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## **The Impact of a Global Education Course on Students' Citizenship Attitudes and Behaviour**

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### **Abstract**

*Although the aims of global education include the shaping of students' citizenship attitudes and behaviour, there are few studies that examine the effects of such programs on participants. In this study, we examined the self-reported impact of one high school course, Global Perspectives 12, on students' attitudes and behaviour. Through the use of questionnaires, interviews, classroom observations, analysis of on-line and print journals and newspaper records, we documented the responses of students from the current class as well as students who had taken the course in prior years. Although the course lacked many of the dimensions of global education, it appeared to influence students' attitudes towards their country, different others and diversity; the importance of relationships, conservation and the environment; and a greater willingness to help others and to get involved in local and world affairs. Students communicated strong support for the experiential nature of the course, particularly the field study overseas, and the way the course forged strong relationships among students in the class.*

### **Context of the Study**

When global education is described in the literature, it is often associated with developing responsible citizens, particularly global citizens (Alladin, 1989; Choldin, 1993; Muller & Roche, 1995; Pike & Selby, 2000). Proponents of global education talk about schools preparing young people to participate in an interconnected, interdependent world, and interacting with that world on a local, regional, national and international scale. The motto, "think globally,

act locally" is grounded in the belief that, since the connections between the local and global environments already exist, local action will have global consequences. As young people act responsibly and care for their own communities, they are linked with the broader world, as global citizens (Choldin, 1993; Muller & Roche, 1995; Pike & Selby, 1988, 2000). In some respects, global education is an extension of citizenship education, connecting the national focus with the larger needs of the planet.

Global education, like citizenship education, seeks to address four dimensions of learning: knowledge, skills, attitudes, and action or behaviour (Alladin, 1989; Case, 1993; Lyons, 1992; Hughes, 1994; Pike & Selby, 2000; Sears, 1996a, Werner & Case, 1997). In the citizenship education field, knowledge objectives include rights and responsibilities, an understanding of the workings of various political systems and institutions, and an awareness of how these developed and changed through history. Skills include the ability to think critically about issues, to communicate effectively, and to bring about change (Bognar, Cassidy, & Clarke, 1997). Attitudes encompass care for others, respect for diversity, open-mindedness, appreciation of community, and a willingness to place the common good above self-interest (Bognar, et al., 1997). Behaviours or actions include involvement in the community, political participation, and effective action to shape the common good (Butts, 1988).

Global educators talk about students acquiring knowledge about global systems and interdependencies and recognizing human rights and responsibilities. Cooperative skills, listening skills and critical awareness are stressed, as participants work together to affect change. Global education seeks to cultivate respect for others, a willingness to defend human rights, a desire for social justice, and the capacity to find peaceful solutions (Muller & Roche, 1995; Pike & Selby, 2000). Action is lauded by most who write in the global education field; that is, behaviour that results in the well being of others, brings about social justice, and promotes human rights.

The goals of global education and citizenship education are very similar and highly compatible. Global education seeks to cultivate responsible citizens with a local as well as a global consciousness and perspective.

Despite this relationship there are few, if any, empirical studies that examine whether the citizenship aims of global education have

been achieved among students who participated in a global education course or program in school. Has exposure to global education contributed to students becoming more concerned for others, more active in community affairs, more appreciative of diversity, more cooperative or more peaceful?

In this study, we investigated the impact of a twelfth grade global education course on particular citizenship attitudes and behaviours. Relying on students' self-reports garnered through questionnaires, in-depth interviews and journals, as well as classroom observations recorded over a five-month period, we examined the perceived impact of the course on current students and on former students from the past eight years. The results of this study revealed some interesting connections between this course and students' attitudes towards their own country, diversity, different others, conservation, the importance of relationships, and their willingness to help others and to get involved in local and world affairs. As such, the study contributes to a field dominated by discussion of global education conceptions, objectives and pedagogy, with little attention given to student outcomes or research at the classroom level.

The study also revealed an apparent disconnect between the conception of global education, as touted by academics and discussed in the literature, and the way it is understood and implemented by a practitioner. Although the teacher in this study was a fervent advocate of global education and espoused some key global education goals, in reality his course fell far short of what prominent theoreticians envision. This unintended finding provokes the question as to whether the course might have had a far greater impact on students had it been more representative of the theory. It also reveals a gap between the "intelligentsia" and the practitioner (Thornton, 1991), and raises the question of how teachers conceptualize and practice global education in the classroom.

## GLOBAL EDUCATION AND CITIZENSHIP AIMS

### Defining Global Education

Hanvey (1976) was one of the first proponents of global education to offer a comprehensive definition of the concept. According to Hanvey, global education should provide students with an understanding of global issues and their interconnections, and also introduce them to alternate perspectives and influences, or the concept

of perspectives consciousness. Since the 1970s, global educators have focused on clarifying or extending Hanvey's definition. Kniep (1989) articulated the content side of global education, while Case (1993) developed the perceptual dimension. Others broadened the conception of global education to include processes, skills and a values dimension (Anderson, 1987; Becker, 1990; Pike & Selby, 1988). Most global educators today stress multiple dimensions, and have shifted the lens away from national self-interest as it pertains to global issues, to a global perspective and a global consciousness.

### **Global Education in the Canadian Context**

For those writing in the Canadian context there is a decidedly planet-centred tone; that is, global education is seen as preparing students to address global issues with the global interest in mind (Alladin, 1989; Choldin, 1993; Pike & Selby, 2000). Planetary survival is given as a rationale (Carson, 1989; Lyons, 1992; Roche, 1989). Some stress the development of caring attitudes and social justice (Bacchus, 1989; Choldin, 1993; Werner & Case, 1997). There is a focus on action, particularly political action, and on students' roles as citizens in their local and global communities (Alladin, 1989; Bacchus, 1989; Choldin, 1993; Misgeld, 1996; Pike, 1996; Selby, 1994; Toh, 1993). The slogan "think globally, act locally" typifies this orientation.

Besides the action focus, Canadian proponents speak of knowledge goals (understanding global systems, interconnections, interdependencies); skills goals (skills to effectively participate in, or change, those systems), and attitudinal goals (willingness to participate in making the world a better place, and willingness to protect and defend human rights). Preparation for responsible citizenship within one's own country is emphasized (Choldin, 1993; Pike & Selby, 2000), as is preparation for global citizenship beyond one's borders (Canadian International Development Agency, 2003; Evans & Lavelle, 1996; Misgeld, 1996; Selby, 1994).

### **Attitudinal and Behavioural Goals of Global Education**

The development of positive attitudes towards others, particularly people different from oneself, is a key attitudinal objective of global education. Many speak of tolerance or respect for others (Alladin, 1989; Evans & Lavelle, 1996). Others advocate an attitude of care or concern for others (Misgeld, 1996; Pike & Selby, 2000; Roche, 1989; Werner & Case, 1997). Such concern can lead to empathy (Case, 1993;

Pike & Selby, 2000; Toh, 1993; Werner & Case, 1997) and to a feeling of solidarity with others, characterized by a willingness to protect and defend others' rights (Misgeld, 1996).

One of the most prominent objectives of global education, dating back to Hanvey (1976), is the development of perspectives consciousness, or the ability and willingness to consider diverse perspectives and the awareness of cultural, social and political influences on one's own perspective. Choldin (1993), Pike and Selby (2000) and Werner and Case (1997) discuss the importance of developing positive attitudes towards diverse opinions that differ from one's own. Others talk about the need for inter-cultural understanding and communication (Alladin, 1989; Case, 1993, Lyons, 1992; Pike, 1997; Zachariah, 1989).

Global education is expected to foster connections and a sense of responsibility towards the multiple communities (local and distant) to which the student belongs (Muller & Roche, 1995; Selby, 1994). Global education stresses experiential learning and advocates participation in the community to make it better (Choldin, 1993; Evans & Lavelle, 1996). It also encourages responsiveness to the needs of the global human family (Alladin, 1989; Bacchus, 1989; Lyons, 1992; Misgeld, 1996; Roche, 1989), and to all life on the planet (O'Sullivan, 1996; Selby, 2000).

From this sense of allegiance to local and global communities comes a willingness to put community interests before self-interest. This is manifested in such behaviours as being law abiding, showing self-restraint, neighbourliness, and in community participation that contributes to the common good (Alladin, 1989; Choldin, 1993; Pike & Selby, 2000; Toh, 1993). Global education also seeks to prepare students for participation in the political realm by helping to shape the public will (Bacchus, 1989; Pike & Selby, 2000; Toh, 1993). Thus, the student becomes an active citizen of his/her own country and of the world, and can help create the kind of world she/he believes is ideal.

Figure 1 portrays some key attitudinal and behavioural goals of global education that are related to citizenship.

**Figure 1: Key Attitudinal and Behavioural Citizenship Goals of Global Education**

Positive attitudes and care for others
<ul style="list-style-type: none"> <li>tolerant, respectful, accepting, resisting stereotypes, concern for and willingness to defend the rights of others, feel responsible</li> </ul>
Positive attitudes toward diverse opinions and perspectives
<ul style="list-style-type: none"> <li>tolerant, respectful, accepting &amp; valuing, appreciation of others' point of view</li> </ul>
Positive attitudes toward community & citizenship, local and global
<ul style="list-style-type: none"> <li>allegiance, pride, feelings of inclusion and responsibility, social criticism, multiple loyalties, community involvement, identity</li> </ul>
Willingness to put community interests ahead of self interest
<ul style="list-style-type: none"> <li>law-abiding, self restraint, acting for the good of others/the planet</li> </ul>
Participating in the community, local & global
<ul style="list-style-type: none"> <li>helping others, volunteering, contributing to social justice</li> </ul>
Participating in the political process/helping to shape the public will
<ul style="list-style-type: none"> <li>discussing, voting, joining political organizations, demonstrating, airing views, serving in government</li> </ul>

## METHOD

A Global Perspectives 12 (GP12) course was selected for this study, because this course and teacher were recommended by the provincial teachers' federation and by the Global Education Provincial Specialist Association. The teacher developed this elective eight years ago because of his commitment to global education. The course has achieved notoriety among like-minded teachers in the province, and has been used as a model for other locally developed global education

courses in other school districts. This GP12 course has been offered each year for the past eight years in this teacher's school, a large suburban school with a multicultural student population.

The teacher agreed to be part of the study and provided access to his classroom, to his current students, and to all former students over the past eight years. He also shared his course materials, the original documentation that created the course, and all other correspondence related to the course. He was approachable throughout the five-month, in-class observation period.

The impact the course had on students' citizenship attitudes and behaviour was assessed through: an open-ended questionnaire sent to all participants; in-depth, 30-45 minute taped interviews with five students randomly selected; a taped interview with the teacher; in-class observations and field notes recorded one to three times per week over a five month period; analysis of documents and records, including on-line journals posted on the class website for the years 2000, 2001 and 2002, curriculum materials used in the course, newspaper articles reporting on the course and the students' overseas field study, and the initial course proposal to the school board. A total of 110 former students from the years 1995-2001 were asked to participate, as well as the 17 students enrolled in the 2002 class. In total 75 students returned consent forms, and in the end 55 students completed the questionnaires, including all 17 in the current course, and 38 from prior years.

The use of an open-ended questionnaire and taped interviews allowed students to respond to questions using their own voices and lived experiences, permitting us to understand the world as seen by them (Patton, 1990), and providing a richness of information to draw upon in our analysis (Miles & Huberman, 1994).

The questionnaire asked 10 open-ended questions around three broad themes. The first series of questions asked for students' *overall impression of the course*, that is, what they liked about it or disliked about it, how the course differed from other courses they had taken, and how they would rate the course on a scale of 1 to 5. The second theme asked students to comment on whether their *views or attitudes had changed* as a result of taking this course, particularly in relation to family, other students at school, distant others, their neighbourhood, other cultures, and notions of citizenship. The third theme asked students whether they had made any *changes in their behaviour or lifestyle* as a result of taking this course. They were also asked to add

any other feelings or opinions about the course. The questionnaire also requested personal background information related to age, gender, first language and country of origin, as well as, for former students, the year they graduated from high school, whether they were currently employed, had attended or graduated from university, and what organizations they belonged to that worked towards local or global change.

Of the 55 respondents, 70% were female, 89% had English as a first language (even though English is the minority language in the community), and 82% were born in Canada. In the current class of 17 students, 10 were female (59%) and seven were male (41%), every student except one reported English as their first language (or 94%), and fifteen of the seventeen students (or 88%) were born in Canada.

Five students in the current class were chosen for an interview, using a mixed purposeful sampling approach (Patton, 1990, p. 183). One student was selected because she did not participate with the rest of the class in the field trip to the developing country, so may have had a different response about the course's impact. Two students were randomly chosen from the list of female students, and two from the list of male students. The interview structure was based on the "interview guide approach" (Patton, 1990), which allowed for flexibility of questions to "establish a more conversational system" (p. 283). The 17 interview questions addressed several broad categories: attitudes regarding tolerance, diversity and inclusion; participation and action in community, national or international affairs; social justice and action; respect for others and different cultures or perspectives; the purposes of global education; and the impact the course had on their lives. Each interview was conducted one on one with the researcher in a private setting towards the end of the five month period of observation, so the researcher was known to the students (Gall, Borg & Gall, 1996). Each student also had the opportunity to review his or her transcript and make changes (Lincoln & Guba, 1985).

The teacher also participated in a taped interview and was available for many informal discussions. The teacher was asked about his notion of global education, what he wanted students to learn as a result of taking this course, whether the course had changed over the years, and what effect he thought the course had on students' citizenship attitudes and behaviour.

The researcher visited the classroom one to three times per week over a period of five months, in the role of "participant observer" (Patton, 1990), interacting with students and the teacher informally, sometimes helping the teacher with tasks or contributing to discussions when requested, on such topics as what it is like to live in a developing country or to travel overseas. The participant observer became a natural fixture in the classroom, and also accompanied students to some of their elementary school visits, and to some community activities. Thus, a more complete description of the case study ensued (Gall, Borg & Gall, 1996; Wolcott, 1990). Observations and field notes centered primarily on the research questions and "sensitizing concepts" (Patton, 1990, p. 216). These concepts included student comments in class, students' engagement with the material, interactions among students, pedagogy, and course content.

On-line journals over a three-year period, written by participants before, during and after their field trip to the host country, were also reviewed and analyzed, as well as all course materials, and all documentation relating to the course.

Analysis of the data from the questionnaires occurred by carefully reviewing and highlighting answers to each of the questions, looking for commonalities, differences and emerging themes. Although the questions had been organized into three main themes for purposes of the questionnaire, students' responses required the making of some new categories (such as, for example, themes associated with self-concept). The emergent themes and supporting responses were then organized into a table. Moving back and forth between the raw data and the table, data were compared within and across categories, with the categories modified as data were checked and re-checked, in a process of "constant comparison" (Glaser & Strauss in Gall, Borg & Gall, 1996). A similar pattern of analysis was followed in regards to the interviews, the classroom observation notes, and reviews of the records, journals and documents, with an overarching comparative analysis undertaken between all data sets.

## THE GLOBAL PERSPECTIVES COURSE

The teacher articulated three primary motivations for developing and offering this Global Perspectives course. The first was that he wanted students to learn to care for others, particularly the less fortunate of the world. He imagined that one day one of his students, in a position of power, would use the knowledge and perspectives

consciousness gained through participation in his GP12 course "to make some really high-powered changes" (Interview).

The second major goal was to encourage participants' personal development, sense of empowerment, and self-confidence through giving them opportunities in the course to teach others (elementary students) what they were learning, to raise funds for the project in developing country, and to work with people in the host country to build the project. Shortly after the class returned from their trip to the Philippines, the teacher said:

It has given them an opportunity to look carefully at themselves, and understand what they're capable of doing in the world. They have a tremendous amount more confidence than they've ever had. They can get on a plane, travel to another country, ... get up at five o'clock in the morning... If they could uninhibitedly make contact with total strangers and see that friendships could strike immediately, then they feel like they could do anything. (Interview)

Third, the teacher hoped that what the students learned in the course would carry over into the local community. In the documents that created the course, the teacher described the course as helping students see "through the eyes, minds and hearts of others." This empathy towards others was expected to reap a positive benefit in the local community.

Each of the teacher's three goals is rooted in the global education literature. The development of a caring attitude towards others is considered a key goal by many proponents (Choldin, 1993; Muller & Roche, 1995; Roche, 1989; Pike & Selby, 2000; Werner & Case, 1997), while the need for attention to the personal development of students is also highlighted (Choldin, 1993; Pike & Selby, 1988, 2000; Werner & Case, 1997). The slogan "think globally, act locally" explicitly articulates the central role of the local community in the global education objective of preparing students for local action (Choldin, 1993; Pike & Selby, 2000). Although initially the teacher had not labeled any of his goals as "citizenship," nor could he give any examples of students applying their knowledge and newly found self-confidence in community activities, when directly asked about citizenship objectives, he said that he hoped that "good citizenship" would be an impact of the course.

Although the goals of this course were compatible with global education, the way the course was taught revealed a more limited conception of global education than that found in the literature. As researchers, we expected to uncover a course rich in discussion about topical global challenges, the interconnectedness of systems and consideration of alternative futures, with debate, case study, role-play and investigative research playing a central role in the classroom pedagogy. Instead, the majority of class time revolved around a major project the students would do in a developing country. Each year the class planned a two-week trip to a developing country to help with a building project in that country. Much class time was spent preparing for this trip--learning about the geography, history and people of the country, preparing students for this inter-cultural experience, planning ways to raise the \$12,000 needed for the project (students' own travel expenses were provided by their families), going overseas (one week at the building site, one week touring the country), and returning home to tell the school and community about what had been done.

In the year of this study, the project involved building a dormitory for a school in the Philippines. Other projects in other years included, for example, building a chicken coop for a cooperative in Guatemala, building a playground for an orphanage in Vietnam, building a playground and assembling furniture for a school in Indonesia, building an extension onto a school in the Dominican Republic. A group of dentists from Canada also usually accompanied the students on their trip and offered their services free of charge to the local community.

As part of this course focus, students (in pairs) also spent approximately one hour per week at various local elementary schools, teaching younger students about the country they planned to visit, garnering their support, and soliciting their help with fund-raising. Additional class time was spent planning the teaching sessions and debriefing the lessons afterwards.

At the beginning of the course, the teacher spent some time addressing what global education was about, and introducing students to a basic understanding of sociology. When questioned about the over-emphasis of the course on the trip, to the exclusion of other possible topics, the teacher responded that there was not enough time to do everything, and that he preferred to avoid controversial issues. Even controversial issues that pertained to the host country were avoided. For example, when a student raised the issue in class of whether the dormitory being built would house girls as well as boys (since boys

were given more educational opportunities than girls), the teacher said that he didn't know but would find out. When pressed in a later class for an answer, he admitted that he had not yet heard and asked the students, who were busily engaged in a task, if any of them were interested in "women's rights?" Six students raised their hands while the others continued to work on their assigned activity. (It turned out that the project involved building a two-room dormitory, one room for girls and the other for boys.)

Given the focus on international development, we expected an examination of the interconnections between the industrialized and developing worlds, particularly in terms of who benefits from current economic and political systems as well as the historical development of those systems. The absence of an issues dimension or a systems perspective in the course runs contrary to the concept of global education as described in the literature. Although the teacher hoped that his course would link students with the developing world and teach them to want to act in the best interests of others, he limited his discussions to the one developing country and students' participation in charitable acts there. There was no examination of other means to reduce people's hardships. The course looked at *what* the situation was in another country without asking *why* it was that way or considering *how* the industrialized world might have contributed to the hardships or might play a role in addressing those needs. The global education goal of local action, in this case, appears to have been reduced to fundraising for the overseas project and teaching elementary students (which also served to support the fundraising). The connection between Canadian lifestyles and developing countries' poverty was not addressed, nor was the issue of poverty in Canada. The role of students as citizens helping to shape the public will was never a focus of the course, and there was neither analysis of issues nor any practice of the skills needed to participate in the polity.

What the course did concentrate on was the development of attitudinal goals; that of encouraging students to care for others, to appreciate differences, particularly cultural differences, to develop a perspectives consciousness towards other cultures and their issues, and to want to help make the world a better place. A sense of social responsibility was encouraged, or the notion that "I can and should help." Fostering connections was also central to the course—among class members as well as with people in the host country. These connections might have been deepened through encouraging pre and post communication with the hosts; however this angle was not

pursued. Behavioural changes were encouraged in the in-class discourse with students and through participation in the field study, although no time was set aside in class for participation in local projects or to shape local decisions.

## FINDINGS

Although this Global Perspectives 12 course does not stand as a beacon of best practice, according to the varied dimensions of global education as expounded in the literature, the teacher did seek to encourage attitudinal and behavioural change, the focus of our study. It should be noted, though, that in describing students' self-reported changes, we do not wish to reinforce a cause and effect model, as there are undoubtedly many factors that influence attitudes and behaviour. Rather, we seek to document the way students perceive the course and attribute its effect on their lives, using their own words and the themes that emerged from their responses to a series of open-ended questions. We seek to use the voices of students and the narratives they have created in reporting their experiences with the course and the changes they describe.

### Students' General Comments on the Course

An analysis of the questionnaires, the interviews and field notes show that students were overwhelmingly enthusiastic about the course. When asked whether their expectations had been met, 87% of questionnaire respondents were extremely positive, using words like "memorable," "rewarding," "a milestone," "amazing," "blown away."

The courses exceeded my expectations. I was in the 94-95 class and none of us knew exactly what to expect but were blown away by the experiences we had. (Questionnaire, 1995)

(It was the) best satisfaction and sense of giving to others I ever experienced in my life. It makes me emotional and proud to have been a part of it. It is an important learning step towards our own roots, towards humanity, and towards learning about who we are and who we want to be. (Questionnaire, 1997)



(My expectations were) surpassed. I feel I really benefited from it and still talk about it daily. (Questionnaire, 2000)

I enjoy this class . . . I don't wanna [sic] miss it . . . unlike a lot of others! It's interesting and fun! (Questionnaire, 2002)

Thirty-seven of the 38 students who had taken the course in prior years rated the course in the top one or two of all courses they had taken in high school. Only three of the 55 students were somewhat critical, noting the disproportionate amount of time spent on fundraising, and pointing out that it was "great in some ways, less so in others."

### **Dominant Responses: Experiential Nature and Positive Relationships**

Two features of the course dominated all of the responses, and spanned each data source: students loved the course's experiential nature and the way it fostered positive interpersonal relationships. These themes surfaced when students were asked what they liked about the course, the reasons they gave for their enthusiasm, and when they described changes in their attitudes and behaviour. Ninety-three percent of students highlighted the trip overseas and the building project as impacting their lives in powerful ways.

The actual experience of being there was more rewarding than anything in my life. (Questionnaire, 1995)

The trip was the most amazing experience and it changed me forever. (Questionnaire, 2001)

It's really weird. I wake up at 6:30 a.m., obviously exhausted from last day's work. But as soon as we get to the school, I see everyone and my tiredness is replaced with excitedness [sic]. Today we glazed the walls. Tomorrow is our last big push to the finish line. (Journal, 2001)

Today we began building the school. I honestly have to say that I have never worked so hard in my life. I

never thought that I could help to build something that would actually stay together but by the end of the day we had five walls started . . . Today we finished making the walls of the building. Amazingly the walls are strong and are perfectly straight. It is so neat to see that people can use almost nothing yet can create something substantial and solid. (Journal 2001)

The power of this experience is evident in the fact that some participants did not want to leave the community where the project was implemented, in order to tour the country. In fact, nine percent of respondents said they disliked the tour aspect of the course. This issue also came up in class discussions following the 2002 class's return from their trip. The teacher confirmed that participants have, over the years, urged that more time be spent on the project and less time spent on being a tourist.

Because the trip and project were seen as central to the course, there was some question about whether the course would be worthwhile without the trip. Therefore, the five interviewees were asked this question. They conceded that the course would still be worthwhile, but it would not "be even close to actually going there." Two interviewees (including the one who did not go on the trip), however, pointed out that classmates would still develop important relationships through the other activities and that this would make the course rewarding.

The fund-raising and everything was really lots of fun too, and the elementary school, but I think going there really changed your views and opened your eyes. Like this is reality. (But without the trip) it would be also (a good course) because I've gotten close to them. Everyone in the class, we've all gotten really tight and the friendship we've gained is pretty important too. (Interview, 2002)

This speaks to a second key feature of the course, the opportunities it provided for relationship building. Sixty-four percent of questionnaire respondents highlighted the relationships and friendships that developed as one of the best-liked features of the course. This aspect also featured prominently in journal entries, classroom observations and the interviews. Both the trip and the fundraising

activities are given credit for developing a sense of teamwork and having a common goal.

I think everyone who participated were family for those two weeks of the trip. (Questionnaire, 2000)

Last Thursday was our Global Perspectives fund-raising dinner and it was the best time! Not only did we raise a lot of money, but everyone really enjoyed themselves. I couldn't believe how much it brought all of us in the class together. We were such a team! Everyone was helping everyone else and I felt like we were all working together for a common goal. I don't know what else to say, it was just wonderful!! (Journal, 2002)

Several students commented that the course helped them make friends with other students with whom they normally would not associate.

I liked becoming friends with people that I normally wouldn't take to in school. (Questionnaire, 2001)

The relationships that developed were not confined to classmates. Some students in the questionnaire, in their journals and in the newspaper articles written after each trip, commented on the relationships that were established with people in the host country.

Locals are very hard workers and we are getting on well with these friendly people. Communication can be difficult but the challenge of breaking the language barrier by the use of body language is fun. (Newspaper clipping, 2000)

Even though there was a language barrier between us, we still understood each other. From being total strangers, these people have already changed my life in so many ways ... Not only are we seeing a different part of the world, but we're seeing it in the eyes of the Dominicans which is something that no tourist would ever be able to do. I never thought it

was possible to make such good friends with anyone in just seven days. (Journal, 2001)

It is interesting, though, that only 15% of students commented on relationships with their hosts, as opposed to 93% of students who highlighted the relationships that developed among classmates. Perhaps this was because students only spent a week at the project site (they built and left to tour), and the teacher did not encourage pre or post visit connections.

### **Self-Reported Changes in Attitudes**

#### *Attitudes towards Others*

Just over 50% of questionnaire respondents reported more positive attitudes toward others as a result of taking the course. Students said that they felt greater respect and appreciation for others, were more accepting of differences, and were more compassionate towards people they did not know. Some stated that their attitudes toward family and friends had changed, and they were more sensitive towards different lifestyles and different cultures.

I feel gratitude and appreciation for my parents and people in general. (Questionnaire, 1997)

It gave me a completely different outlook on life and other people from different cultures – more accepting, caring, open-minded, helpful towards others. (Questionnaire, 1997)

I have a new respect for people's beliefs and lifestyles as well as a newfound patience for different people's working styles. (Questionnaire, 1999)

I have been putting myself in people's shoes who have come to Canada from somewhere else. (Questionnaire, 2000)

I learned how to respect everyone for who they are and not how popular, rich, or good looking they are. You should never judge anyone for what ethnicity they are. Everybody is unique and try to find the

uniqueness in the person before you judge.  
(Questionnaire, 2002)

Students' on-line journals written while in the host country reported on their hosts' warm and welcoming approach, causing them to think about their own attitudes towards others, particularly strangers. The following quote is typical.

I kind of figured out that, when we were in the Philippines, people were showing so much love and support, and they didn't have to be friendly. They didn't have to welcome us with open arms. Their students didn't have to write us letters. They didn't have to take pictures with us and so forth, right? But they did, and I think if everybody were like that then this place would be a much happier world.  
(Interview, 2002)

### *Changes in Self-Concept*

Among questionnaire respondents approximately half reported changes in their self-concept, with many saying they had become less focused on their own needs and were now more caring, patient and open-minded. They were also more self-reflective and critical of themselves.

It (GP12) really helped define who I am today and it made me a much more caring and aware individual.  
(Questionnaire, 1995)

I re-evaluated my values and realized how spoiled and selfish I was. (Questionnaire, 2000)

I started thinking about my life in (my town), how I used to always think about how boring life is (here). I was kind of ashamed of myself ... I thought about how I used to sit around and complain that there's nothing to do ... and I thought nothing seemed worth my attention no matter how important other people thought it was ... Suddenly, life has this whole new side to it. Now, there's an entire world to be seen, and many different kinds of people to worry about, and bigger projects to be planned and completed.

When I was sitting in the taxi ... I had my head in my hands just thinking if I had passed up the opportunity to join Global Ed and join these guys tonight, I'd still be at home frustrated at the apparent lack of recreational activities ... I'd still be thinking about pointless problems and concerns ... Thank God, things turned out the way they did. (Journal, 2001)

Some participants reported, in questionnaires and during class discussions, as feeling more effective and empowered (16%), or more independent and mature (18%), as a result of their experiences of helping others. One student said he went to the Philippines a boy and returned a man (2002 class).

(We are) able to help people and walk away from the experience a better person with a new outlook on the world. (Questionnaire, 2002)

It's a great course and a great opportunity for young people to gain some perspective. As for the humanitarian aspect, I don't feel like we made a HUGE difference in anyone's life – it's more about personal growth ... Nonetheless, I think there is a need for MORE experiences like this for youth. People need to see the world to understand people and understand their own place in the world. Teens, for the most part, are too SHELTERED!  
(Questionnaire, 1997)

### *Attitudes Toward Country and Citizenship*

Three-quarters of students reported having a different attitude towards Canada and being a Canadian. This is compared to only one-quarter reporting changes in global awareness and perspective. Students expressed a newly found appreciation for living in Canada, and an increased awareness of the opportunities and privileges that come with being a Canadian. This gratitude was evident in interview responses, questionnaires, observations and journals.

I don't take for granted the rights and privileges we have as Canadians any more. (Questionnaire, 1995)

I have realized that I am so fortunate in every way, including education. Students there work as hard to get to school as many students here in Canada try to skip class. I now appreciate my education, family and future much more than I did before I left on the trip. (Questionnaire, 2002)

About 15% of questionnaire respondents also expressed concern with the materialism and waste that is so prevalent in Canada. This more critical view was echoed in some journals, a few newspaper articles and in comments made in class.

I've learned I have too much compared to the people here. We've got so much money in Canada, and we buy so much junk. I'm going to spend my money more wisely when I get back. (Newspaper clipping, 1996)

I was disgusted about the amount of waste there was, i.e. food, clothing, money spent on pointless things, gasoline (parents driving 30 seconds and 200 metres to drop kids off at school). (Questionnaire, 2000)

Happiness doesn't depend on material things ... I have different priorities now. (Field observation notes, 2002)

### **Citizenship Behaviour and Actions**

Overall, GP12 students talked less often about behavioural changes than they did about attitudinal changes. In general, the examples they gave showed some shift in behaviour, rather than a radical re-direction or long-term impact. One interesting observation was that about one-third of students felt that their GP12 experience had changed their career direction. These students said that they now took their post-secondary opportunities more seriously, with six students saying that they hoped to have a career that involved helping others or working in an international setting.

Some students reported that they were more interested in community affairs, with 13% saying that they volunteered more in the community and 5% saying they gave more to charity. Fifteen percent

reported greater restraint in their consumption of goods, with a few reporting that they were more careful with money and less wasteful.

Now (I have) a different view of my needs and wants...so I've been going through my list of what I want and throwing them out. I haven't recently bought anything ... Materialism is now a "big" thing for me. You see, if I truly need it then I'll buy it, but if it's just a want, then I'd rather save my money for something else. (Interview, 2002)

I made a constant effort to waste less food, money, gasoline, paper, and got my family in on that. (Questionnaire, 2000)

Of the students who noted changes in behaviour a few said that they were now more concerned with protecting the environment.

I don't litter any more. Garbage cans aren't as far away as they seem. (Questionnaire, 2000)

Although about one-third of students noted some behavioural changes, five students who had been out of school for a few years said that the changes they made while in the course had gone by the wayside and they had returned to their old behaviours.

### **Student Characteristics**

Analysis of the data according to current students and former students showed no differences in responses, other than in the behaviour area where five former students reported reverting to old habits. Overall, girls and boys responded to questions in similar ways, and reported similar effects. Even the one student who did not go on the trip had similar reactions to the course. One reason could be that she was born in the host country, had first hand experiences living there, and had experienced inter-cultural challenges when she immigrated to Canada. As there were so few students in the course who came from a minority culture, or who were born outside of Canada, a separate analysis of cultural differences in the responses was not undertaken.

## Summary of Self-Reported Impact on Attitudes and Behaviour

Overall, the study shows that the GP12 course had a strong self-reported impact on those who took part. Certainly the current class spoke glowingly of the course. Former students who completed the survey, were, as a whole, also very positive, except for a few who noted their frustration with the amount of time spent on fund-raising. A number of students reported changes in attitudes across several dimensions of global education, although fewer students reported behavioural changes. No student who participated in the study said that the course had no effect on his or her attitudes or behaviour. Nor did any one student report several attitudinal and behaviour changes, as might be anticipated after experiencing a global education course.

A summary of the self-reported impact of the course is reported in basic percentages in Figure 2. The asterisk indicates the evidence to support students' claims in observations, journals or newspaper articles.

**Figure 2: Summary of Selected Results: The course, its features, and self-reported changes in attitudes and behaviour**

Students' self-reported effects					
	Questionnaires N=55	Interviews N=5	Observations	Journals	Newspapers
A great course: extremely positive	48 (87%)	5 (100%)	*	*	
Experientially based	51 (93%)	5 (100%)	*	*	*
Helped build relationships	35 (64%)	5 (100%)	*	*	*

**Figure 2: Summary of Selected Results: The course, its features, and self-reported changes in attitudes and behaviour (cont'd)**

<b>Changes in attitudes toward others:</b>	<b>32 (58%)</b>	<b>3 (60%)</b>	*	*	*
— more respectful, accepting, less judgmental	15 (27%)	2 (40%)	*	*	*
— more appreciative: family, friends, different cultures, ways of living	8 (15%)	1 (20%)		*	
— more caring, compassionate, recognize commonalities	8 (15%)	--	*	*	*
— more positive attitudes toward community participation: responsibility, willingness to help	9 (16%)	--			
<b>Changes in attitudes toward self:</b>					
<b>- self-concept</b>	<b>26 (47%)</b>	<b>--</b>	*	*	
— less self-centred, more self-critical, patient, open-minded, caring	12 (22%)	--	*	*	
— more independent, mature empowered	9 (16%)	--	*	*	
— more well-rounded, a better person	10 (18%)	--	*		
<b>- country and citizenship</b>	<b>40 (73%)</b>	<b>4 (80%)</b>	*	*	*
— more grateful, appreciate feel lucky	23 (42%)	1 (20%)	*	*	
— more critical	8 (15%)	--	*	*	*
— awareness of identity, national pride, multiculturalism	5 (9%)	3 (60%)	*	*	
— more globally minded, a global citizen	13 (24%)	--		*	
<b>Changes in behaviour:</b>					
<b>- self-interest: changes in personal and career goals</b>	<b>18 (33%)</b>	<b>2 (40%)</b>			
<b>- community interest</b>	<b>21 (38%)</b>	<b>2 (40%)</b>	*		*
— greater self-restraint: consumerism/ materialism	8 (15%)	1 (20%)	*		*
— greater self-restraint: environmentalism	8 (15%)	1 (20%)	*		
— volunteer more	7 (13%)	--			
— give more to charity	3 (5%)	--			

## DISCUSSION

Every student who participated in the study, whether in the current class or a former student, reported that the course influenced their attitudes and/or behaviour. Students overwhelmingly said that the strongest impact came as a result of the experiential nature of the course—the opportunity to travel to a developing country and contribute positively to people in that country. Most students also valued the experiences of fundraising, teaching elementary students, and working together to accomplish the tasks at hand, as this forged a strong bond between all students, even among those who normally would not be friends. It is not surprising that these first hand experiences proved memorable. The service learning literature is rich with examples highlighting the impact of community involvement and helping others in real-life settings (Furco & Billig, 2002; Schine, 1997; Speck 2004). These experiences engaged students' emotions, a key factor in learning (Eisner, 1999). Students in this Global Perspectives 12 course had to commit themselves to a common cause and then saw the results of their labours. First-hand experiences are often more powerful than learning about such things as citizenship involvement through textbooks or other secondary sources (Clark, 1997).

Yet, we wonder whether the program might have been even more effective in engaging students and shaping their attitudes and behaviour if, each year, the GP12 class had returned to the same country and same region, building each year on the prior year's knowledge and relationships, and contributing in a substantial and sustained way to the health and well-being of that community. This would likely result in greater connectedness with the people and with the issues, and foster the development of reciprocal relationships which lie at the root of the caring ethic (Noddings, 1988, 1992). This building of relationships may deepen students' empathic responses (Pike & Selby, 2000), provide a greater sense of solidarity (Misgeld, 1996) and responsibility (Choldin, 1993), offer a richer and deeper perspective (Werner & Case, 1997), build a narrative of helping and respecting different others (Evans & Lavelle, 1996), and further a stronger commitment to social action (Pike & Selby, 2000; Toh, 1993). These are important goals of global education and of citizenship education. Ignatieff (1984), in his book, *Needs of Strangers*, notes that actions are sustained by the relationships that are built and the commitment one feels as part of a community. Certainly relationship-building is fundamental to a global education program (Pike & Selby, 1988, 2000) and to the development

of perspective consciousness (Choldin, 1993; Lyons, 1992; Werner & Case, 1997).

There are some other simple things that the teacher might have done to further students' connections with the host country and to foster global education goals. While students reported strong connections with classmates, only a few students forged relationships with people in the host country and this was done informally, on an ad hoc basis, student to host member. The teacher could have set up ways of sharing life stories between students and their hosts prior to the visit and also encouraged these connections when the students returned home. The teacher also might have listened to the voices of former students who said that they would have preferred to spend the two weeks of their visit at the building site, rather than leave in the second week to tour the country. This building of relationships over time helps deepen cross-cultural understanding (Stachowski & Mahan, 1998) and cultivates attitudes like self-confidence, open-mindedness, empathy, cultural sensitivity, and inter-cultural effectiveness (Wilson, 1993). Although the teacher placed "learning to care for others" at the top of his list of course purposes, he could have done much more to promote dialogue with different others, listening to multiple perspectives, and building relationships that were rich and deep and extended over time (Noddings, 1988, 1992, 1995; Beck, 1992; Cassidy, 1999; Mayeroff, 1972).

This is not to say that students did not report changes in attitudes towards different others. Students said that they were more respectful, less judgmental of others, more appreciative of different cultures and ways of living, and more cognizant of commonalities. They felt that they were more caring and compassionate, and more willing to help and assume responsibility towards others. They believed they were more open-minded, more globally minded, more self-critical and less self-centred. These changes were attributed to the GP12 course and these are important goals of global education and of citizenship education (Cassidy, 1999; Chamberlin, 1997; Choldin, 1993; Couture, 1997; Heater, 1990; Hughes, 1994; Misgeld, 1996; Orr & McKay, 1997; Roche, 1989; Toh, 1993; Werner & Case, 1997).

However, because the pedagogy of the course did not reflect global education in its rich and varied dimensions, it is interesting to speculate as to whether students in a different kind of course, which focused on building in-depth relationships as part of the field study, would report a wider sweep of attitudinal and/or behavioural changes. Certainly other

studies which place relationships at the centre of curriculum report major changes in attitudes and behaviour (Cassidy & Bates, 2004; Cassidy & McAllister, 2004). Further, although students were beginning to connect with their hosts overseas, this is only one small step along the journey towards "international solidarity," an essential characteristic of global citizenship (Misgeld, 1996). One-quarter of the students described themselves as more globally minded with about 10% more aware of their identity as a Canadian. Global education seeks to move students further along this path, towards "multiple loyalties" -- an awareness of one's own identity and allegiances, an appreciation of the multicultural nature of Canada, and a feeling of interconnection with the entire human family, which is much broader than the nation state (Hughes, 1994; Osborne, 2000; Selby, 1994).

The single most reported attitudinal change (out of eleven attitudes identified) was a greater appreciation for the advantages of living in Canada (42% of respondents to the questionnaires, and also repeated in the journals, interviews, and field notes.) We wonder, however, if this is a loyalty that smacks of elitism and pride (Sears, 1996b), or whether it is balanced with a critical awareness of the inequities within society and the world, or more of an activist stance (Sears, 1996b)? The latter conception is akin to global education objectives and to that of responsible citizenship in a liberal democracy (Heater, 1990; Kingwell, 2000; Osborne, 2000). Some students criticized Canadian society for its focus on materialism, consumerism, and a "me-first" self-interest attitude, and said that they had adjusted their spending habits, increased their volunteer activities in the community, and/or were more careful of protecting the environment. However, this study did not determine whether these attitudes or behaviours might go deeper or broader over time to improve our planet. Certainly, the teacher did not encourage the critical examination of issues in his classroom, and when students raised controversial issues, he deflected the questions to safer topics such as learning the geography and cultural make-up of the host country, or learning about inter-cultural communication strategies.

Overall, students said that the course influenced their attitudes more than their behaviour. Fifty-eight percent of students said they changed their attitudes towards others, 47% reported changes in their attitudes towards self, and 73% reported changes in their attitudes towards their country and Canadian citizenship. Only one-third of the students reported behavioural changes; this involved a change in career goals (33%), and/or a greater interest and involvement in making the

community a better place (38%). This means that approximately two-thirds of students reported no behavioural changes at all.

Although every student said the course had some impact on their attitudes or behaviour, most students were only able to identify a couple of influences, even those students being probed during the interview. In fact, students being interviewed gave fewer examples of changes made than students completing the questionnaire. Further research is needed to compare students' responses from this course (which practiced limited global education principles) with students' responses in a course that provided a richer and broader exposure to global education.

Of concern are those students who reported behavioural changes while in the course or immediately following, and then said that these changes fell by the wayside. Aristotle in *Nicomachean Ethics* talks about virtues being developed through sustained practice, and over time. Noddings (1992, 1995) identifies practice, confirmation, and modeling as key elements for shaping moral development. The teacher might have provided a number of opportunities for students to implement their budding beliefs in the school and in the local community, rather than only concentrating on a distant country and working there for two short weeks. Our research uncovered no local initiatives, unless they were related to fund-raising. Perhaps the course website could have been set up differently, not only as a way for students to share their journal experiences, but also as a support group for current and former students to implement behavioural changes over the long term (Showers & Joyce, 1999). Further, we are unaware of the teacher himself being involved in global education efforts locally and globally, or of the teacher highlighting the efforts of others.

In summary, when we examine the intended attitudinal and behavioural citizenship goals of a global education program (Figure 1), and compare this with the impact reported by students who participated in the GP12 course (Figure 2), we see that each of the expectations was met, if only minimally or by a few students, except for the goal of participating in the political process. According to the teacher's own three goals, the course did encourage students to care more for others, and also increased their independence and self-confidence. Some students even said that they became more involved in their local community, the teacher's third goal. Yet the teacher seemed unaware of the various dimensions of global education that were missing from his program, and of the effectiveness of certain pedagogical practices

that may have helped him achieve global education goals more successfully. There appears to be a disconnect between the theory of global education, in this case, and how it is conceived and practiced by a teacher who regards himself as a committed global educator. This gap needs to be addressed if broad global education goals are to be achieved. The Global Perspectives 12 course examined in this study has the potential, if reconfigured, to provide a greater and more enduring impact on the citizenship attitudes and behaviour of youth.

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