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Global citizenship education starts with teacher training and professional development

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Abstract

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Global Citizenship Education Starts With Teacher Training and Professional Development

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Abstract

In recent years, the idea of *global citizenship* has grown in scholarly circles and developed into a nascent discipline known as global citizenship education. As a general matter, global citizenship education strives to deepen cross-cultural understanding through the study of current transnational issues. This qualitative, interpretivist case study examined the roles and responsibilities of global studies teachers at an urban New Jersey public high school. The study included interviews with an administrator, two global studies teachers, and six students enrolled in the second sequence of a two-year course in the global studies curriculum; as well as observations and analysis of the course curriculum, syllabus, and student assignments. This study highlights the continuing need for increased pre-service and in-service training opportunities for teachers of global studies related courses, including teacher education and professional development programs. This study also underscores the need for more research on global citizenship education, and global studies training and certification programs in the United States.

Keywords*: globalization, global citizen, global issues, global studies*

Introduction

The educational system in the United States has too often failed to train teachers or structure K-12 curricula in ways that prepare students to address global issues and challenges (Levine, 2010; Reimers et al., 2016). For years, teachers in the United States have had insufficient schooling or experience in global education (Gallavan, 2008; Kopish, 2017; Rapoport, 2013), and the results are increasingly evident. As the National Education Association (2010) stresses: "It is important that American students . . . begin developing a deeper understanding of the world's economic, social, and political issues" (p. 2).

A World Savvy global competence survey (2012), conducted with the assistance of the International Baccalaureate (IB) Organization, found U.S. teachers too often overlook global issues (Berdan & Berdan, 2013). For instance, 48% of the students (grades 6-12) surveyed responded they have not received sufficient instruction on the origins of global issues and how

such issues impact their lives today (World Savvy, 2012). Additionally, 63% of high school students surveyed responded they never talk about world events in the classroom. Moreover, only 54% of those surveyed responded that their high school teachers provide a global perspective in the classroom.

Reports also have shown too many students in the United States enter college or the workplace without a sufficient baseline of knowledge in global issues and require additional instruction (Balistreri et al., 2012; National Education Association, 2010; Partnership for 21st Century Skills, 2008). For example, in conjunction with the National Geographic Society, the Council on Foreign Relations (CFR) (2016) recently surveyed 18- to 26-year-olds (1,203 young adults currently attending or who recently attended a college or university in the United States) on their understanding of economic, environmental, geographical, and international issues. CFR President Haass and former National Geographic Society President and CEO Knell, who conducted the survey, warned that only 29% of respondents had earned a passing score of 66% correct or better (Council on Foreign Relations, 2016). They point out that these results "revealed significant gaps between what young people understand about today's world and what they need to know to successfully navigate and compete in it" (Council on Foreign Relations, 2016, p. 4). Many of the respondents struggled with basic questions about culture and demographics, highlighting the need for schools to focus on geography, world cultures, and international relations.

Despite these studies and concerns, some steps have been taken to further the goals of global citizenship education and related fields of study. Scholars and practitioners have called for updating curricula (Waks, 2003) and additional ways to address insufficient training and lack of teacher professional development (Levine, 2010). Curricula that incorporate global citizenship education can help students understand and appreciate diverse perspectives, as well as remain competitive in a global marketplace (Johnson et al., 2011). Brunell (2013) emphasizes, in particular, that the pedagogical method of experiential learning (learning through experience) elicits student interest in global issues, builds global civic skills, and helps groom global citizens. Along these lines, to teach and learn about global matters, Evans et al. (2014) stress:

> Multiple entry points, learning intentions, and orientations . . . . high value of experiential, learner-centred, and inquiry-oriented learning and teaching practices . . . . welcoming the challenge of working with multiple conceptions of global and international . . . . importance of building in a critical perspective . . . . role of self-reflection in the learning process . . . . embracing learner diversity in diverse contexts. (pp. 5-6)

However, while the literature supports more teacher training on global issues (Gallavan, 2008; Guo, 2014; Rapoport, 2013; Robbins et al., 2003), renewed and critical focus on pedagogy, and student exposure to other cultures (Johnson et al., 2011; Niens & Reilly, 2012; Yamashita, 2006), few studies have addressed specific curricular topics and teaching methods in global citizenship education. At the same time, more studies must examine how teachers can prepare students to think critically on controversial global issues (particularly through experiential learning) and to use innovative technology in today's digital age. The findings from this study indicate that effective teachers of courses related to global citizenship and studies maintain objectivity, are flexible, offer choice, utilize technology, spur critical thinking, and foster experiential learning. Various stakeholders will benefit from this study, including students, teachers, administrators, curriculum writers, and policymakers.

Literature Review

This section examines how the United States and other countries have promoted global citizenship education through teacher preparation (pre-service and professional development programs), and active learning. There is little scholarship addressing U.S. pre-service and in-service high school teacher training in global citizenship education. As such, this section primarily examines how other countries have trained teachers in this discipline.

Pre-Service Training

Several scholars have stressed that increased content knowledge and pedagogical training are necessary to prepare prospective educators in global citizenship (Carr et al., 2014; Gallavan, 2008; Guo, 2014; Howe, 2013; Rapoport, 2013). Gallavan (2008) adds "teacher candidates must be competent, confident, and ready to share the complexities associated with world citizenship" (p. 252). Proficiency in global citizenship education also requires competency, through hands-on instruction, regarding the interdependence and interconnectedness of the world; diversity of viewpoints; and cultural, social, and ethnic norms (Guo, 2014).

According to a recent UNESCO report, many countries have not made global citizenship education a mandatory part of their traditional teacher education programs (McEvoy, 2016). Regarding the United States, teacher education programs have proven unable "to develop pre-service teachers' global competencies" (Aydarova & Marquardt, 2016, p. 24). To groom globally competent educators, Zhao (2010) proposed changes to American teacher education programs, including more opportunities for students to partake in conferences, study abroad programs, and courses covering global issues.

To prepare teachers of global studies related content, certain American universities and education departments have begun to incorporate global components into general education courses. Both William Paterson University in New Jersey and the University of North Carolina at Charlotte offer courses in international education and non-Western areas of study (Reimers et al., 2016). Other institutions have stressed the importance of study abroad programs and knowledge of foreign languages (Longview Foundation, 2008). Some universities, like Miami University, Ohio State University, the University of Oklahoma, the University of San Diego, and the University of Wisconsin-Madison, allow pre-service teachers to work as instructors outside the United States to promote global competency (Longview Foundation, 2008).

Yet, some undergraduate and graduate schools in Canada and Japan have taken greater steps to prepare prospective teachers to provide instruction on global issues in elementary and secondary schools (Guo, 2014; Howe, 2013). For instance, Canadian Faculties of Education have integrated global citizenship education into their teacher education programs, including the University of Ottawa, University of Toronto, University of British Columbia, University of Prince Edward Island (UPEI), Queen's University, and University of Alberta (MacDonald-Vemic et al., 2015). In fact, UPEI and UNICEF Canada designed an undergraduate course entitled *Educating for Global Citizenship*, which has become mandatory for the teacher preparation program at UPEI (Guo, 2014). This course contains nine sections:

1) Introduction to global citizenship and global citizenship education [GCE];

2) Goals and objectives of education for global citizenship;
3) Key concepts and themes in GCE
4) GCE pedagogy;
5) GCE assessment and evaluation;
6) Rights respecting educational practices;
7) Valuing and promoting diversity through GCE;
8) Connecting GCE to school curricula;
9) GCE in action. (Guo, 2014, p. 5)

Guo (2014), who conducted a three-year study at UPEI, found greater emphasis on global citizenship education at the undergraduate level helps teaching candidates increase interest in learning, hone analytical skills, appreciate multiple perspectives and diversity, and commit to action. The federal government in Canada also spearheaded a Global Classroom Initiative, known as Strengthening Global Education in Canadian Faculties of Education (Guo, 2014). As part of this initiative, more than 7,000 prospective and current educators partook in workshops related to global education (Guo, 2014). Citing examples from Canada and Japan, Howe (2013) concludes that integrating global citizenship education into undergraduate programs can help provide teachers with the tools needed to nurture the next generation of global citizens.

In-Service Professional Development

Professional development opportunities help train current educators in global citizenship (Gallavan, 2008; Harshman & Augustine, 2013; Larsen & Faden, 2008). Some states have created professional development programs to prepare teachers in global competency. One such program, the California International Studies Project, assists educators in low-performing schools by providing them with educational resources related to global issues at workshops and institutes (Reimers et al., 2016). Another statewide initiative, the University of Vermont Asian Studies Outreach Program, provides instruction in various areas of Asian history and culture for teachers at the K-12 level (Reimers et al., 2016). Other programs and universities are starting to build partnerships with state departments of education (e.g., Ohio, Indiana) to help internationalize curricula and train teachers in global studies (Frey & Whitehead, 2009; Reimers et al., 2016).

New forms of technology and online resources offer ways for teachers to educate for global citizenship (Johnson et al., 2011; Lim, 2008; Maguth, 2012). While educators in social studies have not always embraced the "educative potential of technology" in the digital age (Maguth, 2012, p. 70), one study from Singapore reported how technology can help educators grow as global citizens (Lim, 2008). After all, the advent and growth of the Internet has transformed the way teachers instruct their students (Luan et al., 2005; United States Department of Education, 2017). Furthermore, a study on the impact of the Internet on IB teachers across more than 30 countries shows how online discussion forums empower them to formulate diverse beliefs (Harshman & Augustine, 2013). Harshman and Augustine (2013) suggest online discussion forums can bring global citizenship educators together to share professional and pedagogical teaching practices. These online discussion forums can enhance professional growth and personal reflection.

In addition to technology, Myers (2007) and Schweisfurth (2006) explored the role of teachers incorporating citizenship education into their instruction through another pedagogical model. Focusing on secondary teachers from Brazil and Canada, Myers (2007) underscored the

importance of teacher involvement in local politics. Politically active teachers better prepared students to think critically about their localities and country. Furthermore, in a study of six secondary teachers from Canada, Schweisfurth (2006) demonstrated how motivated teachers worked with non-governmental organizations (NGOs), a network of like-minded educators, and various institutions to pool resources together in the pursuit of global citizenship education. Schweisfurth concluded that, even in a school environment where global citizenship education is not a priority, teachers can take the initiative to further the goals of this discipline.

Methods

A case study requires an investigator to conduct research in a real-world, present-day setting through the framework of a *research paradigm* (Creswell, 2013; Guba & Lincoln, 1994). The interpretivist or constructivist research paradigm—the paradigm chosen for this study—focuses on the "lived experiences" and perspectives of others through "interactive researcher-participant dialogue" (Ponterotto, 2005, p. 129). Through this paradigm, the researcher sought to understand the subject in a detailed, hands-on way (Butin, 2010; Orlikowski & Baroudi, 1991); and to use in-depth data gathering efforts through various sources (Merriam, 1991).

The purpose of this qualitative, single instrumental case study was to understand and evaluate, through a constructivist-interpretivist paradigm, the perceptions and experiences of teachers and students in a global studies course. This study employed purposeful or purposive sampling, which seeks to "select a sample from which the most can be learned" (Merriam, 1998, p. 61). Through this "non-probability form of sampling," the participants most suited for the study were deliberately selected (Bryman, 2016, p. 408). This process entailed gathering information about the research site and individual participants (Creswell, 2013).

This study took place at an urban public high school in New Jersey with more than 400 students and approximately 50 faculty members. The research site is expressly committed to the principles of global citizenship, and values diversity, social and racial equality, responsibility, and addressing the challenges of the 21st century. One of the programs within the curriculum consists of the international seminar series, which provides students the option to take specialized courses over the course of four years on the water management crisis, genetically engineered foods, free trade and globalization, and human rights.

As part of an Accelerated Cohort, select students can complete the same specialized global studies courses (Accelerated Global Studies I and II) in their first two years of high school. This advanced program of study intends to prepare students for Advanced Placement courses and the IB Diploma Programme (DP) in the 11th and 12th grades. Designated a *World School* by the IB, the research site offers a DP curriculum consisting of six subject groups and the DP core. Within the six subject groups, students must complete two-year courses (three courses at the higher level consisting of 240 hours of instruction and three courses at the standard level consisting of 150 hours of instruction) and study two languages. The DP core consists of three components: an interdisciplinary course that fosters critical thinking known as theory of knowledge (TOK); an independent research project known as the extended essay (EE); and a variety of experiential and service-learning activities (including community service projects) known as creativity, activity, and service (CAS) (International Baccalaureate, 2016).

This study included interviews of nine participants. One participant is an administrator and former global studies teacher (identified as, *Administrator*). Two participants are currently global studies teachers (identified as, *Teacher 1* and *Teacher 2*). And six participants are students from the Accelerated Cohort enrolled in Accelerated Global Studies II (identified as, *Student 1*, *Student 2*, *Student 3*, *Student 4*, *Student 5*, and *Student 6*). The student participants were aged 15-16 from the 10th grade. Each of the student participants have participated in an experiential, student-centered learning environment involving fieldwork, research assignments, and project-based learning (e.g., a final seminar project).

This study followed the approach of Merriam (1998) and collected data from three sources: observations, interviews (one-on-one interviews and a focus group interview), and documents. The data analysis process (analysis of observations, interviews, and documents) for this study consisted of four phases. Phase one included documenting observations, transcribing the interview recordings into written text, and organizing and analyzing relevant documents. Phase two consisted of describing and classifying the data into codes or categories. Phase three included starting the pattern coding process and distilling the categories of information into broad themes. Finally, phase four consisted of reporting the results or meaning of the case and drawing conclusions on the main takeaways and objectives of the study.

Findings

Preparing Effective Teachers of Global Citizenship

During their one-on-one interviews, Administrator, Teacher 1, and Teacher 2, stressed that, given the interdisciplinary dimensions of global citizenship education, an effective global studies teacher must be well-versed in several disciplines. Teacher 1 made the point "you can be a super expert in any one field but to understand a lot of issues you got to at least have some competency in another issue."

Administrator, Teacher 1, and Teacher 2 also spoke about the importance of professional development. Both Administrator and Teacher 1 attended professional development seminars offered by the Princeton University East Asia Program one Saturday a month. Through this program, they learned from faculty members at Princeton University, Columbia University, or the University of Pennsylvania on how to incorporate Asian Studies into a curriculum. Citing the importance of these seminars, Administrator noted:

> That professional development was very eye-opening because professors went into the emphasis on the Euro-centric curriculum and . . . over the years how hard it has been to implement a really well-grounded World Civ course in a New Jersey high school because there is a lot of pushback.

Teacher 2 also received in-service training in global studies. At a conference held at the United Nations International School (UNIS) in New York City, Teacher 2 met people from all over the world. Citing the benefits of this professional development experience, Teacher 2 emphasized:

> You got to understand different learning styles and teaching styles from around the globe and different ways that people view global issues. The conference centered mostly around theory of knowledge. However, in that theory of knowledge conference, it was totally around politics and global movement and how each country essentially is dealing with different aspects of globalization and how society is being impacted whether it was a good way for some or a bad way for others.

After attending the conference, Teacher 2 considered plans of action and measures to address seminal global issues, and stated his intention to attend a similar conference in the future or a forum at the UN "to see how global politics actually works and comes together."

Finally, Administrator, Teacher 1, and Teacher 2 emphasized that educational institutions should offer pre-service or in-service opportunities in global citizenship education to prepare global studies teachers. To teach a global studies course, Teacher 2 indicated it helps to have a social science background in subjects like history, sociology, or economics. Teacher 1 also added that having "direct exposure to some current research being done" at the "undergrad or postgrad university level" would "be very useful." As a proponent of in-service training, Administrator discussed the value of attending professional development workshops and online seminars through international education programs such as the IB. Since the IB emphasizes "international-mindedness and the global perspective in everything that they do," Administrator found it helpful for other global studies teachers to attend these conferences. Administrator, Teacher 1, and Teacher 2 all agreed teachers should be well-versed in various subject areas, and should receive appropriate training and professional development.

Developing Global Citizens Through Effective Teaching

According to the weight of the interviews, developing global citizens requires teachers to maintain objectivity, be flexible, offer choice, utilize technology, spur critical thinking, and foster experiential learning. Throughout the interviews, Administrator, Teacher 1, and Teacher 2 cited examples of how to incorporate these instructional practices in the classroom.

Maintaining Objectivity

While discussing how to teach the material, Administrator noted the importance of maintaining objectivity:

> The last thing you want to do as a teacher or an administrator is to put your opinion on it because they have the right to form their own thoughts and beliefs. And that is truly learning. Affective domain says that it is part of recognizing that it is something and taking it in and digesting it and seeing what side you are on and what you agree with and then it becomes part of your belief system and part of who you are and part of the way you think. The last thing you want to do is make the kids think how you think.

Administrator cited the example of Walmart to emphasize the importance of presenting both sides of the issue and allowing students to make an informed opinion. For instance, she explained to students some of the *controversial* labor practices of Walmart, while at the same time played video clips from the president of Stonyfield Farm "who would say that Walmart purchasing Stonyfield yogurt keeps a number of organic dairy farmers in business."

Flexibility

Administrator also talked about the need for global studies teachers to be flexible in the classroom. Although teachers write lesson plans in advance, current events around the world can shift the focus of the discussion at any point during the school year. According to Administrator, to be effective global studies educators, "it requires a teacher to do some research. It requires them to

find new and current material as they go." Administrator provided examples of events that caused her to change a lesson plan:

> For example, in 2011, when I was teaching globalization and a tsunami hit the port of Fukushima Atomic power plant and stopped the production of Honda for six months, we really went in on Japan and what was happening. . . . In 2011, we were going over the Arab Spring. We were so involved in it because the world was changing in front of our eyes. . . . Because that is what was going on right then. And so you had to deviate from the plan a little bit and I think that there ha[s] to be in-service training on creativity and on what is a current event and how you present it.

Student Choice

Another theme that emerged during the interviews was student choice. For both formative and summative assessments, Administrator provided students the option to use art, music, or technology, such as writing a song, making a poster, or creating a website, documentary, or graphic novel. Administrator further explained:

> Choice is sort of the basis in my opinion of differentiated instruction. . . . I think that it is essential to a global studies class to . . . give that creativity and the interdisciplinary approach to everything. . . . And also when you give choice, you are accommodating student ability and student interest. And that is so important because not everybody wants to create a PowerPoint or write an essay.

Utilizing Technology

In addition to providing student choice, Administrator has been a proponent of incorporating technology and social media into the classroom. She noted that "social media is the new journalist . . . of the 21st century. Even . . . journalists go to Twitter and Instagram and Facebook for live in the moment information." Administrator added that her focus was for students in her global studies class to acquire 21st century skills and be comfortable with technology. Administrator concluded that global studies teachers and schools should embrace the use of social media:

> Our librarian is focused on our online library now because kids are way more likely to pick up a kindle. . . . We put links to newspapers around the world online because they are not going to fan out a copy of the New York Times. It is not going to happen. . . . They are not even comfortable with the idea of a newspaper. They are like, my God, what is this? It might as well be in cuneiform. They do not get it.

Spurring Critical Thinking

Administrator, Teacher 1, and Teacher 2 also agreed that being able to think critically is one of the most important skills for students to learn. Since there is so much information available to students, Administrator noted that students must look at multiple sides of an issue and conduct an in-depth analysis. She explained that this "was one of the most important skills that was imparted. Students learn to read between the lines. Students learn to look at the source of information and evaluate whether or not it was legitimate."

Another aspect of critical thinking is the ability to determine the accuracy and relevancy of information. Teacher 1 found that a critical thinker is someone who can assess the validity and bias of a source, explore potential financial conflicts of interest, back up assertions with specific evidence, and explain the difference between causation and correlation. Teacher 1 stressed the

importance of "knowing how to assess information. That is . . . the entire game at this point. There is no shortage of information. Now we just have to figure out how to swim through."

Teacher 2 added that a critical thinker should be open-minded, willing to listen to multiple sides, and capable of examining a multi-faceted argument while deconstructing it. In addition, he discussed how vital it is for students not to get frustrated or discouraged when there is potentially more than one answer to a particular problem. When confronting these ethical questions, Teacher 2 concluded that, for his students to become critical thinkers, they "have to figure it out for themselves. . . . There is nothing that they can turn to or Google or ask a teacher about. It is something that they have to figure out."

Experiential Learning

The final theme in this section refers to the process of obtaining knowledge, skills, and values through experience. Administrator, along with Teacher 1 and Teacher 2, have already incorporated or plan to integrate experiential learning into their classroom. Since the high school has become an IB World School, there have been more opportunities for students to participate in experiential learning activities. To fulfill the requirements of the DP, IB students must participate in CAS (creativity, activity, and service) projects. Each of these three components are tied to experiential learning, whether it involves the arts, physical education, or volunteerism.

At the time of this study, many students had taken part in after-school activities within the community. For instance, some have helped clean up a local national park, restore a school stadium, volunteer at a nearby environmental organization, work at Habitat for Humanity, lend a hand at a water quality monitoring project, tutor sign language and Mandarin Chinese, and give time to a community recycling program. Student 2 stated the importance of helping in the local community to effect change:

> Every year, I make it a priority to give back to the community. I give sandwiches to homeless people or I might clean up the local parks. I make sure I do that every year. . . . And I feel like the next thing to do when I become of voting age is to vote someone into power that has similar ideas as me and that also cares about the less fortunate and . . . the environment.

Student 5 added that she would like to become more involved and help her community rather than sit by and wait for others to contribute to society since "change starts here."

Student 4 and Student 6 also expressed interest in making a difference at the local level as well as the global community by volunteering and helping to build schools. In addition, they mentioned their plans to start a humanitarian club for the following school year. Student 4 explained that the objectives of the club are "to spread the word around the community, to get sponsorships, get more people involved, and give back to charities." Student 6 added that they hope to raise money through school fundraising events or by building partnerships with organizations such as UNICEF or the Red Cross. Once Student 4 and Student 6 have collected donations, they will send it to an organization working on a particular cause. Student 6 concluded they are trying to bring awareness in their community, while also helping to solve global challenges.

Teacher 1 and Teacher 2 spoke to Administrator about the relevance of the CAS project for each global studies course. Teacher 2 even suggested the administration revise the international seminar

series so the CAS project becomes a requirement in his class: "It would fulfill two requirements. The next step is really getting them into the community and getting them to do something." As Teacher 1 pointed out, since many students already have planned their CAS project based on the experiences and lessons they learned in one of the global studies courses, it makes sense to incorporate CAS in Accelerated Global Studies I and II.

Experiential learning activities also benefit teachers. Teacher 1 discussed the value of gaining direct exposure to certain sites: It "would be kind of cool to be able to bring some firsthand observations and experience to relay to the kids . . . and would certainly be very useful." For example, Teacher 1 would like to first see a water treatment facility, a waste water management operation, or to gain exposure to the work of engineers. Following some preliminary research, he expressed plans to organize a field trip where students would learn about solid waste treatment and water in the global studies course.

Discussion

There is little literature on preparing educators to teach global studies related content, including global citizenship education (Yemini et al., 2019). Nevertheless, through in-depth interviews of the administrator and teachers at the research site, this study confirmed the importance of and continued need for pre-service training in global issues (particularly related to the social sciences). Further, this study has concluded there is insufficient focus on proficiency in global studies for prospective high school teachers. For instance, to receive a standard teaching certificate in social studies in New Jersey (the state in which this study was conducted), candidates must complete 30 credits in the subject field of social studies—but only one of those courses needs to be in world history (which, as a history course, would largely not address current global issues) (New Jersey Department of Education, 2018). Other states follow similar certification and licensing requirements.

One of the recurring themes of this study was the need for pre-service teachers to gain more exposure to global issues before entering the classroom (Ferguson-Patrick et al., 2014). However, too often teacher education programs in the United States fail to impart the relevant knowledge, skills, and values (e.g., lack of teacher capacity) needed to teach global citizenship education (Myers & Rivero, 2019; O'Meara et al., 2018). As a result, too many teachers are ill-prepared to discuss basic multicultural or global concepts in the classroom (Gayle-Evans & Michael, 2006), while others feel ill-equipped to apply such content to their classroom lessons or unit plans (Brown & Kysilka, 1994).

There are some colleges and universities that offer majors, concentrations, or certificate programs in global studies or global citizenship education related content (Kopish, 2017). Colleges and universities need to offer more global studies related programs and courses (Saperstein & Saperstein, 2017) to create the conditions for global citizenship education to succeed. Currently, there are certificate programs in global education that can serve as examples. For instance, Teachers College at Columbia University has partnered with World Savvy and the Asia Society to offer a 15-month online Global Competence Certificate (GCC) program. Furthermore, New York University offers a year-long Advanced Certificate Program in international education. At Seton Hall University in New Jersey, teachers can complete 15 credits to obtain a Graduate Certificate in Global Studies. Through courses at the Seton Hall College of Education and Human Services,

as well as the School of Diplomacy and International Relations, teachers can connect global education to health, economics, and a variety of other subjects. These teacher training opportunities are a necessary predicate to offering effective global studies related instruction in high school curricula.

Certain states have recognized this need and created professional development programs in global education. A few years ago, for instance, North Carolina started a Global Educator Digital Badge (GEDB) for Teachers, which requires a number of professional development hours in global education and a capstone project within two years (Singmaster, 2018). This example can serve as a blueprint for other statewide initiatives across the country.

The IB focus on pre-service and in-service training also can serve as a model for other organizations and local or statewide initiatives to prepare teachers of global citizenship education. IB educators receive training and ongoing professional support on a regular basis and, as a consequence, are generally better prepared to discuss difficult and controversial global issues (Jamal, 2016). As the administrator discussed in her interview, prospective and current teachers have used and can use this type of training and experience to engage students in global studies related content.

Implications

Given the range of subjects covered by a course on global citizenship, schools in the United States will need input from curriculum writers across departments to help guide and prepare teachers. Other important stakeholders at the local level will include those with the authority to define and approve the curriculum, such as department chairs, directors of curriculum and instruction, and/or school board members. To develop the expertise to implement such a curriculum, teachers and administrators in high schools across the United States should have the opportunity and incentive to attend IB-related workshops and conferences in professional development and obtain IB certificates in teaching and learning (e.g., curriculum development, pedagogy, assessment).

At the state level, policymakers may need to craft and adopt additional global studies and citizenship related state standards. State departments or agencies of education should consider modifications or additions to state standards (e.g., Common Core State Standards), as necessary and appropriate to assist teachers of global citizenship education. Approval may require ratification from members of the state school board or, in some cases, the state superintendent of education, state legislature, and/or governor.

While change is more likely to begin at the local and/or state levels, there also is a role for the federal government to define and advance the agenda of global studies and citizenship. The United States Department of Education (2012) should build on its earlier efforts (e.g., International Strategy 2012-2016), and renew its commitment to preparing teachers to help students become more globally competent citizens. Such efforts should include publishing an updated strategy and continuing to engage through task forces, international student assessments and surveys, partnerships with multilateral institutions (e.g., Organization for Economic Cooperation and Development, Educational International), and other ministries of education.

In addition, for teachers to succeed in these efforts will require support from school leaders, parents, and students themselves. First, school leaders should set the tone and serve as an example for teachers and students (Henck, 2018). The principal, assistant principals, and department chairs can help teachers grow as global educators through teacher observations and recommended readings on global issues. Such leaders also could attend workshops and conferences on global citizenship education and encourage teachers to do the same. The administrator in this study stressed the importance of global studies educators continuing their professional development (e.g., Princeton University East Asia Program, UNIS), in light of the topical and changing nature of the material.

Second, teachers can advance global citizenship education through working with colleagues and creating interdisciplinary lesson plans (Henck, 2018). As the administrator in this study stressed, designing lessons across the school curriculum on a range of subjects can help to bind departments together (Oxfam, 2015). A multi-disciplinary globalized curriculum will afford well-rounded students the opportunity to explore global issues in not only the social sciences, but English, science, and mathematics as well.

Third, teachers (among other school personnel) should encourage students to participate in extracurricular activities to foster global citizenship (Henck, 2018). To acquire the requisite knowledge, skills, and values, students can join an after-school club or participate in a service-learning project. Indeed, a few of the student participants in this study expressed interest in starting their own humanitarian club to address important global issues. Other student participants spoke to the value of volunteering and tutoring within their community.

Fourth, these efforts should serve to encourage students to build an inclusive school and community outside the classroom (Henck, 2018). When students are involved in the "local community using global citizenship, and invite community members to related events" (Oxfam, 2015, p. 14), they begin to identify their civic roles and responsibilities in society. In line with Henck (2018), students should partner with high schools, community colleges, universities, businesses, government agencies, or international institutions to become change agents within their community and beyond (Saperstein & Saperstein, 2019). For example, some of the student participants in this study noted their plans to work with local and global organizations (e.g., UNICEF, Red Cross), and to organize school fundraisers to address global challenges.

Fifth, teachers (among other school personnel) should promote global awareness and create a democratic community that values different ideas and opinions (Henck, 2018). To fulfill this objective, school leaders should add global citizenship education to the "school vision, ethos and development plans, with learners playing a key role in decision-making" (Oxfam, 2015, p. 14). For instance, the administrator in this study repeatedly stressed the need for all students to be exposed to topics related to global studies. Many of the student participants spoke to their increased sense of global awareness upon completing the coursework and/or experiential learning activities. As students, teachers, and staff members collaborate on global issues, the school will help create an environment and culture for global citizenship education to succeed.

Conclusion

This study highlights the need for pre-service and in-service training for teachers of global studies related courses, including teacher education and professional development programs. The findings from this study demonstrate effective teachers of global citizenship and studies related courses maintain objectivity, are flexible, offer choice, utilize technology, spur critical thinking, and foster experiential learning. This study also highlights the need for more research on global studies teacher training programs across American institutions of higher education and other organizations. While undergraduate and graduate programs exist, there is not enough literature that examines the benefits of the programs and ways to improve. Moreover, other studies should examine the teacher certification and licensing requirements in states across the country and prescribe ways to incorporate global citizenship education into these requirements. While a growing number of organizations in the public and private sector offer professional development workshops and conferences on global citizenship education, there needs to be greater focus on increasing these opportunities for research and collaboration.

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