressed a new eagerness to involve the new educators in more dialogue around ideas and feelings they were experiencing as a part of their global competence journeys. As one teacher educator asked, “How might I use the framework to create possibilities for their learning to be an educator?” All interviewed teacher educators mentioned their commitments to providing new teachers with insights and grounding conversations to move them into global awareness and GCED that addresses current reality. “I cannot lose legitimacy from the classroom just because I’m no longer in it.” one teacher educator shared, citing this worry as one motivating reason to consider GCED. Another teacher educator shared her feelings

of burden at bringing a modern global perspective into her teacher training courses. She mentioned needing a "partner in crime" to bring in GCED. "It is just so big to do on your own."

Also of note were the schematics non-profit leaders and consultants offered to explain the personal learning journey encapsulated within their training for students and adults. Think leaders offered some explanations for the personal learning journey by describing it as "forming, norming, storming, performing, and mourning" as the participant experiences new learning that is disruptive and transformative. Another description shared in response to the study's framework was a three-step explanation of learning within an international fieldwork experience. The stages shared in the interview were Disconnected, Decentered, and Re-envisioned. While these two offerings might describe the personal change process, educators' decisions and the resultant changes in their classrooms were not the focus. These social and psychological considerations came from each think leader's work and provided insight into the learning their experiential programs offer. They are both related to the disorientation that becoming globally competent can create.

Phase One's Principles for Global Competence Professional Learning

The second resource created from this dissertation study is the Ten Principles to Consider for Global Competence training of Educators. The principles described the roles of the educator and the leader moving forward, focusing on considerations for training educators in global competency. Overall, the move to see GCED as one form of citizen education that expands but does not negate other forms of citizenship was widely accepted by Think Leaders who took part in this study, though this view might have more pushback moving forward than interviewees expressed. The other element in the principles that provoked discussion was the idea that resistant educators be offered coaching to understand their experience while training to be

globally competent. This idea - that resistance is part of the learning - was also universally accepted, though the suggestion that coaching is offered to those educators who need it seemed novel. One teacher educator suggested that a new 2-column document separating the teacher role from the leader role be created to clarify the principles further. Table 8 below shows the distinction of the roles of the Global Learning Competence Training from the 10 principles.

Table 8

Distinguishing Global Competence Training and the 10 Principles

Teacher Role	Professional Facilitator Role
Educators become globally competent by committing to new learning about the world.	Trainers must accept that educators come to the learning to alter their lives, teaching practices, and approaches.
Each educator accepts that disorientation, discomfort, and weighty emotional responses are a natural part of learning.	Challenging moments within the training are countered with empathy and collaboration practices that create healing and invite intuition and new interpretations.
The educator expands understanding and offers new teaching methods such as storytelling, healing practices, art interpretation techniques, and real international and transcultural experiences.	Coaching and healing discussions are part of this training to assist educators in understanding their experience and thinking through how the learning links to their beliefs and core values.
Global competence permeates the classroom and is not solely a cognitive task for the educator or the student. Global competence permeates classroom learning with inquiry and criticality.	Time to reflect, collaborate, and make sense of new learning is necessary for global competency training. Trainers must promote and recognize the growth and readiness of participants.
The educator acknowledges that the interconnections between places, people, self, and issues are necessary to the educator's experience.	Training materials must model how teachers become globally competent in the same way their students will experience global competency efforts in the classroom.
Important pedagogical decisions must be made about content and student engagement by the educator as they practice and experience their global competence.	

The educator meshes civic action, youth empowerment, and classroom teaching to expand citizenship to the global level.

By viewing and analyzing this division of roles in the graph above, additional duties and responsibilities of the facilitator/leader need developing within these principles. For instance, how does the leader ensure that civic action and youth empowerment mesh with classroom teaching? How does the facilitator/leader support new pedagogical stances that teachers develop as they become globally competent educators? These considerations were not pursued during the interviews and are further suggestions for the next steps in this work.

Limitations

Given that GCED is an emerging topic filled with many challenges, the uniqueness of this study was its outreach to both educators in the classrooms and prominent think leaders in the field. This dissertation illuminated the transdisciplinary nature of GCED but also highlighted related limitations. Too few prominent multinational leaders of GCED were interviewed to describe this feature. There are a group of countries with GCED policies in place, and it would be beneficial to gain macro insights into how other nations implement GCED and why they implement GCED in the way they do. Also, comparative GCED research could provide a larger picture of the many ways and challenges to implementing GCED into existing and complex education systems.

The need to highlight the importance of being trained to become globally competent must expand beyond the World Savvy training program completed during the 2015-2016 and 2016-2017 school years. Though the study analyzed the reported learning from the World Savvy program, understanding what participants learned in other global competency programs could generalize important learning features. Tracking more educators who take this training and then

documenting the instructional changes and decisions to bring GCED into their classrooms also is worthy of more study. How global competency reframes instruction from the point of view of the educators reduces GCED to its smallest unit (the educator). GCED Research at this level could study those teacher practices and student tasks that create educational change within the classroom. Studying GCED from a pedagogical dimension also was not completed in this study, though such changes were sought by interviewed think leaders.

The uniqueness of my research was its ability to show how Think leaders and practitioners envision GCED as a new approach to learning. A more insightful analysis could be done to extend and apply the recommendations of my dissertation in the context of the United Nations Sustainable Development Goals and the challenges facing the application and implementation of GCED as it progresses within the U.S.

One of the limitations facing this study was the fact that it was not a longitudinal study. More reliable data could be produced with multiple data collections of longer duration. Lastly, data points and data collection design within this study could be limited due to my conceptual understanding.

Another limitation of this study was the two-part interview structure, where open-end question responses and analysis of overall questionnaire data were collected. The need for deep, robust, insightful responses was hampered by time constraints and this two-goal interview process. This ambitious to-do list prevented limited time to open up participant stories for a single interview.

Practice and Policy Recommendations

To support GCED and educators as the central force for bringing global awareness into their classrooms, the GCED movement must gather more support and acceptance for educator

transformation. GCED's scope and focus on sustainability and human development can encompass these other initiatives in a crowded field of prosocial learning that is emerging in education. For the acceptance and development of GCED to grow, global competency and GCED need to be defined, understood, popularized, and practiced. Therefore, policy and research on GCED and global competency must develop and advance.

As a synthesis of both phases of this study, the following recommendations consider the next steps and areas of focus for GCED. This is followed by recommendations for further research. GCED also needs to be discovered, rediscovered, studied, and understood as it continues to expand as a movement for education change. Policy and practice recommendations fall into two categories, one related to the global competency training for educators and the other to surface efforts and ideas that grow the GCED movement into a possible future policy consideration.

1. Understanding the personal learning process is vital for global competency training of educators to move forward. Because of its affective, existential, and relational aspects, becoming globally competent is more than a cognitive task. Understanding the internal and external changes that this learning produces in the learner is the beginning of careful professional learning planning for educators.
2. Working within a coalition of like-minded professional learning developers to create more learning options for global competency and GCED is needed. Teacher preparation professionals, university staff, and non-profit organizations and consultants will need to continue to find ways to report and share successes and processes. More research is needed to study those who do the work, namely educators and school leaders. Such a

coalition needs to feed this data to institutions and policy-makers for insight and future decision-making.

3. It is vital to frame the learning process so that educators understand what they will experience. One way to prepare educators for the transformative powers of becoming globally competent is to explain prior to training that the disorientation and destabilizing moments they may encounter are a natural part of the process. For these challenging moments, collaboration and coaching should be offered so educators can overcome these galvanizing yet agonizing learning features.
4. Teacher education must step up and be part of GCED development and the growth of globally competent educators. Centering teacher education development around inquiry learning and global competence is an instructional approach that aligns with Common Core Standards. Critical thinking and GCED's local to global overlay offer existing learning standards, skills, and capacities. A decision to see global competency and GCED as an instructional approach and not an additional content area is another necessary step forward in this teacher preparation effort.
5. For the GCED to continue to grow, more research into implementation efforts needs to be explored. Understanding its transdisciplinary nature and how it prepares students for deep and critical thinking, reading, writing, and speaking across content areas are worth consideration. In addition, thoroughly examining how teachers and schools implement GCED for student empowerment and civic action requires much more study and illumination.
6. For GCED to flourish within a crowded field with other educational initiatives, a lucid evaluation of what it teaches, how students learn in it, and why it could address some of

the other transformative initiative goals is worthy of consideration. Policy makers might find that GCED covers a myriad of proposed pro-social, critical, and equity learning. Using GCED as an umbrella initiative has its merits, especially if it is proposed as an integrated approach that is more palpable and acceptable to existing institutions and policymakers.

7. GCED and internet possibilities in learning are intricately linked. To provide international experiences, technology must be more accessible if actual visits to distant countries are not possible. The international experience linked to GCED needs careful consideration and more study on the best experiential learning.
8. GCED movement efforts must focus on change at the micro and macro levels. Educators must continue to be heard, considered, and elevated in this movement. More research at both levels must continue to support future policy and to create more understanding about what GCED learning is and how it reflects what 21st Century learning must be.

Recommendation for Future Research

1. More and various longitudinal studies following globally competent educators must grow so that questions regarding educator decisions on GCED learning can be answered. When and how educators bring new approaches and pedagogy into the classroom over time are key questions for this research.
2. Defining GCED clearly and adopting GCED as an “umbrella” for prosocial learning is a starting point or acceptance and improving a model of change. There is a need to establish a clear purpose and intention for GCED in education. As teachers bring GCED to school leaders and schools, research capturing and

studying their decisions and approaches would help to define what GCED is and how it is changing over time.

3. Studying sustainability as an important component of GCED has merit, especially since United Nations supports this effort. The Sustainable Development Goals and Agenda 2030 provide a global stage for this education. International collaborative partnerships and a common focus are unifying measures worthy of more research. How and what is needed to develop these opportunities? What does it look like in action?
4. The impact of on-line learning and connectivity through technology open new approaches for classrooms that are prime resources for GCED learning. Technology-focused research could describe how interrelatedness, transcultural learning, and multiple perspectives develop in the hands of students working collaboratively with other students from around the world.
5. More research into global competency learning for educators is needed, including how peer or facilitator coaching can assist educators in overcoming the natural challenges that are part of learning. While the tensions of taking on a global view are reported in this study, going deeper to understand the experience and the supports that might help the educator through this learning needs more study. Collaboration and healing strategies are other topics related to this research focus.
6. What pedagogy for GCED is emerging? What are its influences, and how must it be defined as part of the early efforts to solidify the GCED movement? These questions require more study and investigation.

7. How do schools and larger educational bodies adopt GCED and prepare teachers to do this work? Comparative education implementation research is needed to see what other nations have done to rollout GCED and to provide insight into what measures and approaches are possible for U.S. schools, teachers, and leaders to consider.
8. Transdisciplinary and inquiry-based approaches in GCED need further study to understand how these learning methods provide meaningful context for 21st Century learning. As these approaches challenge traditional education methods, deep analysis and research into their benefits warrants exploration.
9. Civic action and youth empowerment efforts in the classroom deserve research and study. Tied to GCED, these student-centered outcomes are emerging as instructional outcomes that could radically change education purpose and goals. What do these approaches look like? How do educators plan and present these efforts in classrooms? What outcomes develop from these efforts? These are related questions to consider.

Conclusion

Two perspectives - one focusing on the GCED movement and the other focusing on Think Leaders in the GCED movement - were explored in this dissertation in addition to understanding the personal learning journey of educators to become globally competent. This chapter offers a synthesis of global, citizen, and education encompassed within interviews with prominent scholars and teacher educators focused on changing education and challenging existing knowledge about what 21st Century education encompasses. Therefore, this dissertation contributed to an existing published narrative and suggested unique efforts to understand how

educators learn to be globally competent and how GCED advances. Both efforts alter classroom learning at different levels and in different ways, and both efforts hold a future vision of GCED in real-time. This dissertation described how the GCED movement was implemented, as reported by Think Leaders and educators. It also described how competent global training promoted a transformative change to shape education's future. Think leaders reported accomplishing larger-scale implementation efforts by supporting a school-wide GCED effort and finding non-traditional learning settings to implement GCED. In addition, think leaders built awareness of GCED with institutional leaders by engaging with them about the future of GCED and building awareness and urgency for educational change.

Within this dissertation, Think Leaders and practitioners were invited to explore how global competency in educators supports the advancement of GCED. These conversations revealed signs that the nascent GCED movement has moved past the confusion of theories that have defined the past decade and now includes plans and actions. According to one Think Leader, “separate points” of GCED implementation exist in the U.S. and are growing slowly and not necessarily in a unified way. From a historical viewpoint, the GCED movement advances within a fraught political milieu were distrust domestically and internationally pervades community and national dialogue. This is not the best environment to cement prosocial education change, as education reform efforts are currently targets for repression and outrage by an existing and vociferous U.S. political force. Perhaps this is why student learning to become globally competent remains in non-traditional educational settings and through after school and adult education offerings. From the findings of this study, GCED offerings were not yet tied to K-12 public education beyond new social studies standards that carefully insert global competence skills and capacities, such as newly-adopted standards in New Mexico. One U.S. teacher

credential program offered one global competency course to prepare its high school Social Studies teacher candidates. However, there was preliminary and small-scale support and development beyond individual teachers who self-elected to incorporate GCED into their classroom as an overall approach and to alter content and student engagement tasks. Interestingly, these efforts came from outside the formal K-12 education setting in the form of adult learning to enlighten and train educators and leaders and as student experiences that are planned beyond the classroom or within alternative educational settings that were not part of public education.

Consequently, this dissertation described how and who was promoting GCED and what current efforts to implement GCED existed at this time. According to Stanford education researcher Milbrey Wallin McLaughlin, what is vital in implementing reforms such as GCED is an understanding of "local capacity and will" (McLaughlin, 1987). Of these broad factors, growing expertise is the lesser demanding policy factor. In the future of GCED policy, educators' attitudes, motivations, and beliefs will factor into an implementer's efforts. This will of the teachers, McLaughlin asserts, is "the less amenable factor" in the implementation effort (pp. 172, McLaughlin, 1987). This dissertation attempted to unpack and understand those attitudes, motivations, and beliefs a small group of educators held around GCED in hopes of understanding what was needed to support the GCED movement.

One critical insight from Think Leaders was that GCED must be a central and integrated learning approach. Because of its global scope, humanistic and emotional qualities, and transdisciplinary features, GCED struggles to advance in the U.S. traditional education milieu at this time, coming up against a traditional view of a separate content area learning paradigm. However, educators, non-profit leaders, and consultants in this study carried passion and vision

for advancing GCED and global competency in their classrooms or in alternative education settings. Think Leaders shared some cases where organizations and schools championed GCED. These stories and assertions are factored into this dissertation's recommendations. The change dimension for educators to take on GCED with knowledge and power pointed to the need for informed professional learning and the willingness on the part of educators to recast themselves to become globally competent. What Think Leaders unanimously agreed upon was the transformational features of this learning. One teacher educator interviewed for this dissertation currently prepared teachers to do this work. Though this dissertation's focus marked how educators' global competence reshaped their decisions for classroom content and student tasks, the emphasis of think leaders was on influencing overall education change with a global vision. This difference highlights two different aspects of the GCED movement. This dissertation reflected both efforts simultaneously and at decisively different scales - one at the classroom level and one for overall education change. Participants of this study pointed to three main outcomes no think leader or practitioner challenged in the interviews: the need for criticality and inquiry to enter classrooms through an examination of global issues; the need for understanding that global competency may require the learner to experience profound personal discomfort and emotional states; and the need for GCED to empower students with new understandings and insights that drive them to commit to civic action. In each, the educator played a vital role.

The question of who was in charge of heralding in GCED is still forming within a growing movement where educators, non-profit leaders, and others begin to define their positions and project their voices. All identified groups in this study revealed different roles in that change effort. Non-profit leaders and consultants saw their roles as influencers and trendsetters, delving into implementation efforts and working directly with willing schools to

develop and introduce global teaching and inquiry-based learning into classrooms. Also, non-profit leaders and consultants expressed that they were comfortable adding emotions to the learning process and applying socio-emotional, prosocial, and psychological approaches that supported global competency learning in students.

For the teacher educators, the need to prepare future teachers with a global perspective was on their minds during the interviews. Their thinking revealed the weight of responsibility they must assume in their roles. Only one teacher educator could speak about how GCED was supported within a teacher credential program. The duality of changes global competency exerts on the teacher as a member of the human race and their teaching practice were key points of interest. Time to think and plan deliberately within teacher preparation programs so that GCED and global competency are available to new teachers was at best in the early developing stages. Preparing teachers to be globally competent does not yet exist on a wide scale. However, the idea of forming advocacy positions for GCED and compelling more teacher educators to develop GCED existed in the minds of the teacher educators who were interviewed. They were keenly aware of the need for colleagues and allies to support such a commitment.

The higher education professionals offered a more nuanced perspective during the interviews, many times from within their areas of research interest. GCED and the global competency of educators were topics that prompted study participants to reveal assumptions about learning, transcultural education, and global challenges. They showed a willingness to consider why GCED was worthy of consideration. What did not reveal itself in conversation with academicians was a willingness to question where GCED might enter into higher education and what next steps were needed to develop globally competent undergraduate or graduate students from within their institutions. Bringing GCED into K-12 classrooms was an interesting

thought experiment that did not extend into their work areas. Professors, however, were keen to illuminate how GCED joins other equity efforts in education, such as gender studies, sustainability goals study, anti-racism learning, and global issues courses. In their view, GCED also had a place with other forms of civic participation and civics education learning.

As GCED advances beyond its muddied theoretical beginnings, the movement expands in the hands of a myriad of think leaders and practitioners. At present, nonprofits and consultants are frontrunners in promoting GCED and acting as influencers to widen those who consider global learning the main education goal. Teacher educators, feeling the pressure of change and needing to be responsive to students' and teachers desires, are constrained by established programs and feel the brunt of preparing for GCED with scant institutional support. In higher education, global competency has yet to create a tipping effect to updating and changing how and what is taught.

GCED is slowly expanding, as evidenced in this study, though no unified effort yet exists to prepare U.S. teachers. For the most part, it remains in the hands of individual teachers to impact their classrooms with new understandings about humanity and the planet, though other school innovators are joining the effort. Implementation of GCED may best move forward incrementally, classroom by classroom, and a teacher at a time. McLaughlin asserts, “the marginal, incremental responses natural to managers and practitioners may ensure that the changes associated with a reform effort take more time than expected but that once in place, they are stable” (pp. 178, McLaughlin, 1987). Clearly, in a turbulent world, there is a dire need to collaborate and educate with a transformative vision of global understanding to address real catastrophes. This can be achieved by visionary educators who understand global challenges and the importance of GCED and who instruct students daily. However, this dissertation also asserted

that while micro changes are in play, macro movement must exist to support them. As one professor remarked, “you need cover.”

To fully develop in the U.S., GCED needs a new multimodal coalition of practitioners and visionaries ready to influence formal education in a unified way. Signs from higher education, non-profit and consulting sectors, and teacher education pursued qualitatively and quantitatively in this dissertation revealed the emergence of holistic, critical, and humane GCED approaches to respond to what the modern world brings us all to learn and understand. This is perhaps the opportunity for SDGs to structure and align this learning. Teacher educators amplify a global perspective in education and provide more ground for GCED beyond a foothold. As one teacher educator who was already doing this work remarks, GCED in teacher preparation is the “passing of the baton” to future educators who can now enter their classrooms with global intercultural experiences that are personal and close. These globally competent new educators hold empathy for others and learner exchanges through technology that promotes deep insight through inquiry and curiosity, connecting learners to multi-faceted humanity and the common condition of living in these times. “There is something about human connections, and there is something about experiences that are going to promote deeper learning.” These new perspectives through GCED must first begin *within* educators, who must quest beyond their comfort and traditional borders to embrace global awareness and interconnectedness. Educators, as global citizens, can then enlighten and embolden students to act and grapple with real global challenges that need solving. Educators also need the support of allies to expand GCED into schools and education systems and to bring GCED to the forefront for wider acceptance.

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APPENDIX A

United Nations Sustainable Development Goals, 2016

United Nations Sustainable Development Goals, 2016

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Accessed from: Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs (un.org)

APPENDIX B

United Nations Sustainable Development Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and

provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Accessed from: Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs (un.org)

APPENDIX C

Participant Recruitment for Information for Study

Initial Email from World Savvy:

Greetings GCC Graduates!

I hope this email finds you well and that you are happy and healthy as we enter 2022. I'm reaching out to you today with an exciting opportunity to contribute to the research on Global Competence.

Janette Neumann is completing her PhD on global competence of educators and she is interested in hearing from you. In particular, she's interested in your personal learning experience and changes you made in work and life as a result of training with World Savvy and earning a certificate in global competence.

Please consider filling out the consent form and completing her questionnaire. It will take about 30 minutes to complete. To compensate you for your time, Janette is offering two $200 cash awards which will be randomly presented to two World Savvy graduates. Nice!

As a second part of the study, Janette wants your analysis of the overall questionnaire data. She will invite you to sit with her (virtually and on ZOOM) to review the data and talk about what you see. This should be interesting, and I hope you take part in both parts of her study!

Please click on this link so that you can learn more about the study, and then consent to this research and participate.

https://cgu.co1.qualtrics.com/jfe/form/SV_82iRnKGHYut4CRU

Many thanks,

Mallory Tuominen, Chief Program Officer - she/her/hers
World Savvy

APPENDIX D

Participant Participation Letter

Dear Colleague,

My name is Janette Neumann and I am a doctoral student in the School of Educational Studies at Claremont Graduate University. I am conducting this study under the supervision of Dr. David Drew in order to fulfill the requirements of the Doctor of Education degree.

You are an educator who completed World Savvy's teacher global competency certificate program. As a result of my own studies, I became interested in understanding educator learning experiences as they prepare to teach global citizenship education. Consequently, I decided to focus on teachers who trained to be globally competent as a focus of my dissertation work.

The study I am conducting aims to illuminate the learning processes and changes teachers experience while learning to be globally competent. I hope that through a deeper understanding of the learning process and change that occurs in teachers, the study will contribute to the knowledge base of adult education, teacher professional learning, and global studies.

I am looking for volunteers willing to participate in this study by sharing their experiences of learning and change with me. The only criterion for participating in this study is your participation in the World Savvy Global Competence Certificate training. As an incentive, I am offering two $200 MasterCard gift cards so anyone who received this email can be considered for the drawing. Participating in the study is not a requirement for the drawings.

As a participant in the study, you would be asked to complete a questionnaire. The questionnaire link will be provided to you upon your consent to participate in the study. This questionnaire asks about you as a person and your present thoughts becoming globally aware and competent. This questionnaire is on Mentimeter, a rapid response on-line platform.

In order for me to fully understand your learning experience and changes, I will ask you about your personal learning process and the changes you might notice in yourself or your life as a result of your studies in global competency. If you choose to participate in this study, I will ensure that any information you provide will be kept in confidence and that your confidentiality will be protected. No identifying information will be used in written or verbal reports of this study. If direct quotes are used in study reports, a pseudonym will be used to ensure confidentiality.

Following your completion of the questionnaire, I would like to share the overall data from the questionnaire and to interview you about what you interpret from this overall data. This interview will take place with researcher me, Janette Neumann, and will take place on-line in a recorded ZOOM conference. This interview could last 45 minutes.

Only a dissertation committee member and I will access information you provide. All data will be coded so you will not be identified. World Savvy will not know who is participating in this study unless you choose to share this information with a member of this organization. As a study participant, you will have complete freedom to withdraw at any time without question. You will also be free to refrain from answering any questions that you do not wish to answer.

I believe this study may help educators and global citizens to better understand and facilitate better learning and teacher training. This study will hopefully contribute meaningfully to adult learning and global citizen education (see Appendix H). Participating in this study would likely increase your own understanding of the learning and changes that may occur for you during this training.

I humbly ask for your participation in this study. If you choose to participate, please complete the consent below. If you consent, the questionnaire link will be provided, and repeated reminder emails could be sent to you. Another email inviting you to interview will be sent to you virtually through a ZOOM invite.

Many thanks and gratitude for your participation. If you have any questions, please call me at 951-264-1671.

With Sincerest Wishes,

Janette Neumann, PhD candidate

APPENDIX E

Consent to Participate in Study

AGREEMENT TO PARTICIPATE IN Global Citizenship, teacher training, and change (IRB # 4144)

Consent Agreement

You are invited to a research project on teacher global competency. Volunteering may not benefit you directly. You will be helping us understand the personal learning experience of becoming globally competent and the changes you made in life and work. If you volunteer, you will complete an on-line survey and be part of a focus group conversation. In total, this will take about a total of two hours of your time. Volunteering for this study involves no more risk than what a typical person experiences on a regular day. Your involvement is entirely up to you. You may withdraw at any time for any reason. Please continue reading for more information about the study.

Study Leadership: This research project is led by Janette Neumann of the Claremont Graduate University, who is being supervised by Dr. David Drew.

Purpose: The purpose of the study is to illuminate the personal learning experience of educators learning to be globally competent and to define what changes in life and work took place as a result of becoming a globally competent educator.

Eligibility: To be eligible, you would have completed World Savvy's Global Competence Educator certificate program from 2016 - present. Participation: During the study, you will be asked to describe your learning experience and any changes you made in life and work as a result. This will be in the form of an on-line survey that can be completed in about 30 minutes.

You will be invited to a ZOOM video conference for an interview with the researcher. This may take up to 45 minutes. You will be analyzing the overall data from the survey and giving your impressions and insight.

Risks Of Participation: The risks that you run by taking part in this study are minimal. These risks include the time you will spend completing the survey and taking part in the focus group.

Benefits Of Participation: I do not expect the study to benefit you personally. This study will benefit the researcher by providing insight and data into personal learning. This study is also intended to benefit teacher training institutions and educator professional development planners.

Compensation: You will be directly compensated for participating in this study.

Compensation: You will be entered into a random pulling to receive two $200 MasterCard awards as part of this study.

Voluntary Participation: Your participation in this study is completely voluntary. You may stop or withdraw from the study at any time without it being held against you. Your decision whether or not to participate will have no effect on your current or future connection with anyone at CGU.

Confidentiality: Your individual privacy will be protected in all papers, books, talks, posts, or stories resulting from this study. I may use the data we collect for future research or share it with other researchers, but I/we will not reveal your identity with it. In order to protect the confidentiality of your responses, I will use pseudonyms as references. Further Information: If you have any questions or would like additional information about this study, please contact Janette Neumann at janette.neumann@cgu.edu or 951-264-1671. You may also contact Dr. David Drew at David.Drew@cgu.edu. The CGU Institutional Review Board (IRB) has certified this project as exempt.

If you have any ethical concerns about this project or about your rights as a human subject in research, you may contact the CGU IRB at (909) 607-9406 or at irb@cgu.edu. A copy of this form will be given to you if you wish to keep it. Consent: Your check and date below signifies you understand the information on this form, that someone has answered any and all questions you may have about this study, and you voluntarily agree to participate in it.

I consent to participating in this study and the follow-up focus group discussion. Thank you for your time. Provide your email address to enter the gift card drawings. Your email address will be used as your entry and to contact you should be selected as a winner. Begin the questionnaire now or later. Here is a link and a QR code to begin the questionnaire. Either will direct you to the questionnaire in Mentimeter. If you would like to complete the questionnaire at a later time, you will also receive an email with the same link and QR code. https://www.menti.com/w5w99fxkr9

APPENDIX F

Respondent Questionnaire

QUESTIONS:

1. Personal Information:

1.1 Contact Email
1.2 State of residence (or country if not U.S.)
1.3 Years teaching
1.4 Age
1.5 Sex
1.6 Language you are most comfortable speaking
1.7 Your cultural or ethnic background
1.8 Date of your World Savvy training:
1.9 At this time, are you teaching? If so, what subject/grade?

2.1 Have you previously taken formal courses in global issues, global studies, or global citizenship education? Yes or No. (MentiMeter Multiple Choice)

2.2 Have you pursued intentional learning related to global competence beyond World Savvy's training? By intentional learning, I mean learning you set out to do to gain more knowledge and understanding about the world today and what role you might play in response to global challenges. For example, you may have attended workshops and conferences, or sought out online blogs, websites, projects, discussion groups, and training. You also may have participated in community discussion groups, or read specific books or articles about global issues, global studies, or global citizenship education. If yes, please list your intentional learning activities: (MentiMeter Open-Ended Question) …what role you might play in response to global challenges by attending conferences, training or online learning.

2.3 People may decide to take the training from World Savvy for many different reasons. It may be that the global competence certificate program from World Savvy just sounded good. For others, some previous experience or interests prompted them to enroll.

2.3a What was the main reason you completed the World Savvy training? Please rate your reasons for taking this training. (Multiple Choice Option on MentiMeter)

I did not have a personal reason for taking this training 4

I was generally curious about the training without much knowledge about the topic of global competency 3

I was specifically curious and had some knowledge of the topic of global competency 2

I was personally committed to becoming globally competent prior to the training 1

2.4 What did you get out of becoming globally competent? (Open-Ended Question on MentiMeter)- what did u hope to get out of globally comp

3 0. How would you evaluate your global competency? By global competency, I mean your knowledge of world events, global issues, and your connection to these global understandings that draw you to dig deeper and relate wider. (Multiple Choice on MentiMeter)

I am doing this now. This is how I operate~! 4

I am building my understanding to do this! 3

I am just beginning. I need more training and time! 2

I have a lot of questions and am not ready yet 1

4.0 Think about what it means to be a globally competent educator. Using a few words or sentences, write down your thoughts. (Open-Ended Question on MentiMeter)

5.0 Please complete this sentence: right now, when I think about how I become globally competent, I feel…(Open-Ended Question on MentiMeter)

6.0 Think about your image of a globally competent educator. Which description below best represents your thinking?. (By globally competent, I mean someone who has global knowledge, a worldview that understands how to analyze and reflect using multiple perspectives, and uses empathy, cultural responsiveness, and critical thinking to explore global challenges.) (Multiple Choice on MentiMeter)

a) I don't have a personal image. I have no thoughts about the terms globally competent or global citizen.
b) My image is highly optimistic and forward-thinking. Becoming a globally competent educator helps create a better world.
c) My image is cautiously optimistic. Education is a way to create change to protect a positive future.
d) My image is cautiously pessimistic. Becoming globally is one way to create change yet I have doubts.
e) My image is very pessimistic. Global challenges have gone too far. People cannot address these challenges in a meaningful way. My efforts have no effect.

7. Right now, I would like you to reflect back on the entire training experience from the beginning, during, and at the end. Think about your growth to be globally competent. Encompass your total experience in as much detail as you can remember. Take a few minutes and reflect on your learning experience.

7a. As part of your training to be globally competent, was it important to you to have time to collaborate and share your understanding and share your new learning? Explain. (Open-End Question on MentiMeter).

7b. Did you experience learning that required you to rethink past learning? If YES, describe with no more than 3 words how that made you feel.(Word Cloud in MentiMeter).

7c. To become globally competent, did you experience learning that created entirely new ideas? If so, describe this new learning in 3 or less words. (Word Cloud in MentiMeter)

7d. To what degree? Use the scales below: (5 point Scales in MentiMeter)
Becoming globally competent required a lot of new learning for me.
Becoming globally competent caused me to rethink past learning.
Becoming globally competent pushed me to see issues from multiple viewpoints.
Becoming globally competent helped me to experience deeper connections with global issues.

8.0 Please rate your experience to become globally competent by choosing one of these statements: (Multiple Choice on MentiMeter)
My experience is very different from other learning.
My experience is slightly different from other learning.
My experience is not different from other learning.

9.0 Tell me about the changes you notice in yourself or your life as a result of learning to be globally competent.

Some people may experience changes in their knowledge, beliefs, understanding, or ways of thinking or relating to the world. Please rate the extent of change in yourself as a result of training to be globally competent.

9a. Please select one statement below that you most agree with: (Multiple choice in Mentimeter).

Drastic changes in my knowledge	1
Significant changes in my knowledge	2
Some changes in my knowledge	3
Little to no changes in my knowledge	4

9b. Please select one statement below that you most agree with: (Multiple choice in Mentimeter).

Drastic changes in my beliefs	1
Significant changes in my beliefs	2
Some changes in my beliefs	3
Little to no changes in my beliefs	4

9c. Please select one statement below that you most agree with: (Multiple choice in Mentimeter).

Drastic changes to my personal worldview	1
Significant changes to my personal worldview	2
Some changes to my personal worldview	3
Little to no changes to my personal worldview	4

10.0 Tell me now about what you notice in how you relate to world issues and your role as an educator as a result of learning to be globally competent. Some people may experience changes in how they relate to the future. Some people may experience feelings of empowerment. Some people may experience new ways to address global challenges. Some people may experience changes in their teaching focus.

10a. Complete this statement with the choices below: In learning to be globally competent, I experienced. (Multiple Choice on MentiMeter.)

Drastic changes in how I see the future.	1
Significant changes in how I see the future .	2
Some changes in how I see the future.	3
Little to no changes in how I see the future.	4

10b. Complete this statement with the choices below: In learning to be globally competent, I experienced…. (Multiple choice in Mentimeter).

Drastic feelings of empowerment	1
Significant feelings of empowerment	2
Some feelings of empowerment	3
Little feelings of empowerment	4

10c. Complete this statement with the choices below: In learning to be globally competent, I experienced…. (Multiple choice in Mentimeter).

Drastic changes in how to address global challenges	1
Significant changes in how to address global challenges	2

Some changes in how to address global challenges 3
Little to no changes in how to address global challenges 4

10d. Complete this statement with the choice below: In learning to be globally competent, I experienced… (Multiple choice in Mentimeter).

Drastic changes in my teaching focus 1
Significant changes in my teaching focus 2
Some changes in my teaching focus 3
Little to no changes in my teaching focus 4

Tell me now about choices and decisions you make as a result of becoming globally competent. Some people may experience changes in their everyday living. Some people may experience changes related to their job teaching. Some people may experience change related to family. Some people may experience changes related to community involvement. Some people may experience changes related to citizen action.

10e. Rate your experience of change as they relate to becoming globally competent: (5 pt. Scales in Mentimeter).

Changes to everyday living
Changes related to teaching
Changes related to family
Changes related to community involvement
Changes related to citizen action

10f. Rate your experiences of change as they relate to becoming globally competent:. (5 pt. Scales in Mentimeter).

Changes in your total world view
Changes in your overall perspective on humanity
Changes in your overall perspective on the planet

Thank you so much! You did it! Remember to respond to a follow-up email regarding focus group discussion participation with this questionnaire's overall data! Stay tuned for an announcement of who will receive the two $200 incentives! Thank you for being part of this study!

APPENDIX G

Learning Processes Interview Schedule

Interview Schedule

Introduction:

As you know, I am interested in understanding the learning processes and changes that occur in teachers learning to become globally competent as a result of taking World Savvy's global competency training. My goal is to thoroughly understand your experience. In this interview discussion, I will share response data resulting from the 13 completed questionnaires. I want you to see, interpret, and discuss what you see in this overall data.

I will be taking notes and I will be recording this interview for accuracy. I also will facilitate the discussion with questions, but my role will be mostly to listen while you discuss the implications of what you see in the shared questionnaire data. Are you interested in looking at the whole questionnaire? (Researcher will respond to this wish.) What was most valuable in this learning experience? Can you think of anything else that is needed in becoming globally competent from your perspective? Can you share an example of a lesson, unit, approach, as this definition of global competence?

1. Right now, I would like you to review data from the questionnaire relating to Question 6. Here is the question, and the data created from all of the respondent answers..What questions might you have now that you are viewing this data? What patterns and trends do you see and what insights might you share? What, if anything, is missing?
2. Now let's review data about the learning experience. In these four graphs, the questionnaire responses for Question 7 deal with experiencing learning that required you to rethink past learning, learning entirely new ideas, and if the learning experience was different from past learning. What questions might you have now that you are viewing this data? What patterns and trends do you see and what insights might you share? What, if anything, is missing?
3. Here is data from the questionnaire regarding the learning experience (9.0) to become globally competent. What patterns, trends, or insights do you see? Do you recall how you answered this part of the questionnaire? What questions might you have now that you are viewing this data? What patterns and trends do you see and what insights might you share? What, if anything is missing?
4. Here is data from the questionnaire regarding changes (10.0) you may have made as a result of becoming globally competent. What patterns, trends, or insights do you see? What questions might you have now that you are viewing this data? What patterns and trends do you see and what insights might you share? What, if anything is missing?

Thank you for looking over the data and discussing it with me. Your insight and analysis are important to understanding your personal learning experience. Thank you.

APPENDIX H

Think Leaders for the Global Citizen Education

Chavez Smith, J. jchavez314@cnm.edu;

Talbot, P. patti@blueroadseducation.org;

Rensink, C. connie.rensink@gmail.com;

Klein, J. jennifer@principledlearning.org;

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Perkins, L. linda.perkins@cgu.edu;

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Tuominen, M. mallory@worldsavvy.org;

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Wehner, R. ross@worldleadershipschool.com;

Gaudelli, W. wig318@lehigh.edu

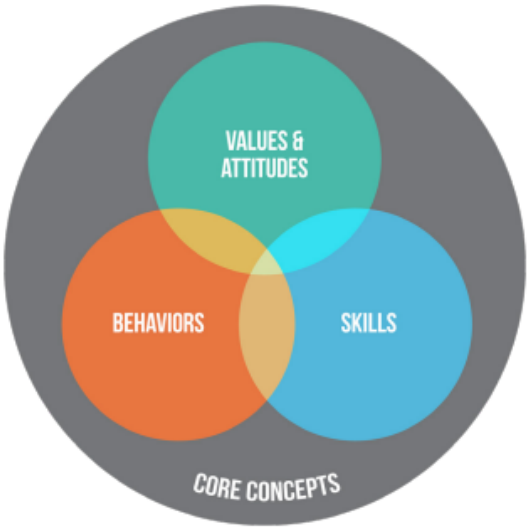
Kopish, M. kopish@ohio.edu

APPENDIX I

World Savvy Matrix

WORLD SAVVY MATRIX

Global competence is the disposition and capacity to understand and act on issues of global significance. Globally competent individuals possess and apply the following qualities, characteristics, and abilities to learn about and engage with the world. Educators who aspire to help students become globally competent must both develop these attributes in themselves and find ways to foster them in students.



CORE CONCEPTS

- World events and global issues are complex and interdependent
- One's own culture and history is key to understanding one's relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues
- The current world system is shaped by historical forces

VALUES & ATTITUDES

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity & culture, & sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity & unfamiliar situations
- Reflection on context and meaning of our lives in relationship to something bigger
- Question prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy
- Humility

BEHAVIORS

- Seeks out and applies an understanding of different perspectives to problem solving and decision making
- Forms opinions based on exploration and evidence
- Commits to the process of continuous learning and reflection
- Adopts shared responsibility and takes cooperative action
- Shares knowledge and encourages discourse
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
- Approaches thinking and problem solving collaboratively

SKILLS

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
- Recognizes, articulates, and applies an understanding of different perspectives (including their own)
- Selects and applies appropriate tools and strategies to communicate and collaborate effectively
- Listens actively and engages in inclusive dialogue
- Is fluent in 21st century digital technology
- Demonstrates resiliency in new situations
- Applies critical, comparative, and creative thinking and problem solving

Note: Adopted from the World Savvy website

www.worldsavvy.org