

ABSTRACT

WAFI, NADA ZAKI. Infusing Global Perspectives through Inquiry in Social Studies Classrooms around the World: A Narrative Inquiry (Under the direction of Dr. Meghan M. Manfra).

This study presents six teacher participants through a narrative inquiry that examined their teaching using inquiry-based instruction infused in global perspectives at various school settings from the following parts of the world: Malaysia, Wyoming, Maine, South Korea, Austria, and Lebanon. This study involved all six participants to share their personal and professional experience in seeing how they teach inquiry that is infused in global perspectives through their own cultural competency. The study paid particular attention toward how teachers use the C3 Framework and the way in which global perspectives are utilized in their classrooms. Data was collected through interviews, teacher reflections, teaching logs, and the inquiry. The data was analyzed through multiple rounds of coding procedure to find common themes among the participants. This research shows the findings within cases and then shares a cross-case analysis among the participants. The findings involved four major themes: a) challenges in designing inquiries with a global perspective, b) inquiry implementation connected with global citizenship education, c) purposeful pedagogies by overlapping global perspectives and teachers' cultural competency, and d) obstacles in designing and implementing inquiry through global perspectives.

Keywords: C3 Framework, inquiry-based learning, global perspectives, cultural competency

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Infusing Global Perspectives through Inquiry in Social Studies Classrooms around the World: A
Narrative Inquiry.

by

Nada Zaki Wafa

A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

Teacher Education and Learning Sciences

Raleigh, North Carolina
2022

APPROVED BY:

Meghan M. Manfra
Committee Chair

John K. Lee

Candy L. Beal

Paula McAvoy

DEDICATION

This dissertation is dedicated to the world and to all those who supported me greatly - I am forever grateful for all of you. To my dear parents, Zaki and Sawsan, for always believing in me and instilling in me the love to teach, grow, and learn. To my wonderful in-laws, Randa and Muhsen, for always cheering me on and supporting me in every step of the way. To my amazing husband, Ahmad Quqa, for supporting me and providing the reassurances I always needed to hear. To my beautiful children, Randa, Omar, and Maryam - you are my inspiration and motivation to make this world a better place for you and all the children. To my wonderful and sweet brothers, Hashem and Ahmad, whom despite not knowing exactly what I do, continue to love and encourage me through. To my dear grandmother, Nadwa, for always praying for me and telling me how much you love me every single time we talk. To my late grandfather, Hashem, who was always so proud to call me his granddaughter and was waiting patiently for the day to graduate as a 'Doctora Nada Zaki Hashem Wafa.' I hope you're looking down from heaven knowing that I tried my best to make you proud. To my friends, who are more like my sisters, Tojan Rahhal and Amira Hijazi, thank you for your endless support, late-night messages, and always giving me the confidence and strength to keep moving forward.

BIOGRAPHY

Nada is a Muslim-American and Palestinian, born in Kuwait and raised in Raleigh, North Carolina. She grew up in Raleigh, near the Islamic Association of Raleigh and NC State University -- the best of both communities. Through the Muslim community, Nada developed a strong sense of community service and taking action. At the core of her values are respect, care, love, and support toward each other. She attended her elementary and middle school years at Al-Iman School, where she was actively involved in teaching after school hours and leading many youth programs in the community. Nada then went on to Athens Drive High School where she began to explore her paths in various arenas. She went on to North Carolina State University and majored in Middle Grades Language Arts and Social Studies Education (MSL) and got her license in teaching.

After graduation she married and moved to Amman, Jordan where she worked as a middle and high school teacher at an international school. Over the course of that time, two beautiful children were born, one in Jordan and the second in Raleigh. After the back-and-forth situations, she moved back to Raleigh, North Carolina with her growing family and pursued her Master's of Science degree in New Literacies and Global Learning. In that time, her sweet third child was born. Nada continued her path in education and decided to pursue a PhD in Teacher Education and Learning Sciences, concentration in Social Studies Education. She is excited to continue to learn and grow from all those around her. She loves traveling and learning about new cultures and people from all around the world.

ACKNOWLEDGEMENTS

To God for always giving me the strength, will, power, determination, and most importantly, for keeping my family safe and healthy throughout this path. The endless blessings and trusting in God's plan got me through it all.

To my amazing family, you all are the best. Mom and dad, you have been with us through this from the start, thank you from the bottom of my heart.

To my wonderful husband, Ahmad Quqa, for your continuous love and support. We have gone through so much together, and I could not have asked for a better partner to walk through life with - you are my strength - thank you for always being there.

I would like to sincerely acknowledge, Dr. John K. Lee, who was the first person that I met in Poe Hall and welcomed me to the College of Education when I was just eighteen-years old. You have always seen in me the potential and walked me through the journey from day one. You have always been there to support, advise, and mentor me. You have shed the light and guided me through every step of the way as you put me on this guided path toward global learning- and I have grown so much because of the seed you have planted. I am grateful for all your dedication and support.

To the dearest Dr. Candy Beal, you have been my rock. Your sincerity, actions, love for teaching, compassion, empathy, kindness, thoughtfulness, and generosity are characteristics I will carry on in my life too. You have always cheered me on and gave me the confidence to continue to move onward. You have always supported me in ways that I could have never imagined. The opportunities you have provided me has strengthened my will and desire to show the world what global really means. The amazing hugs from you and the 'onwards' are at the forefront of my path. You have a heart of gold. My family and I love you dearly!

To Dr. Paula McAvoy, you are an inspiration! You have always been there for me, and continued to show me the power of 'Think and Do,' as well as 'Lead and Serve.' The research and teaching skills, including the knowledge, awareness, and understandings that I have learned from you has been remarkable. The opportunities to explore, meet new people, connect, present, and discover have been immense. You have guided and provided me with many valuable skills that I will continue to carry on in this world.

To Dr. Meghan Manfra, thank you for always supporting me through my journey in the doctoral program. Your knowledge, wisdom, and expertise has helped me so much through this path. Your guidance and mentorship have been powerful and I have learned so much from you! The trust you have placed in me, as well as the opportunities to learn from you through research and teaching has been an incredible experience.

To my best friend, Tojan Rahhal, thank you for all the support, encouragement, motivation, and love you have provided me since first grade. When we were in eighth grade, one person told me, "Tojan isn't always going to be there for you, she can't be your backbone," but you have proven otherwise. You are always there through the good times and the challenging ones. Thank you for being my backbone.

To my dearest friend, Amira Hijazi, I admire the strength you have and the way you radiate that strength continues to motivate me even more. Your words of encouragement, support, and always being there for me is a blessing. Thank you for such a beautiful friendship.

To my children's wonderful teachers and school administration- thank you for always being there for my children. We are truly blessed for each and every single one of you - thank you for instilling and growing in my children their identities, respectful values, and strong morals that they live by today and will continue to live by throughout their lives.

To the special teachers' who participated in this study and dedicated their time and effort to share with me their wisdom and knowledge. Thank you for being vulnerable, committed, and dedicated to education. All six teachers in this study make this world a better place for everyone.

To all the people amongst my friends, family, and colleagues who gave me the motivation and energy to keep moving forward, I appreciate you all.

Two beautiful verses from the Holy Quran kept resonating with me throughout my writing:

ومن آياته خلق السماوات والأرض واختلاف ألسنتكم وألوانكم^٤ إن في ذلك لآيات للعالمين

(The Romans: Verse 22)

And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. Surely in this are signs for those of "sound" knowledge.

وجعلناكم شعوبا وقبائل لتعارفوا إن أكرمكم عند الله أتقاكم

(The Chamber: Verse 13)

And made you into peoples and tribes so that you may get to know one another. Surely the most noble of you in the sight of God is the most righteous among you.

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CHAPTER 1: INTRODUCTION

Overview

The underlying classroom climate determines whether students have the opportunity to engage in global perspectives through inquiry to increase their knowledge of the world (Becker, 1988; Grossman, 2017; Merryfield, 2002; NCSS, 1982; Reimers, 2020; Spires, et.al, 2019). This study examined the ways in which world history teachers used inquiry in social studies to infuse global perspectives into their classrooms. The driving question of the research study was: How do teachers describe their understanding of the design, implementation, and purpose of inquiry-based instruction in a World History class? This research will provide insight for other social studies teachers to promote global education and cultural competency.

Schools and universities are currently tasked with broadening student understanding of global perspectives and dispositions, thus helping students prepare for future opportunities, responsibilities, and challenges. Merryfield (2008) supports the notion of scaffolding social studies to teach global awareness, asking “How many students sitting in our social studies classes today understand how the world affects them or how they and others in their community and nation are shaping the future of this planet?” (Merryfield, 2008, p. 363). Accelerating globalization, as well as growing polarization, require students to develop the cognitive abilities to deal with social change. However, Gardner (2006) asserts that “current formal education still prepares students primarily for the world of the past, rather than for possible worlds of the future” (p. 17). Similarly, according to Reimers (2020), schools should modify their curricula to include a variety of cultural perspectives.

Statement of the Problem

This study focused on teachers who are part of the College, Career, and Civic Life (C3) Framework teachers network (<https://c3teachers.org/>). The main focus of the study was to identify and describe the ways in which they utilized inquiry-based practices in their classrooms and how they infused global perspectives through the inquiry curricula. This study also examined how teachers' cultural competency affected their abilities to teach with a global perspective. The process of teaching from a global perspective requires that teachers 1) be aware of who they are through the culture they are in, and 2) understand the various cultures that exist in the classroom. As such, this study also examined the ways in which the teacher participants used their pedagogical strategies to help students acquire knowledge, skills, and dispositions for cultural competency and global citizenship.

The concept of inquiry in the context of this study is a method of teaching and learning that occurs when teachers facilitate student-centered questions and the investigation of global topics that ultimately lead to taking informed action. Inquiry has become the center of social studies because of the C3 Framework. Teachers in the C3 Teachers network use inquiry-based practices in their instruction and have received some formal training in using the framework through professional development sessions such as the Inquiry Design Institute.

In order to gain a more global perspective about the way teachers are using the C3 Framework in the classroom, this study sampled a diverse range of teacher participants from around the world. Using a narrative inquiry design approach, this study incorporated qualitative methods in which the researcher investigated the inquiry units taught by each teacher.

Research Questions

This research study was guided by the following research question and sub-questions:

How do teachers describe their understanding of the design, implementation, and purpose of inquiry-based instruction in a World History class?

- How do teachers design inquiries with global perspectives and use them in their lessons?
- How do teachers implement inquiry-based instruction that incorporates global citizenship education?
- How are teachers purposeful in teaching through global perspectives that align with their cultural competency?

The primary goal of this research study was to carefully listen to the voices of six teachers of social studies teachers across the United States and internationally and gain an in-depth understanding of their unique and individual experiences.

Theoretical Framework: Global Citizenship Education

This study was guided by the recent scholarship of global citizenship education (Anderson, 1979; Becker, 1988; Grossman, 2017; Hanvey, 1983; Merryfield, 2002; Reimers et. al., 2016; Spero, 2021). For the purpose of this study, the terminology, “global education” was used as an umbrella term that included world studies, environmental education, peace education, education for sustainability, human rights education, intercultural education, and global citizenship education (Grossman, 2017). Global citizenship education is grounded in a belief that learning is a lifelong journey to expand our personal consciousness of the world around us. The forms of practice that address global citizenship education are not always accepted or encouraged in schools. For example, these practices may include inquiry-based instruction

infused in global perspectives, structured controversial discussions and deliberations, reflective practices, and challenges that allow students to think more deeply about their personal lives and the interconnections they can make between local, national, or global events.

This study took into account overlapping elements that existed between global education, international studies, and multicultural education. I was able to illuminate how social studies teachers around the world developed a global worldview that shaped their curricular practice and intersected their discipline (e.g. humanities, world history, US history, Western Civilization) and global education. This study also exemplified insights into how the six teacher participants used inquiry-based instruction, particularly through the C3 Framework, to facilitate the following issues: (a) colonialism, (b) forms of governments around the world, (c) Middle East and foreign policies, (d) historical and present revolutions, (e) equality, and (f) the past and aftermath of World War II in the Middle East. Teachers connected their social studies courses through a historical lens and contemporary issues such as the Black Lives Matter, World Poverty (United Nations, 2020), and the recent Ukraine-Russia conflict. Therefore, there has been an increasing call to educate students for critical global citizenship education (Banks, 2017). However, how well has global education been infused in social studies learning through global citizenship education? Also, how can we disrupt the marginalization of global education in social studies?

As studies continue to find that teachers feel challenged by the global education content and how to present it (Banks, 2014), curricular mandates and prioritizing the Western narratives continue to carry on a major role through education practice and learning (Rapoport, 2013). It is important for teachers to examine and question the ways in which their social studies discipline and global education are taught by using critical social justice lenses to combat the traditional narratives and Eurocentrism of global topics focused on people in all regions of the world

(Andreotti, 2014; Gaudelli, 2009). For example, Banks (2008) notes that multicultural and global education shared goals like those of social justice education. Bell (2016) defines social justice education as the goal and process to educate

... with full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs...social justice should also be democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change (p. 1).

Every day there are human rights violations and injustices that occur in our world and these continue to keep the powerful in power and target people who are predominately labeled as 'marginalized.' As a researcher, I am mindful of the terms I use within this study and intentionally avoid the terms: marginalization, minority, different, and other. These terminologies create a negative connotation since the dominant narrative utilizes those words to characterize people who do not deserve to be called a minority, marginalized, different, or even seen as the 'other.' Each person brings to life their unique perspectives, worldviews, and culture. Muhammad (2020) espoused the idea of social justice in relation to cultural competency, for example asking the critical questions of "what do humanizing practices look like in and outside of the classroom?" (p. 118) Therefore, social studies education is about asking those deep questions and facilitating inquiry-based teaching and learning in classrooms. Thus, embracing inquiry-based instruction through global education would enable teachers and students to counter the dominant perspectives and amplify the voices of the narratives who have been silenced, suppressed, and erased from historical content. Barrett (2013) included intercultural competencies, psychological perspectives, empathy, communicative awareness, and the ability to

adapt behavior to cultural context as a part of multicultural education. which are also shared goals with global education and social justice.

A theme in the literature is that global and international education are reform movements that attempt to facilitate students' understanding of the world in reference to globalization. For example, Parker (2008) reported that "often international and global education are used to describe the same phenomena. Others prefer to distinguish global from international education" (Grossman, 2017, p. 520). A few schools in this study were International Baccalaureate (IB) schools, and the "embodiment of what the IB means [is] by 'international-mindedness'" (IBO 2008, p. 1). The idea of international mindedness means that students are "recognizing their common humanity and shared guardianship of the planet, [to] help create a better and more peaceful world" (IBO 2008, p. 5). As IB continues to expand, Bryant et al. (2016) discusses that the concept of the *Open-Mind* is attributed to "international school contexts rather than to the IB Continuum" (p. 100). Therefore, IB program may provide the possibility for schools to foster internationalism based on the myriad of cultures at their schools.

Chatlos (2015) notes that IB needs to guide teachers to the way they can engage students in more local and personalized learning; thus, there is a need to prepare teacher to engage with their content areas in relation to the students personal experiences, perspectives, and worldviews.

Nonetheless, The National Council for the Social Studies (2017) states:

Global education and international education are important because the day-to-day lives of average citizens around the world are influenced by burgeoning international connections. The goods we buy, the work we do, the cross-cultural links we have in our communities and outside of them and increased worldwide communication capabilities all contribute to an imperative that responsible citizens understand global and

international issues (NCSS, 2017).

As education is a foundational part of the development of the world, understanding and learning about globalizations impact separates the curricular placement of global education to elementary and middle school levels, while international education is more applicable to high school level (Grossman, 2017; Pike, 2015). This may be due to the focus on identity formation during primary and adolescent years, and more promotion of international studies at a high school level to connect with the broader society. Scholte (2000) notes that globalization can be seen as progress and prosperity, yet for others it may seem as a disaster. Overall, researchers seem to agree that globalization “has brought the world to be a small village through interconnectedness of regions or continents” (Al’Abri, 2011, p. 492). The new technologies and communication abilities we have today provide more opportunities to integrate global citizenship education to foster the development of a global mindset.

Global citizenship can range from portraying a sense of belonging to a global community to policies enforcing human rights and responsibilities through international laws (Ibrahim, 2005). However, a key element of global citizenship education is social justice, as it entails “understanding the nature of global issues as well as the range of ways in which those with power and resources can be influenced to act in a globally responsible way” (Ibrahim, 2005, p. 177). Ultimately, global citizenship education is based on the

... principles of co-operation, non-violence, respect for human rights, and cultural diversity, democracy and tolerance [and] is characterized by pedagogical approaches based on human rights and a concern for social justice which encourage critical thinking and responsible preparations (Osler & Vincent, 2002, p. 2)

While no single definition unifies all the elements of global education, this study asserts that the broad term global education: 1) embraces diversity, inclusion, and values, and 2) acknowledges the process of engaging with our own and other's perspectives (Gaudelli, 2009; Grossman, 2017; Pike, 2015; Tye & Tye, 1992). Global education should not be taught as a separate subject area, but instead embedded within the social studies class, and specifically, for this research, in world history classrooms that explore values and issues of the past in connection to today's world. World history has carried on the notion of "mainstream" history (Hodgson, 1993) and the traditional story runs like this:

History began in the "East" – in Mesopotamia and Egypt (but not in Paradise, still further east, as the medieval Westerners had said); the torch was then passed successively to Greece and Rome and finally to the Christians of northwestern Europe, where medieval and modern life developed. During the Middle Ages, Islam temporarily was permitted to hold the torch of science, which properly belonged to the West, until the West was ready to take it over and carry it forward. India, China, and Japan also had ancient civilizations but were isolated from the mainstream of history and "contributed" still less to it (that is to Western Europe). In modern times Western Europe expanded over the rest of the world, so that Islam and India and China have ceased to be isolated, and have entered the orbit of the ongoing Western Civilization, now becoming a world civilization (Hodgson, 1993, p. 6).

In this type of story, there are two notions included. The first is that there is a mainstream type of history that consists of Western/European history since its establishment and "became civilized" (Hodgson, 1993, p. 6). The traditional image of world history runs through Europe in the Dark Ages to modern history. The second notion constructs world history in a way that

Western cultural ancestors take the major role and attention since all the ‘other’ civilizations of the East are labeled as “The Orient” (Said, 1993). This idea shows "Asia" is set apart from Eurasia, Africa, and even more distant in parts of the world that seem to have a label of ‘highly civilized,’ although “everyone knows that the Byzantines and the Muslims (and the Indians and the Chinese) were far more civilized” than Greek history, Roman Empire history, and overall Eurocentric history. Therefore, realizing that teaching world history in the lens that “our civilization is European; therefore, we are interested only in that history which can tell us how we got this way” (Hodgson, 1993, p. 6) is a case that is by no means true to world history. Instead, as Hodgson (1993) asserts:

I would go so far as to believe that if we began to study the history of the world as a whole, and not in the unbalanced way we have pretended to study it, we would discover the European history – in all its phases, social, economic, artistic, religious- has in the main, at least until recently, been a dependent part of the general development of civilization...the only way to show its falsehood is to study world history from this point of view, and see... [and add that] its value [is] in breaking down our ethnocentrism (p. 37).

If the utmost importance is to build a ‘global’ education that consists of a world outlook, then historians can encourage and motivate the writing of world history as there is "not a single history book in existence...[also] we should not sabotage the possibility of people thinking in terms of a “global” world, by continuing to talk in terms which give the lay mind a distorted picture of the world” (Hodgson, 1993, p. 38). For example, the current political climate on the news about the Russia-Ukraine conflict in 2022 mentioned the following:

- Ukraine's Deputy Chief Prosecutor, David Sakvarelidze on BBC News: "It's very emotional for me because I see European people with blue eyes and blonde hair being killed, children being killed with Putin's missiles."
- CBS correspondent in Kyiv, Charlie D'Agata: "But this isn't a place, with all due respect, like Iraq and Afghanistan, that has seen conflict raging for decades. This is a relatively civilized, relatively European [I have to choose those words carefully] city where you wouldn't expect or hope that it could happen."
- NBC reporter and an American journalist, Kelly Cobiella: "These are not refugees from Syria...these are Christians, they're white...they're very similar to people who live in Poland."

The distorted image of the present world as it is continually being divided between civilized and uncivilized, as well as solidarity with certain groups because of skin color, religion, or cultural background does not make a situation more complex or acceptable to one group versus the other. Deserving to live in peace now and in the future is essential, as well being open to the voices of our future from all around the world in demanding their rights. The concept of being open, especially when using open-minded people is considering the compelling evidence that people have to say. For example, a person can say, "apartheid is immoral, they will be resolute" (Case, 1993, p. 321). The key idea here in having an open-mind is that the conviction does not prevent a person from reconsidering their position when they are confronted with new evidence. A non-judgmental, safe space is necessary for students to explore their positionality and understanding that "we can be mistaken and still be open-minded, provided we sincerely attempt, however imperfectly, to assess counterarguments" (Case, 1993, p. 321). It is not possible to be open-minded unless we understand that people see the world differently and differences in

personal and cultural perspectives continue to extend further than an opinion on specific issues. As a result, "Open-mindedness implies a more ambitious and somewhat controversial requirement - a willingness to assess our worldviews" (Case, 1993, p. 321). Yet, movements and policies continue to evolve and this can cause more complexity in the schooling system.

Global education can then have an exponential effect because it can empower students to discover themselves in relation to the world. It allows teachers and students to work toward a more just and sustainable world through a democratic process (Banks, 2003; Dei, 2014; Grossman, 2017; Ibrahim, 2005). By researching this issue, we may learn about the significance of incorporating global education in the social studies classroom, one that teaches global perspectives through inquiry-based instruction. We can also ascertain how the cultural competency of a teacher affects their teaching. The cultural competency of teachers will be measured through the qualitative data derived from the narratives during the interviews, as well as teachers' daily reflections. Klemp (1979) suggests that competence is expected to have a form of measurement. In this research study, measuring cultural competence is viewed from a holistic approach through qualitative means. Deardorff (2006) shared that scholars and administrators agree it is important to measure the degrees of cultural competence, as well as the cultural and social implications while assessing competence. Cultural competence measurement can be seen as complex; however, since there was no intervention in this research study, the approach used to examine cultural competence was derived from the participants' responses to targeted questions during the interview, as well as the participants' teaching reflections. For example, a targeted question in an interview is: "Please share a story of a time that shows how your own cultural practices support a practice of another cultural group represented in your classroom," and "how do you think you are able to address cultural diversity and competency in your classroom?" In

the future, the researcher intends to use intervention and a measurement assessment called, Intercultural Development Inventory (IDI), a cross-culturally valid assessment used for building cultural competency.

Schools and universities are currently tasked with sharing ideas of global citizenship education with their students in order to nurture the perspectives and dispositions of global education. This helps students prepare for future opportunities, responsibilities, and challenges. However, researchers are thinking about for whom global education works (Dow, 1991; Merryfield, 1993; Reimers, 2020) and the consequences of teaching world history through global citizenship education. As the controversy about integrating global citizenship education in world history continues, its brief history has been “marked by attacks from political and religious conservatives who are opposed to [global education’s] dissemination in American schools” (Merryfield, 1993, p. 28). Just as what happened regarding political and religious opposition to previous social studies curricula (e.g., *Man: A Course of Study*), the importance of integrating global citizenship education and its practice seems to have dwindled over the years. A fear for educators might be that “educational partners and citizens who see the world through a conservative lens would be upset with the removal of patriotism and nationalism from the curriculum” (Orlowski & Sfeir, 2020, p. 23). It is not a simple task in replacing traditional citizenship education with educating for global citizenship, particularly one that is infused with “moral cosmopolitanism” (Orlowski & Sfeir, 2020, p. 23). There are many “educational partners and citizens who see the world through a conservative lens [and they] would be upset with the removal of patriotism and nationalism from the curriculum” (Orlowski & Sfeir, 2020, p. 23). Appiah’s (2006) view of moral cosmopolitanism is about the orientation toward all of humanity and calling for coexistence that is peaceful and humanitarian in a way that brings together

cultural differences. By reshaping curricula toward global education, Beane (1990) notes the following,

Those involved would need to have considerable time allotted for such a project...and in those situations where administrators and other officials want centralized control over the curriculum and teachers' work, there will need to be serious shift in conceptions of power so that the curriculum will belong to people in classrooms rather than those in the central office or the state department of education (p. 87).

Therefore, Spero's (2021) view of progressive possibilities in integrating global citizenship education can provide guidance and optimism for scholars. He argues:

Most importantly, GCE [global citizenship education] policymakers and practitioners with the belief that global citizenship fundamentally requires the development of critical social awareness and active socially responsible citizens...to face issues of power, voice, and difference for a more ethical educator-learner relationship (p.12).

Global citizenship education provides educational opportunities and influences the development of both students and teachers through their personal, social-emotional, and professional growth. At the core of global education is the facilitation of educational experiences that allow students to become more inclusive and interdependent. Global education creates an action plan through collaborative connections into the broader world. Lessons include effective opportunities to communicate, integrate, and acknowledge across the world's invisible (and some visible) borders to ultimately act on issues that genuinely matter to them and the world. Global education can be considered as a form of education that:

- Allows educators to use a creative approach to teach about the world and the changes we can make in a society
- Creates an active learning environment infused with universal values that helps students develop an awareness of global topics
- Challenges others to think about global issues
- Changes attitudes through inquiry and reflection
- Instills, enriches, and empowers students to become active, competent, appreciative, and responsible global citizens

Global citizenship education can bring out the best in every student and help create a sense of appreciation that urges each of us to contribute to the world. Banks (2008) notes that “global education’s major goals should be to help students understand the interdependence among nations in the world today, to clarify attitudes toward other nations, and to develop reflective identifications with the world community” (p. 300). This cannot be achieved simply by fitting global education neatly into a specific time frame or a single class or even a school year exclusively taught behind the school doors. Although the desire to educate with a global education lens is not novel, unfortunately, “most schools around the world are not adequately educating students to be global citizens” (Reimers, 2020, p. 3). As our world continues to become increasingly integrated, diverse, and interconnected, as well as challenged by complex phenomena in our world, it becomes a requirement to educate for global citizenship with dispositions and skills necessary to learn, analyze, and work toward solving world challenges (Banks, 2017).

Scope of the Study

This qualitative, narrative inquiry study a qualitative used purposeful sampling to identify the group of teacher participants through a google form document: [Global Inquiry Research](#)

Learning Opportunity. The form was sent out to recruit teachers from the C3 Teachers network through their monthly newsletter. Potential participants filled out the google form, and, after IRB approval, the researcher selected participants who aligned their teaching of world history/global studies using inquiry-based instruction. The teachers were guided through targeted research questions in the interviews and teaching reflections and described their understanding of the design, implementation, and purpose of inquiry-based instruction that was intended to be infused with global perspectives in the classroom. The use of a narrative inquiry was used to investigate teachers' way of thinking about inquiry design and teaching in the classroom.

The researcher then collected information from six participants to learn how teachers adapted an existing inquiry (either from C3Teachers.org or an inquiry teacher have developed) and examined the implementation of the inquiry in their classrooms through teaching logs and reflections. Participation involved the following:

- Adapting an existing inquiry for implementation in the classroom
- Participating in two 45-minute interviews (one before and one after the implementation of the inquiry)
- Sharing their inquiries with the researcher
- Completing a daily reflective journal
- Completing a daily teaching log

Overall, the theoretical framework of global citizenship education informed the data collection by focusing on the teachers' narratives of how they define themselves, their work, and their pedagogical practices in their world history classes.

Significance of the Study

Currently there exists minimal research literature related to how teachers' narratives reveal a worldview perspective of using inquiry-based instruction in world history classrooms.

Despite the abundant amount of research in regards to inquiry and teacher's practice using inquiry, there is limited research into how individual teachers around the world infuse global perspectives into their inquiry. The need for authentic, narrative inquiry studies on teaching using inquiry from a global perspective mixes curriculum policy, research methods, curriculum design, and teacher beliefs together. To date, there are some empirical research studies on the C3 Framework and Inquiry Design Model (Brush & Saye, 2017; Casey, DiCarlo, & Sheldon, 2019; Crocco & Marino, 2017; Lintner & Puryear, 2021; Raudah, et al., 2020; Saye, 2016; Thacker, Fitchett, Journell, & Lee, 2018). However, little is known in regards to the design, implementation, and purpose of adapting C3 inquiries in world history classrooms around the world.

A finding from the literature in regards to designing inquiries and determining compelling questions for the inquiries notes the necessity to take into consideration three notions: a) students' interests, b) previous learning experiences, and c) talent since teachers would then select sources to design and scaffold the tasks for those sources (Thacker et al., 2018). Considering students' reading level and abilities as part of designing the summative performance task is critical. Further, allowing students to voice their thoughts in how they would take informed action toward the end of inquiry could add more autonomy and value to their learning (Thacker et al., 2018). Teachers may also aspire to use the C3 Framework and the Inquiry Design Model (IDM) because it offers an important method to support, structure, and organize inquiry teaching (Casey, 2021). Another finding in Thacker, Lee, and Friedman's (2017) research was identifying a disconnect between theory and practice in social studies, in particular to inquiry in the classroom as "the C3 Framework presents a new context for encouraging inquiry in social studies...an understanding of existing practice is critical if we are

to expect meaningful change resulting from publication” (p. 99). This research study will continue to advance and qualitatively examine how social studies teachers around the world use inquiry and other practices supported by the C3 Framework (Thacker, Lee, & Friedman, 2017).

This research study will explore the ways in which teachers incorporate global perspective in their teaching of world history. The substantial data derived from this research study provided a persuasive analysis of the teachers’ narratives regarding their teaching through a global perspective (Merryfield, 2002), and it examined their cultural competency based on the interviews, teachers’ reflections, and teaching logs (Schmitz, 2012). World history is considered a preparation for global citizenship education, which also includes the perspectives of cultural competency in the field (Banks, 2008; Banks et al., 2016; Fujikane, 2003; Gaudelli, 2016; Hansen, 2011; Hanvey, 1983; Hodgson, 1993; Manning, 2006; Mazlish, 1998; Merryfield, 1998; Myers, 2006; Thacker et al., 2018). This study built on the research and scholarship regarding the C3 Framework and inquiry instruction through a global citizenship education framework. This offered a closer insight into how teachers describe their work as educators, and examine how they acquire the pedagogical skills used to teach world history.

Definition of Key Terms

1. Action Research: The form of applying research approaches to real issues faced by practitioners and researchers as it has an emphasis on inquiry and dialogue to develop practical and meaningful teacher experiences (Manfra, 2019).
2. Citizenship: A complex concept that consists of cultural, social, and political elements that provide citizens with rights, a sense of identity, and social connection (Agbaria, 2016; Ichilov, 2013).

3. Civic Education: Constitutes a sense of acceptance, belonging, morality, and engagement within the school and society to foresee the reality, instead of the focus on assimilation (Banks, et al., 2016; Parker, 2018)
4. Common Core: Set of education standards in the United States that aim for standardized testing in the K-12th grades.
5. Cosmopolitanism: An ethical, moral, and political standard of philosophy that seeks to argue that every person is bound up with humanity as a whole (Warf, 2012).
6. Cultural Competence: A set of corresponding behaviors, attitudes, and policies that come together in a system that promote working effectively in cross-cultural environments. The term *culture* implies an integration of patterns based on human behavior that includes communication, thoughts, actions, beliefs, values and institutional connection of racial, ethnic, social, and religious backgrounds (Torres, 2019). The term competence generally implies having the capacity to effectively function in a society. Therefore, being culturally competent includes having the capacity for self-awareness and assessment, being conscious of the dynamics when cultures interact, valuing diversity and inclusion, having cultural knowledge, and developing adaptations to reflect an understanding of the surrounding cultural diversity (Cross, et al., 1989; National Center for Cultural Competence, n.d.).
7. Culturally Responsive Teaching: The way in which cultural experiences and various perspectives of diverse students become conduits for teaching them more effectively (Gay, 2002). Culturally responsive teaching is also designed to encourage teachers to nurture the student-teacher relationship, tighten the curriculum, and the society/community connection (Ladson-Billing, 1995).

8. Cultural Diversity: When a variety of cultural groups exist within a society (Osler & Vincent, 2002).
9. C3 Framework: Based on the National Council for Social Studies, it is a powerful guide to help frame instruction in the social studies education for instruction through various context of civics, economics, history, geography, and more from Kindergarten through high school years (Grant, Swan, & Lee, 2017; NCSS, 2013).
10. Democratic Deliberation: "When the public discusses policies, knowledge is expanded, self-interest is diminished, and the result is a policy that a community can legitimately expect members to follow" (McAvoy & Hess, 2013, p. 18)
11. Globalization: A concept that "brought the world to be a small village through interconnectedness of regions or continents" (Al'Abri, 2011, p. 492). Globalization can also be seen as progress and prosperity (Scholte, 2000).
12. Global Education: The incorporation of learning about the world as it engages students in learning about various cultures, histories, geographies, and current issues of the world through inquiry and action that would lead students to become change agents to become citizens of the world (Anderson, 1979; Becker, 1988; Case, 1993; Gaudelli, 2013; Grossman, 2017; Hanvey, 1983; Merryfield, 2002; Myers, 2006; Pike & Selby, 2000; Reimers et al., 2016; Tye & Tye, 1992)
13. Global Awareness: A concept of recognizing and respecting various cultural systems and being open to understanding people's cultures (Merryfield, 2008).
14. Global Competence Framework: A framework developed for PISA (Programme for International Student Assessment) by the OECD (Organization for Economic Co-operation and Development) to assess students' ability to critically examine local and global

contemporary issues through students' perspectives to learn how to interact respectfully with others around the world. The four dimensions interrelate to each other by focusing on student's ability to examine global issues, understand and appreciate perspectives, engage in open dialogues and interactions with cultures, and take action for the collective well-being and sustainable development (OECD, 2018).

15. Global Perspectives: The need to infuse global perspectives so students will understand and benefit from the interconnections of world cultures, technologies, economics, social and political relationships (Anderson, 1979; Becker, 1979; Merryfield, 1998; Tye, 1990). This concept aligns more with educating citizens “because we cannot isolate our nation’s wellbeing, and that of future generations, from that of others across the planet” (Merryfield, 2008, p. 366).
16. Inquiry-Based Learning: The concept of asking students thought-provoking, engaging questions that trigger their curiosity of the world, ultimately, leading to taking informed action (Dewey, 1910; Grant, Swan, & Lee, 2017).
17. Inquiry Design Model (IDM): The practical tool of the C3 Framework (NCSS, 2013) as it focuses on organizing the curriculum around three major themes of inquiry: questions, tasks, and sources (Swan, Lee, & Grant, 2018).
18. Intercultural Competence: There are many definitions for intercultural competencies (Deardorff, 2009; Donders & Laaksonen, 2014; Spitzberg & Changnon, 2009). It is in essence “about improving human interactions among differences, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity, and so on) or across borders” (Deardorff, 2020, p. 5).

19. Multiple Perspectives: A strategy shared by global educators that brings students learning about events and issues through multiple views. By having students develop a habit of examining other perspectives, especially those who are from other countries other than their own, particularly whose voices and narratives rarely appear in mainstream media and U.S. textbooks, students come to appreciate points of view that they disagree or agree with to fully understand the content from various perspectives (Merryfield, 2002).
20. Opinion: It is the surface layer of thought, "the conscious outcropping of perspective" (Hanvey, 1982).
21. Perspectives: The "deep and hidden layers of perspective that may be more important in orienting behavior" (Hanvey, 1982)
22. Social Justice: Equitable participation from all social identity groups that meets the needs of all (Banks, 2008; Bell, 2016; Muhammad, 2020)

Acronyms

1. Compelling Question (CQ): As inquiry-based learning occurs, the compelling question is developed carefully as a provocative and engaging question that frames a specific unit (Grant, Swan, & Lee, 2017).
2. Critical Race Theory (CRT): Allows for placing race at the center of analysis in regard to exploring the "transformations of relationships among race, racism, and power" (DeCuir-Gunby & Walker-DeVose, 2013, p. 248) through educational, social, political, and economic climates.
3. Cultural Orientation Approach (COA): A framework that cultivates cultural competency through four key cultural skills: Open Attitudes, Self-and-Other Awareness, Cultural

Knowledge, and Cultural Skills. This approach was developed as a gateway toward a methodology for developing cultural competence (Schmitz, 2012).

4. Diversity, Equity, Inclusion, Justice (DEI-J) - Initiatives created to address systematic racial discrimination and disenfranchisement and the intent is to support leaders to develop strategic plans that strive to make their schools equitable, inclusive, just, and diverse.
5. Global Citizenship Education (GCE): Teaching about the world through the lens of inclusivity of multiple perspectives (Gaudelli, 2016; Harshmann, 2018). Global citizenship education requires teachers to prepare students to take action starting from a local level (Mathews, 2022).
6. Sustainable Development Goals (SDGs)- The global goals developed by the United Nations that were designed to achieve a sustainable future for the world (United Nations, 2020).
7. Supporting Questions (SQ): Through inquiry-based learning, the supporting questions address various aspects of the compelling question. In the C3 Framework, the supporting questions are around 4 to 5 questions that follow guided formative tasks. The supporting questions align with the compelling questions and allow students to connect the unit to their personal experiences (Grant, Swan, & Lee, 2017).
8. Taking Informed Action (TIA): Civic engagement in which a group takes a kind of action that addresses civic or political inquiry, and it follows the process of inquiry through discovery, analysis, reflection, and coming up with one's ideology (Grant, Swan, & Lee, 2017).

CHAPTER 2: LITERATURE REVIEW

Overview

As research in social studies continues to expand, the concept of embedding global education into the study of social studies seems to be a necessary course of action. The history of social studies has proven to us that the struggle in globalizing education has been temporary. The forces of globalization are overwhelmingly complex. Interest in global citizenship education is not new to academia (Grossman, 2017). Globalization poses new challenges to the education system, especially to those systems that integrate diversity in their settings because modern education systems are known to have been established to build social cohesion through homogenization. This system is built to uphold and maintain social control among various school systems, such as our decentralized education systems in the United States (Banks, Suarez-Orozco, & Ben-Peretz, 2016).

Social Studies and Global Education

According to Grossman (2017), global education seems at first glance to naturally be a part of social studies, as “some see social studies as a natural, or even the most natural, home for global education” (p. 532). The modern version of global education is derived from three leading scholars: Lee Anderson, James Becker (the father of global education), and Robert Hanvey (Grossman, 2017). While the language context has changed overtime, the debate suggests that global education is inevitable. In the United States, the topic of global education enters the discussion as

... some states rigidly [adhere] to a nationalist curriculum... the role of social studies education as equity education rests in how we allow students to access a diverse curriculum while critically engaging with it...will we sell neoliberalism to students, will we support the exportation and normalization of U.S. civic ideals and patriotism to other

nations, or will we allow and encourage a more robust study and critique? (Schmidt, 2015, p. 145).

The term, Global Education Reform Movement (GERM), describes the emergence of new global beliefs and views in education policy (Fuller & Stevenson, 2019). The development of GERM in the United States, Chile, and the UK occurred during the 1970s and 1980s, where political programs, such as those supported by the New Right Think Tanks and Pinochet, Raegan, and Thatcher's political agendas were initiated. As the Keynesian economic orthodoxy was abandoned, the confidence in welfarism was diminished. The political right offered solutions, and the Global Education Reform Movement (GERM) "assumed practical expression in Pinochet's school privatization programmes" (Fuller & Stevenson, 2019, p. 1). Therefore, GERM

...has mutated in different forms – assuming different features and developing at a varied pace. Some parts of the world have appeared more resistant to the GERM than others...the notion of GERM works well as a shorthand for a set of linked policies and practices, the danger is that the label hides the nuance and complexity that is the reality of neoliberal restructuring of public education systems (pp. 1- 2).

The standardization of education, focusing on core subjects, narrowing teachers focus on content that prepares students for tests, and test-based accountability are major factors in the Global Education Reform Movement (GERM). These elements of GERM are not the education policies that research should aim for, rather, creating a system that builds and drives high confidence in teachers, encourages ideas and approaches that put curiosity and creativity at the heart of education, and cultivating the holistic development of the whole child are features that education reform needs to uphold. Global education can then be seen as a learning framework

that is based on social justice, human rights, and democratic participation within the students' communities and world. As diversity increases, global citizenship education embodies the concept of a national community that places "ideals and values, such as those articulated in the Universal Declaration of Human Rights, the Declaration of Independence, the Constitution, and the Bill of Rights" (Banks, 2003, p. 19). Global citizenship education includes priorities for human rights and related responsibilities for action that uphold the values and ideals presented in the documents, but global citizenship education is entangled within the social studies education field.

At the Presidential address at the 1982 National Conference for the Social Studies conference, Tucker (1988) argued that "global interdependence must be given greater emphasis in the social studies curriculum of the United States" (Grossman, 2017, p. 532). The expansion of the global dimension in the 1980s provided connection between civic competence and global topics in history, civics and economics, and geography. Merryfield (2008) suggested that global issues should not be taught as a separate course, but needed to be incorporated into the curriculum due to its capacity for content integration. Merryfield (2008) advised scaffolding social studies across lessons and grade levels to achieve global awareness; thus, it is important to reflect on one's cultural assumptions "and the framework in which other people make sense of the world [, as well as] learning from people and scholarship in other countries and making connections to engage as citizens of the world" (p. 363).

Social studies has for half a century taken an interest in a global perspective and outlook in education. It has been a critical curricular agenda with many contributors over the years (Anderson, 1982; Becker, 1988; Case, 1993; Gaudelli, 2013; Hanvey, 1983; Merryfield, 2002; Myers, 2006; Pike & Selby, 2000; Tye & Tye, 1992). Gaudelli (2013) emphasizes what has been

missing in this discussion is the “critical stance that examines positivism and global competition as they are enacted in very local ways in schools, by teachers, and with students” (Gaudelli, 2013, p. 554). This critical focus stems from the concern that social studies education, which entails global education, often fails to involve local contexts. Typically, the term “global” is understood as “teachers and students engaged in studying the world as a series of distant, static places unrelated to the daily, everyday circumstances of their school” (Gaudelli, 2013, p. 554).

Nothing is more important than educating the next generations so that they have the strength, tools, and competencies to enhance the future. As the world continues to accelerate through social and technological changes, as well as political developments, we face the necessity of teaching social studies with a global lens. To do this, schools need to engage students in the challenges that our world faces. Advancing global education teaching in our schools is a fundamental part of this. As Reimers (2020) considers:

Global education is not a new fad, a small tweak, another addition in the large menu in the cafeteria that curriculum has become in many schools. Global education is an approach to reorient the entire enterprise of how students learn and teachers teach. It may involve additions to the curriculum, but it first involves intentionally examining and revising the existing curriculum, pedagogy, and school organization so that they stand the best chance of helping students understand the world and figuring out how to make it better (p. 130).

Metzger (1988) argued that an obvious barrier to embedding global education in our social studies classrooms is “the teachers themselves. Teachers, in particular the American citizens, are not well-informed about world issues and cultures and the realities of global interdependence” (p. 13). However, in more recent times, many teachers are knowledgeable and

open to global views and can develop the skills to teach through a global perspective. Making school and social studies more relevant to our students by using a global perspective, can help them build a better world for themselves and for generations to come.

Social Studies Education and Globalization

Based on a study conducted by Gaudelli (2013), globalization “has grown in significance within social education...[and] global education research consists largely of empirical studies related to how *we* learn about *them*” (p. 559, [emphasis added]). With the realization that the world is increasingly interdependent, global education rests upon the presumption that if people learn more about the situations and lived encounters of others, they will be able to have a better sense of their identities in the world (Gaudelli, 2013; Mayer, Sherman, & Makinster, 2006; Merryfield, 2007). Grossman (2017) notes that globalization

...has not yet entered the U.S. social studies vocabulary in sufficient complexity and depth...[there is] a general disconnect between the social studies curriculum in the United States and contemporary academic scholarship (p. 533).

Globalization is changing the current world as Hicks (2009) shares the process of globalization as it is continually changing the planet due to the large number of global linkages, global events, and decisions that impact us nationally and globally. Globalization is not seen as a temporary condition as it has transformed how the world functions (Friedman, 2007). It is still unclear whether the United States social studies curricula and teacher education programs will address complex global issues (Hahn, 2017).

The vision of “social studies researchers, curriculum developers, policymakers, and teacher educators of today will reflect on their current priorities and work to ensure that youth will be prepared for future-oriented social and civic challenges” (Hahn, 2017, p. 588) comes with

bringing forth the idea of globalization into education. Envisioning research programs that investigate and provide “global or cosmopolitan citizenship education...perspective-taking, and disciplined civic inquiry in classes” (Hahn, 2017, p. 588) is critical and foundational when preparing teachers to teach youth how to live in a globally interconnected world. It is equally critical for social studies educators, teacher educators, and scholars to acknowledge that they belong to a global profession (Hahn, 2017).

Global education provides students the ability to respond to the impacts of globalization. Mathews (2022) asserts that “reimagining social studies education should place global learning for global citizenship at the center of the curriculum” (p. 218), and this, in fact, requires global learning to be a collaborative process in analyzing, addressing, and critically thinking about the complex problems to incorporate cooperative and active learning strategies for teachers. Global learning is not necessarily a characteristic or a label for a certain discipline, particularly in social studies. Rather, it characterizes and identifies the ways in which disciplinary content is understood and implemented in the field. Active learning strategies include reflective thinking, including global thinking routines and inquiry-based learning that incorporates service learning. When students are involved in a collaborative learning process, such as deliberations, particularly democratic deliberations, it “means that when the public discusses policies, knowledge is expanded, self-interest is diminished, and the result is a policy that a community can legitimately expect members to follow” (McAvoy & Hess, 2013, p. 18). Deliberating on the possibility of global solutions that can bring various positions together can facilitate a global learning process (Mathews, 2022). Thus, an authentic social studies classroom would support an inquiry structure that aligns with “cosmopolitan global citizenship by considering rights and responsibilities of democratic living, while also intentionally de-essentializing cultures”

(Muetterties, 2021, p. 12). Thus, listening to the ways in which teachers define themselves will help better understand the incorporation of global perspectives in education. Merryfield (2002) concluded that she found global educators had common characteristics in instructional strategies as they “confront stereotypes and exotica and resist simplification of other cultures and global issues; [they also] foster the habit of examining multiple perspectives; teach about power, discrimination, and injustice; and provide cross-cultural” (p. 18).

In a study conducted with an 8th grade U.S. history class, the teacher facilitated instruction about the explorers of North America, and “students explore events from diverse points of view. Instead of approaching Columbus and other European explorers as heroes to be admired, students read about Native American and other perspectives on Columbus’s actions” (Merryfield, 2002, p. 19). She found that global educators are able to help their students explore various cultures through primary and secondary sources. Merryfield (2002) shares that by exploring multiple perspectives using primary sources and direct contact with different points of view, students are able to grasp, reflect, learn, and write about new and comprehensive history that incorporates diverse perspectives. Furthermore, Becker (1988) shares that it is necessary for U.S. citizens to embrace simultaneously a local, national, and global perspective. The ability of the United States to provide leadership in our rapidly changing world depends upon the attitudes and behavior of the general citizenry...[thus] schools, the one institution which reaches most citizens, play a crucial role in such efforts (pp. 5-6).

Schools play an important role in society and can enable education reform. When introducing global perspectives and global education, teachers need to have the knowledge and skills to teach global content in the 21st century. However, teachers also need to be respected and valued as educators and professionals in their communities. The efforts to advance education

through a cultural perspective come from what teachers gain from professional development, teacher evaluations, and the values of their communities (Reimers, 2020). Even before teachers advance in their careers, they were once prospective social studies education teachers who were trained as deliveries to simply cover particular information. Preservice teachers tend to see “student[s] achievements as the ability to restate this information and score well on tests” (Crocco & Marino, 2017, p. 7). As a result, teacher educators may see this belief as a misconception, but it is difficult to disconnect theory from practice because much of the preservice teachers’ educational experiences presented a similar approach.

Crocco & Marino (2017) argue that “a social studies method class should be a place where inquiry-oriented learning approaches [and culturally responsive teaching practices] receive frequent, concerted, and tailored attention to the demands of teaching social studies subject matter” (p. 8). The way education reform begins is from the foundations. Developing a systematic approach to designing programs that are inquiry-oriented teaching research within methods and “bringing in methods courses, content courses, and field placements into closer alignment with the demands of inquiry-oriented teaching and learning as based in educational research and advocated in recent reform efforts nationwide” is the beginning of educational reformation (Crocco & Marino, 2017, p. 8)

Social Studies and Inquiry

The presumption is that social studies is seen as a critical area of inquiry. Gaudelli (2013) asks: “Is inquiring about the world enough? How many social educators engage students in critical analysis of how the global occupies a central concern, though often a sub textual one, in the very schools in which they teach?” (p. 559). Teachers need to scaffold primary sources and literature about global education to meet their students’ developmental needs and curriculum

expectations. Incorporating sources from diverse world regions would enrich learning. When students become more engaged in their world, they become excited and, “although this engagement in learning may not be evident every day, when students see connections to their lives regularly over a course, the social studies comes alive because it is relevant and meaningful” (Merryfield, 2008, p. 366). However, the attention of social studies educators often overlooks the serious issues that are happening within their schools (Wright, 2012). Global education needs to engage students in a robust manner to analyze the ways in which global developments affect their local communities and schools. As Gaudelli (2013) stated, “the Common Core standards, given their significance and global mooring, might be a way into that conversation [of infusing global education]” (p. 560).

Social Studies and the Global Perspective in Curricula

Social studies teachers are in a position to introduce and infuse global perspectives into their curricula. Expected to exemplify globally concerned citizens, they must take the opportunity to expand and grow into globally concerned citizens and educators. Gilliom (1981) suggested that if teachers’ contact with other cultures is limited, they can look for opportunities to meet people of different cultures and also become more acquainted with the features of the cultures. Focusing on cross-cultural awareness and experiences within one’s community can help establish the sense of ‘we.’ Exploring other ways of life may also help in “collecting teaching materials for use in the classroom” (Gilliom, 1981, p. 172). However, a number of studies suggests that border crossing “accompanied by some sense of otherness, [allows] participants to achieve a greater sense of empathy” (Patterson, 2015, p. 348). As researchers continue to argue that international professional developments and independent travels can develop global perspectives, it can also create a level of comfort in teaching content that is related to non-U.S.

nations. Some studies indicate that experience with international professional development does cultivate professional skills and practices that are innovative as it allows educators to ultimately confront their national identities and reassess their nation's location in the world (Doppen, 2010; Jewett, 2010).

Opinion Versus Perspective. It is essential to make the distinction between opinion and perspective when establishing a baseline in seeking to infuse global perspectives in curricula. Hanvey (1982) stated, "opinion is the surface layer, the conscious outcropping of perspective. But there are deep and hidden layers of perspective that may be more important in orienting behavior" (p. 162). Hanvey (1982) used the example that in the West, opinion assumes that human dominance over nature is desirable or even attainable. Until recently, this has not been an opinion, but rather a given fact. Hanvey (1982) suggested that we can develop a broader recognition of perspective that is very different from knowing that people have opinions. Having a perspective involves more as a global perspective is a reflective process. In his book *Necropolitics*, Mbembe (2019) states, "global thinking can only ever be that which, turning its back on theoretical segregation, rests on the archives of what Edouard Glissant called the All-world (Tout-monde)" (p. 9). The features of modern "All-world" include re-peopling, terrestrial conditions, and computational machines that open the door to more questions about whether or not our world is leading itself into destruction. Perspective is more of an in-depth strategy to show a particular influence on an opinion. Global perspectives can then refer to the capacity in which we see the "whole picture" and whether the focus is on local or global matters (Case, 1993). According to Case (1993), there are two dimensions of a global perspective:

Table 1. Dimensions of Global Perspectives

Substantive Element	Perceptual Element
<ul style="list-style-type: none"> ● Knowledge of various features of the world and the way in which the world works ● Knowledge of people and places beyond students' community and country ● Knowledge of events and issues beyond the immediate and local community ● Knowledge of interconnected global systems, world cultures, international events, global geography, etc. 	<ul style="list-style-type: none"> ● Reflected in contrasting spatial metaphors such as broad or narrow, cosmopolitan, or provincial, and parochial or far-reaching ● Describes an orientation/outlook ● "Whole picture" – whether it is local or international matter ● Nurturing perspectives that are empathetic, free of any stereotypes ● Not predicated on assumptions or naïve stances ● Not colored by prejudice sentiments ● "Global education is way of looking at the world" (Case, 1993, p. 318)

These elements are interrelated and should be taught in cohesion with one another, as the objective of distinguishing these dimensions is to clarify aspects of global perspectives. Learning facts (e.g. the substantive element) is needed, but not sufficient enough, for building a perspective. Thus, a global perspective is a blend of various elements which are significant for teachers to infuse into their teaching to help students understand global realities (Case, 1993). Merryfield (2002) suggested that global perspectives help students resist stereotyping, allowing them to develop open minds and acquire the skills of cross-cultural communication, as well as build on the experience of working with people of diverse backgrounds and culture. According to Coombs (1980), having a perspective implies two things: 1) a point of view governs how an observation occurs, and 2) an object or event, such as a person, place, thing, or state of affairs that will catalyze what we observe. In the Case (1993) study mentioned above, for example, researchers examined how a group of preservice teachers drew the world map from memory. The majority of the teachers depicted North America in the center of the map and other continents were placed around the page and often reduced in size. The maps were drawn unevenly and the

distorted images of the continents were indicative of the ways in which individuals' understandings are impacted by the lenses through which they view the world (Case, 1993; Hanvey, 1988; Merryfield, 1998). As a result, the "egocentric factors- physical proximity, affiliation, and personal experience – shape the way these preservice teachers see the world" (Case, 1993, p. 318). A global perspective calls for specifying the global phenomena, which is the object, and the cognitive and affective lenses through which examining the object is to occur, which is the point of view. In another study, Torres (2019) examined twenty-five third graders who participated in an integrated social studies and literacy curriculum that focused on world cultures. The movement toward perspective taking and developing empathy was observed in the participants. Torres (2019) found the following,

Although the children did not exhibit fully developed ideas of empathy, the significance of [the] examples [in the study] lies in the honest efforts the children made – at their developmental level – to engage in feeling with another person in a given circumstance, suggesting the possibilities for the emergence of a more robust form of empathy in the future as the students mature and gain more understanding (p. 568).

Empathy—the ability to see beyond oneself—is a critical step in developing a global perspective. Torres (2019) says perspective taking is a necessary component for understanding specific situations; however, in his study, "students did not yet grasp some of the more complex aspects of the concept of perspective consciousness" (p. 568). Torres's study speaks to the significance of teacher education programs in preparing students to be global educators. As Torres (2019) shares: "The most effective means of getting global education [and infusing global perspectives] into classrooms is to have preservice teachers begin teaching with the rationale, knowledge, beliefs, and skills to integrate it into their curriculum from the beginning" (p. 571).

Learning about other countries and world cultures is a theme of learning, and providing a curricular structure that supports teaching about world cultures can help illustrate the way to prepare teachers to teach with a global perspective.

Discussions and Deliberations. Schools and media enable us to share opinions through dialogues, discussions, deliberations, and debates (Hess & McAvoy, 2015; Kaplowitz, Griffin, & Seyka, 2019). The “best practice” classroom strategies in structuring discussions and deliberations are ones that encourage students to fully participate and emphasize their voice (Hess & McAvoy, 2015). Democratic notions of equality, rights, and justice have been a difficult tribulation for most nations around the world. Mbembe (2019) reflects that “the brutality of democracies has simply been swept under the carpet. From their origins, modern democracies have always been evinced [by] their tolerance for a certain political violence, including illegal forms of it” (p. 15-16).

Countries have stood as pro-slavery, yet continue to advance a form of slavery through the division of communities (Mbembe, 2019). Over the last century, democracy has deepened through established democracies, yet, democracy still needs to evolve. Through the concept of democratic politics, empirical studies have shown that researchers can begin to look at “democracy [becoming] more deliberative” (Chappell, 2012, p. 2). As a result, the political conditions in the United States, as well as around the world, place social studies educators in a risky position. Yet, engaging in discussions and deliberations through political topics is a way to develop civic and democratic skills (Hess & McAvoy, 2015).

As the rhetoric states, introducing politics in the classroom can elevate anxiety, incivility, and misunderstanding, which steers teachers away from teaching politics in the classroom (Zimmerman & Robertson, 2017). Instead of steering teachers' away from civic education,

identifying effective strategies in which classroom discussions and deliberations can occur will help students and teachers to better understand multiple perspectives and avoid the homogenizing opinions and polarizing societies (Parker & Hess, 2001; Hess & McAvoy, 2015). Once students participate in “deliberative inquiry, [it will allow them] to do something fairly rare in today’s political [and globalized] culture -- engage in an open discussion about our differences [and similarities]” to create more inclusive societies (McAvoy, et al., 2020, p. 289).

Parker et al. (1999) conducted a study toward a multinational curriculum development and proposed a deliberation-based curriculum which means that at the core practice of the curriculum is discussions of ethical questions in regards to taking public informed action. Parker et. al (1999) defines deliberation as “weighing which action will best address a problem...making choices about what to do about problems a group is facing in common” (p. 130). In Parker et. al (1999) study, deliberation is seen as the curriculum outcome, “for it creates a particular kind of democratic public culture among the deliberators: listening as well as talking, sharing resources, forging decisions together rather than only advocating positions taken earlier, and coming to a disagreement” (p. 130). McAvoy & McAvoy’s (2021) study revealed that keeping politics out of the curriculum “does little to help young people understand and critically examine the political issues of the day” (p. 1-2). Imagining what a strong democracy looks like requires strategies that would help students “move beyond partisan animosity” (p. 2). Educators who use deliberative strategies are able to help students find common ground as in McAvoy & McAvoy's study (2021), “in the deliberation [part], participants’ views tended to move toward more agreement” (p. 8). However, through debate activities, the results in their study proved that “participants [were] having more polarized views after the debate than before” (p. 8). The study found that students who participated felt confident about their participation in the deliberations

and they were more concerned about their participation and involvement in the debate structure (McAvoy & McAvoy, 2021).

As deliberation occurs in a diverse classroom, the teachers and students begin to see what is common among them and the problems they experience together may result in taking action together. It is the problematic situation that brings people together, and “this is the common ground that makes them a single public, a ‘We the people,’ at least for the time being” (Parker et al., 1999, p. 132). Most importantly, making school more relevant to students by teaching social studies from a global perspective can help them build a better world for themselves and generations to come. Therefore, engaging students in discussions and deliberation can be helpful in a larger political dialogue, especially when taking informed action takes place in curricula.

Citizenship Education

Citizenship is a complex concept, and it “consists of legal, cultural, social, and political elements, and provides citizens with defined rights and obligations, a sense of identity, and social bonds...citizenship involves a balance or fusion between rights and obligations” (Ichilov, 2013, p. 11). Citizenship can also be perceived as “a formal and legal status endowed with specific rights and duties” (Agbaria, 2016, p. 157). Galston (2001) shares a significant reminder: “good citizens are made, not born. The question is how, by whom, to what end?” (p. 217). As Westheimer and Kahne (2004) argue that citizenship education is not just about being responsible and law-abiding citizens who are politically active in their communities, it is also about cultivating and empowering critical citizens who are motivated and committed to justice and social change. Banks (2008) describes citizens as those who can take action to promote and engage in social justice, even when their actions challenge or dismantle existing laws.

Reconceptualizing Citizenship Education for Global Citizenship

Today, reconceptualizing education for global citizenship continues as the goal for a citizen is to undertake “civic action as a member of cultural communities, a resident of a nation state ... [and] a member of a global society” (Hahn, 2020, p. 245). Veronica Boix Mansilla and Howard Gardner (2007) examine the key force that shape the lives of our students. They view classroom opportunities that help students to understand “how the accelerated traffic of capital is transforming cultural values and economics in the developing world, and how cultural identities blend and collide as migrants respond to demographics, economic, and cultural impulses” (pp. 47-48). In their empirical study in which twelve Massachusetts high school teachers designed experimental units on globalization, students were observed being able to address matters of environmental survival, economic growth, and social and cultural social encounters. The researchers contend that an education for global consciousness is a desirable “aim of contemporary education” (p. 62) and is defined as

the capacity to attend to global dimensions of our contemporary experience; to reflect on its tensions, issues, and opportunities by bringing informed categories and modes of thinking to bear; and to define our identities as members of complex global, political, social, economic, and environmental spheres (Mansilla & Gardner, 2007, p. 62).

Ultimately, Mansilla and Gardner’s study showed that preparing students to thrive as global citizens calls for teachers who “view themselves as brokers between children and their rapidly changing environments” (Mansilla & Gardner, 2007, p. 62). Students need a school culture that captivates global consciousness – “one in which global influences in our daily lives, the eradication of global poverty, or the puzzles of interculturality permeate hallway posters, cafeteria discussions, and student organizations” (p. 62). Global consciousness enables us to

expand humanity beyond our limits to help discover ways our identities are connected to others and to our planet (Haste, 2004).

Curricula Development and Five Minds for the Future. In Howard Gardner's (2006), *Five Minds for the Future*, the concept of the minds (disciplined, synthesizing, creating, respectful, and ethical minds) undergirds our understanding that

... in the interconnected world in which the vast majority of human beings now live, it is not enough to state what each individual or group needs to survive on its own turf. In the long run, it is not possible for parts of the world to thrive while others remain desperately poor and deeply frustrated (p. 2).

With the five minds, Gardner (2006) believes that "a person will be equipped to deal with what is expected, as well as what cannot be anticipated; without these minds, a person will be at the mercy of forces that he or she can't understand, let alone control" (p. 2). Gardner (2006) further emphasizes that curricula developed fifty or a hundred years ago are no longer sufficient for our present-day education system. Noting that there is value in learning from previous curricular, it may be easy but dangerous to presume that education should simply focus on certain disciplines, and that "it is equally easy – and equally dangerous – to conclude that the forces for globalization should change anything" (Gardner, 2006, p. 13). Yet, curricula that portray global citizenship education is an important lens to examine since education can be engaged across disciplines and beyond the best teaching and learning practices. When engaging with inquiry through Gardner's (2006) five minds, particularly the ethical mind and the challenges that we face in our shared world, we will engage in inquiries with our students and acknowledge the current divided humanity.

Globalization and Civic Education

Hahn's (2020) study of four European democracies in the age of globalization sought to see how teachers and schools approached civic education that reflected national pedagogical cultures. For example, the secondary schools that served immigrant-background students in Denmark, Germany, Netherlands, and United Kingdom, prepared youth through civic education for democratic participation in our time of transnationalism, which reflected challenges through socio-cultural context. Hahn (2020) posted challenges to teacher educators and teachers who want to develop and empower global citizens:

...for the most part, teachers did not want to embarrass students so they only used students' backgrounds when individuals volunteered their experiences. Although most of the teachers seemed to want to bring newcomers into a widening civic culture, they did not intentionally bring diverse civic/political cultures into the classroom, for example, by noting differing government and political structures and processes, citizenship roles, and social and political issues (Hahn, 2020, p. 278).

However, teachers did encourage their students to research topics about various countries and share their experiences through class discussions. This is similar to findings of studies conducted in the United States, where skilled global education teachers use experiences of their transnational students in discussions of current events (Merryfield, 1998). Hahn's (2020) four-nation study "reminds educators and scholars alike not to universalize and assume students and teachers everywhere experience civic learning and teaching similarly" (Hahn, 2020, p. 279). This study also suggested the importance for researchers to carefully describe the context of the cultural setting in order to generate questions that need to be addressed rather than to generalize from previous studies. When the diversity of the world is represented in the classroom, the

reward is powerful when teachers learn from their students, and if education does not attend to students in a way that helps them see themselves beyond their personal world and understand the interdependence of our world, “new generations will remain ignorant with diminished capacity to live confidently and responsibly” (Grossman, 2017, p. 518).

Globalization, Migration, and Citizenship Education. Hahn’s (2020) study explored how globalization, migration, and citizenship education intersect among four Western democracies- Denmark, Germany, the Netherlands, and the United Kingdom. Hahn (2020) found that

...transnational student identities were complex, fluid, and situational, and the students frequently communicated across national borders with relatives in their heritage countries and worldwide diasporic communities. Teachers and schools approached civic education ways that reflected national pedagogical cultures; yet, across countries, teachers identified similar opportunities and challenges in preparing transnational youth for participatory democratic citizenship (p. 244).

Hahn’s (2020) outcome is that “there is no single answer to how to best prepare active, participating citizens for a globalized world, but there are steps that schools and individual teachers can take to make students and their families feel they are valued members of the community” (p. 279). Wlodkowski & Ginsberg (1995) acknowledge that through research, not one specific teaching strategy in a content area will engage all learners, rather, “the key is helping students relate lesson content to their own backgrounds” (p. 17). Hahn (2020) similarly shares that “there are steps that schools and individual teachers can take to make students and their families feel they are valued members of the community” (p. 279).

Hahn (2020) also examined Denmark's attribution and focus on deliberation, critical inquiry, and decision-making and "students confirmed that they regularly participated in class decisions about what and how to study various subjects" (Hahn, 2020, p. 263). Hahn observed that as students participate in class decisions, valuable information, and perspectives are contributed to the classroom climate. The schools in this study were intentionally selected because they had a large diverse population of students with immigrant backgrounds.

Osborne (2008) further emphasized, "the success of a democratic country depends on the knowledge, skills, and values of its [diverse] citizens" (p. 3, [emphasis added]). The commitment to the nation-state ideology, either through nationalism, social justice, diverse voices, patriotism, or simply strengthening the country's democratic values and systems – has always been an emphasis toward citizenship education (Orlowski & Sfeir, 2020, p. 15). However, the language of democracies does not necessarily coincide with the practices of democracy. The findings in Hahn's (2020) study suggests that teachers might have encouraged their students to research topics they are studying in various parts of the world and to share their related experiences through class discussions and deliberations; therefore, students would be connecting their knowledge, interests, and personal experiences in their learning. Students must come to know and respect their personal experiences in a democracy as a first step toward applying their same perspective to other cultures.

Implications of Civic Education

A narratives study of young adult Ethiopian immigrants in Israel concluded the following considerations for civic education: 1) racism, skin color, and discrimination; 2) support; 3) dual cultural identity; (4) having a sense of mission; and 5) personal autonomy. As these elements play a role in civic education, schools can be the space that help immigrant students obtain

knowledge and skills necessary to become effective citizens while still retaining their identity and aspects of their community and home culture (Banks, 2008). The term effective citizen in Ben-Peretz and Aderet-German's (2016) study "includes both the notion of belonging to your community and your society, being a citizen, as well as playing an active, recognized, and valued role in the everyday life and development of the society at large" (Ben-Peretz & Aderet-German, 2016, p. 135). This study's foundational assumption was that immigrants are able to excel and become successful in the receiving countries, in this case, Israel, since Israel has been dealing with significant demographical changes. A population of immigrants arrived from Ethiopia a few decades ago and these were part of the participants of the study. Ethiopian immigrants in Israel were placed in boarding schools to assimilate and integrate into the Israeli society and "to ease the financial burden on their families [in their home country]" (p. 142). Although the participants found their experience to be rewarding, one participant described her experience as the following:

When I heard about the religious boarding school in Jerusalem, I didn't think it meant not seeing my home. Because of the living conditions, so I decided to go for it...Because there I really could get a wide support of assistance in lessons...and the extracurricular activities there filled my afternoons and much more...it gave me much more than academic capabilities (p. 143).

While countries are advancing their forms of citizenship based on the common set of shared values (e.g. human rights and democracy), which prepare people to live together in diverse societies, it seems that "the Israeli agenda is far different. In Israel, the politics of the right have been shaping citizenship education to be more particularistic and nationalistic" (Agbari, 2016, p. 171). Although the participants experienced the pain and themes of

discrimination and racism, “they did reach successful integration into Israeli culture without losing their affiliation with their Ethiopian-Jewish culture” (p. 146). Some Ethiopians are demonstrating militantly against the discrimination because they are still “not accepted as equals” (p. 148). The narratives of successful Ethiopians present a warning that civic education can

respond to this issue by emphasizing that differences should not have hierarchical implications and by providing students with a comprehensive view of the richness of diversity [of the society]. Studying the history of various cultures might be one way to integrate global perspectives, cultural competency, and civic education into the curriculum (p. 148).

Foucault’s (1977) insight of “counter-memory” (p. 160) is challenged when “only specific groups’ knowledge becomes the official knowledge” (Apple, 1993, p. 65), and the “dominant groups mask their collective power by promulgating their worldview as if it were universally shared by all” (Agbari, 2016, p. 160). This is confronting the way in which hegemony occurs; “with counterdiscourses, misrecognized groups attempt not only to resist dominance but also to cultivate their own societal cultures” (Agbari, 2016, p. 160). As Said (1993) explained, resistance mobilizes the political forces toward “restoration of community, assertion of identity, [and the] emergence of new cultural practices” (p. 218). Having a sense of personal autonomy and disciplinary knowledge for effective citizenships depends on active experiences, as well as accepting immigrants through involvement in building and maintaining a community supported by civic activities. This can help contribute to the sense of inclusivity and belonging (Ben-Peretz & Aderet-German, 2016; Sacks, 2000). Miriam Ben-Peretz is an

Israeli academician specializing in education and a 1997 recipient of the Lifetime Achievement Award by the American Educational Research Association. She is

intimately, and personally, linked to the formation of the Jewish state. Her first husband was a freedom fighter killed in the Israeli War of Independence [also known as Nakbah, a massacre]. Moshe, her second husband, a lawyer by profession, was also involved in the War and Independence Movement. Following the war, he played a role in [the] Israel and Paris based offices formalizing State of Israel conditions (Connelly, 2017, p. 6).

As mentioned earlier, Gardner's five minds are foundational to making decisions about who we are as educators and what our students need to become aware of the world beyond ourselves. Gardner (2006) believes that we must ask questions about our roles using the ethical mind:

What does it mean to be a lawyer... [and an] educator at the present time? What are my rights, obligations, and responsibilities? What does it mean to be a citizen of my community/my region/my planet? What do I owe others, and especially those who – through the circumstances of my birth or bad luck – are less fortunate than I am? (p. 129).

Similarly, Muhammad Al-Kurd (Maktoob, 2021) suggests that we need moral clarity in defining our roles. This is evident in his address delivered at the United Nations in the 74th year of the controversial UN partition plan for Palestine:

We know that the Israeli judicial system is created by and for those who benefit endlessly from the Israeli settler colonial regime...The problem again is not in ignorance, it is in action...you know when we reflect on history's most horrible and inhumane atrocities today, we think of them [Israelis] with so much moral clarity, so much moral clarity that

we tend to forget that when these atrocities were happening, they were perfectly legal, but not only perfectly legal but at the time that they were happening, they were all once controversial, contested, too complex. People talked with neutral language like we do today. We all think that had it been us [Palestinians] there, right then at that point of time, we would have been at the right side of history and we have that opportunity today to be on the right side of history (November 29, 2021)

Al-Kurd (Maktoob, 2021) adds:

I know that people will look back on the reality we live through today with so much moral clarity. One day, there will be museums honoring us, memorials in our remembrances, and statues built in our names. People will stand atop our lands and acknowledge the suffering [of the apartheid and colonialism] that happened in them. I just hope that such recognition, that such recourse, such reparation will happen while the Palestinian people are still here. We deserve justice and liberation within our lifetime. We deserve our land back (November 29, 2021).

I would argue that it is difficult to set an equal standard to a conflict given the unequal weight of power, including the injustices, inhumane hostility, apartheid, and on-going genocides that are occurring at this moment, whether censored or not, to the Palestinian people from Zionism and colonialism, it may be challenging to say there are two perspectives to an issue that is non-negotiable. Such that in historical context, particularly when it comes to teaching about slavery and the Holocaust, there are no two sides to the injustices and discrimination. The voices of those oppressed cannot and should not be lost within the Western narratives of two sides or seen as ‘clashes’ or ‘conflict.’

Civic Education, as a result, constitutes a sense of morality, acceptance, belonging, and engagement within the school and society to foresee the reality, instead of the focus on assimilation. The implications for a civic education come about from the foundations of racism and discrimination that initiates within a society's roots. As Ibram X. Kendi (2021) shared in *The Atlantic*: "What's happening now is something entirely different and destructive – not constructive" as what should be taught in schools is criticized, particularly through the lens of critical race theory. Kendi (2021) also asserts:

There are differing points of view about race and racism. But what we are seeing and hearing on news shows, in school-district meetings, in op-ed pages, in legislative halls, and in social-media feeds aren't multiple sides with differing points of view. There's only one side in our so-called culture war right now (Kendi, 2021, [emphasis added]).

Civic education needs dialogue, and dialogue is necessary to be informed, as well as knowledgeable and understanding of what a person is saying in order to offer perspectives. Democracy also needs dialogue, and according to Gardner (2006) and others cited here, our moral obligation to democracy and civic education is a way to become more inclusive of people's capabilities toward informed action to create unified communities, as well as build an understanding and awareness of the unjust realities and discourses happening in our world, not just in our part of it.

Democracy and Civic Education

Parker (2018) notes that a human rights approach to education would de-center the overall national narrative for a more global approach and "include the study of texts such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child" (p. 8). A United Nations cosmopolitan education that encompasses human rights discourse may be more

common in the rest of the world than in the United States (Parker, 2018). Dewey's (1934) last paragraph from *A Common Faith*, speaks to our moral obligation to democracy, as it presents:

We who now live are parts of a humanity that extends into the remote past. The things in civilization we most prize are not of ourselves. They exist by grace of the doings and sufferings of the continuous human community in which we are a link. Ours is the responsibility of conserving, transmitting, rectifying and expanding the heritage of values we have received that those who come after us may receive it more solid and secure, more widely accessible and more generously shared than we have received it (p. 87).

The commitment in which Dewey (1934) shared presents the possibility of democracy. Beane (2005) believes that Dewey (1934) spoke to this possibility by sharing that “the democratic way of life can be lived; and that our schools should and can bring democracy to life in the curriculum, in school governance, in relations with the community, and in the hearts and minds of young people” (Beane, 2005, p. 131). As many education systems, particularly the modern education systems, are built to maintain social control (Banks, Suarez-Orozco, & Ben-Peretz, 2016), the ethical mind espoused by Gardner (2006) needs a greater emphasis. We must recognize that “the role of a citizen calls equally for an ethical orientation – a conviction that one's community should possess certain characteristics of which one is proud and a commitment personally to work toward the realization of the virtuous community” (Gardner, 2006, p. 129). Gardner (2006) further shared,

the educational imperative transcends the school years. The workplace, the professions, the leaders and foot soldiers of civic society must all do their part – and that obligation cannot be spurned or postponed or fobbed off on institutions that are incapable of picking up the responsibility (p. 165).

Gardner (2006) considers the need for educational, political, and managerial systems to nurture the five kinds of minds (the disciplined, synthesizing, creating, respectful, and ethical minds), as he believes that there is “confidence that our positive human potentials can be cultivated” (p. 166). The goal of an education system “is not worthy of its name unless its representatives can clearly articulate what that system is striving to achieve and what it seeks to avoid or curtail” (p. 166). As Gardner (2006) continues to assert:

Perhaps members of the human species will not be prescient enough to survive, or perhaps it will take far more immediate threats to our survival before we make common cause with our fellow human beings. In any event the survival and thriving of our species will depend on our nurturing of potentials that are distinctly human (p. 167).

Integrating Global Competence in Curricula

Scholars suggest that we have the “capacity and dispositions to [teach] and understand and act on issues of global significance” (Mansilla & Jackson, 2011, p. xiii). Investigating the world is the goal that is achieved by integrating curricula that supports students’ learning global competence. The United States has a dominant position in establishing institutions around the world. In recent decades, global education centers have emerged and been integrated into the international sector, foreign policies, social studies development centers, and world studies projects (Anderson, 1979). However, as Journell (2022) states,

If the United States is the land of opportunity and the envy of the rest of the world, it is easy for those in the majority to view those who have not been successful as deficient in some way, instead of being the victims of systematically oppressive systems (p. 115).

Challenging Journell's (2022) narrative in this concept led into this research study in which the research emphasized the ways teachers facilitated global learning and the way they infused global perspectives in student learning experience using pedagogical skills, such as inquiry-based learning. This required everyone to look beyond their borders in seeing how global issues, context, and topics are interconnected and how many factors affect the world as a whole.

Teacher Cultural Transformation Training and Professional Developments

In a study of four social studies teachers who traveled internationally for professional developments, Patterson (2015) noted a potential "to attend to challenges [that] a historically homogenous American teaching population will face given the realities of preparing young people for citizenship in a multicultural society" (p. 347). The teachers in Patterson's (2015) study emphasized how imperative is to teach about global topics, despite the ongoing pressures created by standards which now govern the scope and sequence of social studies, particularly those of U.S. history and world history classes. In Doppen's study (2010), teachers who teach overseas in American schools experienced a transformation that expands "their personal horizons on issues of national identity and increases their awareness of a global world beyond that of their own country" (p. 14). However, cultural transformation occurs with an intentional reflection on the challenges to individual's worldview from particular contact within the new environment. Some participants in Patterson's (2015) study travelled to China had the desire to develop their knowledge about Chinese history and culture to better their practice as global educators, while some participants attended this experience as a vacation to try the exotic foods, explore the cities, and buy souvenirs (Patterson, 2015). Ultimately, Patterson (2015) found that the international professional development experiences had minimal impact:

Michael spoke about gaining content knowledge, whereas Caroline hoped to test the

authenticity of her already-existing knowledge of China, and Anthony expected to learn more about Chinese and American cultures. Their descriptions showed evidence that they believed what ought to be gained from such experiences was not the transformation shift but additional nuances toward already-held understandings (p. 367).

As everyone upholds preconceived notions about a country that is anticipated for a visit, it is critical to be mindful that these assumptions may be a result of the way a person has been raised to know based on what they have heard from relatives, seen through social networks, or watched via media.

Orientalism, Identity Formation, and Cultural Transformation. Traveling the globe to develop a person's own identity may raise the question: "But if one wants to study men [sic], is it necessary to roam the entire earth? Is it necessary to go to Japan to observe Europeans?" (Rousseau, 1762/1979, p. 451). Patterson (2015) concluded that cultural transformation is a challenge to achieve, especially when travelers learn little about the people who live in the new environment. In response to Patterson's findings, Said (1979) argued that Europe and America's "proclivity to divide, subdivide, and redivide its subject matter without ever changing its mind about the Orient as being always the same, unchanging, uniform, and radically peculiar object" (p. 98). The concept of oriental studies in the west is significant because orientalism is the power that is held over the orient, thus, the "orient was orientalized" (Said, 1979, p. 5). A strong power over the vulnerable. The oppressor over the oppressed. As Simone de Beauvoir's (1947) proverb is: "the oppressor would not be strong if he did not have accomplices among the oppressed." If there is any hope of changing the future, it will only happen when we can better understand ourselves and reclaim the way we look around and see all of us instead of simply some of us. It will also happen when we question inequity, when we are appalled by the reality

of political outcomes and power that not only denies equity, equality, and inclusion, but even universal freedoms.

McLeod's (2000) notes that travelers to another culture, such as were the participant's in the Patterson's study were "just moving in space from one location to another; potentially they were also traveling back in time to an earlier world" (p. 44). One of the participants in Patterson's (2015) study felt a discrepancy shown between the China that the participant expected to encounter, "one characterized by "handicrafts" from an earlier epoch of history," and the China that this participant actually encountered that was "modern and in many ways similar" to the United States (p. 363). As a result, "her disappointment suggests a positioning of other cultures as distinct, unconnected to her life, and existing for her consumption, as an innocent observer of "the past" in present-day China" (p. 363).

Identity, Citizenship, and Cosmopolitanism. At the heart of social studies are two issues: identity and citizenship. As social studies continue to provide students with a variety of opportunities to work independently and collaboratively in understanding their personal identity, citizenship education should help students develop an identity within the global community.

Global identity can be confused with cosmopolitanism, which has various definitions. Although the idea of cosmopolitanism goes back to the Greeks, the more contemporary form is a little more than 50 years old. According to Nussbaum (2002), cosmopolitans view themselves as citizens of the world and their "allegiance is to the worldwide community of human beings" (p. 4). According to Warf (2012), cosmopolitanism is "an ethical, moral, and political philosophy that seeks to uncouple ethics from distance, arguing that each person is bound up with, and obligated to, humanity as a whole" (p. 272).

Cosmopolitan communities expand further than simply national borders. In Hansen's (2011) book, *The Teacher and the World*, it presents that individuals in a cosmopolitan community share reflective dispositions which is basic to developing globalization. However, Hansen (2011) also separates the idea of cosmopolitanism from Diogenes' view that if a person is cosmopolitan, then he or she becomes "not a citizen of the world but a citizen of nowhere" (p. 39). The positive view of cosmopolitanism is that it "allows teachers to approach the world differently" (Johnson, 2014, p. 447) and to have a "balance reflective openness to the new with a reflective loyalty to the known" (Hansen, 2011, p. 1).

The "Art of Living" and Inquiry. The "art of living" is usually "understood as an educational outlook that calls into question accepted custom and tradition" (Hansen, 2011, p. 32). The idea of the art of living includes inquiry into "what it means to be human, juxtaposed with reflection of what many have called the human condition" (Hansen, 2011, p. 21). A study by Hansen (2011) that included 600 youth participants was conducted to learn how young people interpret local and global circumstances through the concept of cosmopolitan citizenship. Findings showed that most students limited their identities to only their nation. It exhibited a limited view of Johnson (2014) perspective as it sees this as a flaw of their education. He responded that "an education bound to the limitations of national citizenship was unlikely to provide students with the needed context for integrating their identities and experiences and, as such, suggested cosmopolitanism as being a more appropriate citizenship construct for contextualizing youth civic development" (p. 449).

Developing Global Citizenship Education in Time of Globalization

Gaudelli's (2016) research study in five countries – the United States, Canada, Poland, India, and Thailand – revealed the ways in which educators and policy makers approach

education through globalization. Gaudelli (2016) makes it clear that global citizenship education “is a process rather than a prescriptive pedagogy or static way of being” (Harshmann, 2018, p. 319). Global citizenship education is not a status or a checklist of globally related tasks or possessing a stamped passport, nor is it the “about grand gestures of acts, but rather about everyday reflections and actions that shift and change” (Harshmann, 2018, p. 320). In studying educators in Toronto, Thailand, and India, Gaudelli (2016) observed a teacher in a Toronto classroom who asked his students: “Do you see how lucky you are that you have books to read, not like the kids in India?” (p. 69). This rhetorical question can steer students to judge other cultures solely from their own biases. According to Harshmann (2018), this kind of rhetorical question is a “fumbled attempt to develop empathy” (p. 321) as it relies heavily on guilt and sympathetic emotions to motivate students rather creating empathy.

In response to Gaudelli’s (2016) observation of the Toronto teacher, Harshmann, (2018) commented that the instruction was observed as a “misguided promotion of global education to develop skills and attitudes more in line with economic competitiveness and a “learn-to earn” pedagogy than a humanistic, collaborative approach to solving social problems” (p. 321-322). Developing a global citizenship education that is sustainable and attentive to the world’s complexities needs to move beyond just a curriculum, an initiative, or a project. Educators, students, and all stakeholders need to be critical self-reflectors and have the willingness to approach the world with an attitude that recognizes that being a global citizen is an ongoing process in life rather than a fixed outcome (Gaudelli, 2016; Harshmann, 2018).

The establishment of global education as a field was developed through the lens of inquiry in the United States (Becker, 2002; Tye, 2009). Sparke (2013) models inquiry through understanding and questioning. Sparke (2013) also encourages us to reconsider the relationship

between disciplined inquiry and how geography and spatial theory can be a way to understand the world, which is a lens that clearly resonates across social studies (Sparke, 2013; Schmidt, 2015). When comparing global education around the world, research may suggest that the United States is behind other countries, (Fujikane, 2003; Mundy et al., 2007). However, too often, World History is retitled to Global History, particularly without any changes to teachers' pedagogy or curricula (Schmidt, 2015). Nonetheless, learning from world history teachers around the globe with the use of inquiry instruction provided a comprehensive understanding of the impact global education has on teaching and learning in various classroom environments. This literature review continues to highlight the research in social studies and global education through teachers' cultural competency.

Global Competence Frameworks and Citizen Education Models

Education is not only about teaching students something, but it is about helping students develop the tools to navigate with a sense of curiosity and confidence in a world that is increasingly uncertain and full of complexities. The idea is valid and may be seen as a way to obtain 'success' in education; however, finding meaning in one's life through identity and agency is a critical piece to education. After World War II, there were a

large number of workers [who] began to explore new ways of being successful and finding meaning in their lives...success in these years didn't necessarily mean fame or fortune, but it did mean greater opportunities to enjoy their work, to financially improve their lives, or to increase their potential for personal fulfillment (Melone, 2013, p. 8).

As a result, Melone (2013) found a distinction between what success looks like and the term, 'significance,' as some would confuse significance and success or some people would be so

focused on success that there becomes no meaning for significance. For many people, Melone (2013) asserts

Success begins and ends with the achievement of a certain list of personal goals, with little regard to their impact on others...[and] significance is more about a central thread or theme that runs through our lives and supports our choices. It is about meaning and purpose...significance demands that we take the focus off our own pursuits, accomplishments, and possessions, and identify ways in which we can leverage our success for the good of others...significance require that we leave this earth a better place than when we entered it. Other lives will be enriched because we took the time to leave a legacy by sharing our experiences with the world (pp. 9-12).

This significance needs to be the core of global education and particularly in developing global competency in one's lives. Opening minds through compassion, courage, and curiosity to mobilize resources to take informed action relies on great collaboration. Allowing individuals to think for themselves and join others from diverse cultural backgrounds through life and citizenship, through technology, critical media literacy, and social media we can connect and come to powerful conclusive ideas and have a generation of students who realize that we are more interconnected and similar than we are different.

Implications arise as there becomes a disconnect between curricula and implementation due to many individualized factors. The instructional use of the C3 Framework provides the potential in creating powerful inquiry that result in taking informed action, locally and globally, yet merging frameworks, such as the global competence and cultural competence frameworks,

can help guide teachers and teacher educators into designing and implementing curricula that is infused in global perspectives.

Global Competence Framework

Assessing global competence through a framework allows researchers and educators to better understand how to live in multicultural societies and understand communities through promoting cultural awareness and appreciating differences. Schools are the first place for students to have the opportunity to interact and see diversity in society. As a result, students gain the opportunity to learn about global developments that affect their lives and the world. Schools are also a place where students can have concrete experiences that facilitates and engages them in intercultural and global citizenship education. The Global Competence Framework was developed for the PISA (Programme for International Student Assessment) by the Organization for Economic Co-operation and Development (OECD). The intention for the Global Competence Framework was developed to assess students' ability to critically examine local and global contemporary issues through students intercultural and cultural perspectives to learn how students interact respectfully and care about the world.

The Global Competence Framework through PISA is a four-dimensional framework. The first dimension is examining local, global, and intercultural lens. This dimension combines critical thinking and knowledge to support students in establishing an informed opinion as it requires students to obtain certain cognitive skills through critical media literacy. The second dimension is understanding and appreciating the perspectives and worldviews of others. This dimension refers to having the ability to understand global issues, including behaviors of themselves and others that are shaped by various concepts of reality and influences. The third dimension is engaging in open, appropriate, and effective interactions across cultures. This

dimension focuses and defines global competence because it concentrates on the understanding of cultural norms in different contexts and adapting communication and behaviors depending on an individual's understanding. The fourth dimension is taking action for the collective well-being and sustainable development. This dimension is action-oriented and allows for a description of what a global competence individual does and is ready to take informed, reflective action to improve living conditions in an individual's own community/society and beyond.

These four dimensions are supported by building blocks that are interrelated – the knowledge, skills, attitudes, and values. The first building block is knowledge, particularly the knowledge of global issues that affect people of various backgrounds. The pedagogical aspect is more of an interdisciplinary approach that integrates subjects through global and intercultural issues in the curriculum (e.g. cultural studies, environmental sustainability, human rights, global citizenship education). The incorporation of global competence into content knowledge can exist in content areas and teachers need to have the preparations about the global and intercultural issues they wish to cover in class. Teachers need to have a clear idea of the content, as well as the plan for the curriculum to execute the plan confidently and systematically within the grade level/s they are teaching.

The second building block is skills. The global competence framework builds upon cognitive and socio-emotional skills in this block. There are pedagogical techniques that promote global competence, which include collaborative, group-based projects which aim at tasks and evaluate progress. Students can also take part in organized discussions and deliberations, and they can provide evidence to express their views. Structured academic controversy activities also can support understanding of multiple perspectives. Service learning projects where students can

participate in real-life activities that are linked to what they are learning in class can help enhance their global competence and create a way to benefit their own communities (Arnold & Beal, 1995). Service learning projects allow students and teachers know they are making a difference. Teachers and students learn to apply new leadership and cooperation skills, develop their personal competence, gain empathy, and broaden perspectives, which are foundational for democratic processes and helps develop character (Arnold & Beal, 1995). When service learning is applied, “we largely learn to be responsible by being given responsibility; to be compassionate in situations which require compassion; to be just when issues of justice are at stake” (Arnold & Beal, 1995, p. 1).

The third building block is attitude. This block emphasizes the global mindset that students need to adopt, which creates openness and awareness of people from various backgrounds, as well as ways to respect cultural differences. This also refers to the worldview aspect and portrays a sense of responsibility for students to understand their community.

The fourth building block is values. This block completes the global competence framework as it goes beyond attitude and looks closer at the individual behavior in a way that portrays human and cultural dignity. These are critical filters created to better understand knowledge. The role of educators in this building block is significant; however, values in this global competence framework is portraying the universal process of how people engage with other cultures. Therefore, the values are universally accepted by the Declaration of Human Rights, and these are usually common values that are sufficiently accepted among people. Mainstreaming respect for cultural diversity and human divinity in a school environment needs continuous emphasis. Cultivating a school environment that encompasses the values of global competence helps facilitate teaching through this framework. It is important to continue on the

task of developing effective professional developments for teachers to help them handle difficult conversations about various topics of global issues (e.g. discriminations, social justice, equality, cultural differences/diversity, inclusivity, poverty, economic crisis, financial literacy, environmental sustainability, human rights, conflicts, and more). Developing global competency is a life-long process made possible when infusing global perspectives through global citizenship education. The global competence framework can help teachers measure students' capacity to examine local, global, and intercultural issues, and engage in open and effective interactions with people from diverse backgrounds, and ultimately, act for collective well-beings of others.



Figure 1. Global Competence Framework (OECD, 2018)

Overall, the Global Competence Framework can be used as an assessment guide for researchers and educators to understand the way in which global perspectives can be infused in inquiry-based curriculum as it opens the door to understand the meaning of respectful interactions and cultural awareness among diverse societies. This helps individuals recognize cultural bias and stereotypes, as well as capitalizes on interconnected spaces, whether physically

or digitally, to engage in tackling social, political, economic, and environmental challenges (OECD, 2018).

Developing Cultural Competence Framework

A way to cultivate cultural competence is also depicted through four key cultural skills using the Cultural Orientations Approach (COA): Open Attitude, Self -and Other-Awareness, Cultural Knowledge, and Cultural Skills (Figure 2). The Cultural Orientations Approach was developed using multiple approaches to enhance a Cultural Orientation Model (COM) that has been used in theory and practice for over two decades (Schmitz, 2012). The distinctive perspectives on cultures using the Cultural Orientation Model is an essential gateway toward a methodology for developing cultural competence. This cycle of continue learning and development encompasses having an open attitude, self-awareness, other-awareness, cultural knowledge, and cultural skills.

Having an open attitude is a prerequisite for engaging in the continuous learning process of cross-cultural learning. A mark of an open attitude and mind is being more committed to an individual's curiosity than certainty since the goal of knowledge and learning is not to shield the old views against the new views. The concept is to revise the old views and opinions to enhance and incorporate new perspectives. Self-awareness then facilitates our other-awareness, and to become aware of self means that the other-awareness needs to be well-grounded in cross-cultural knowledge. Cultural knowledge, in turn, needs to be elaborated through cross-cultural skills to ultimately achieve cross-cultural competence.

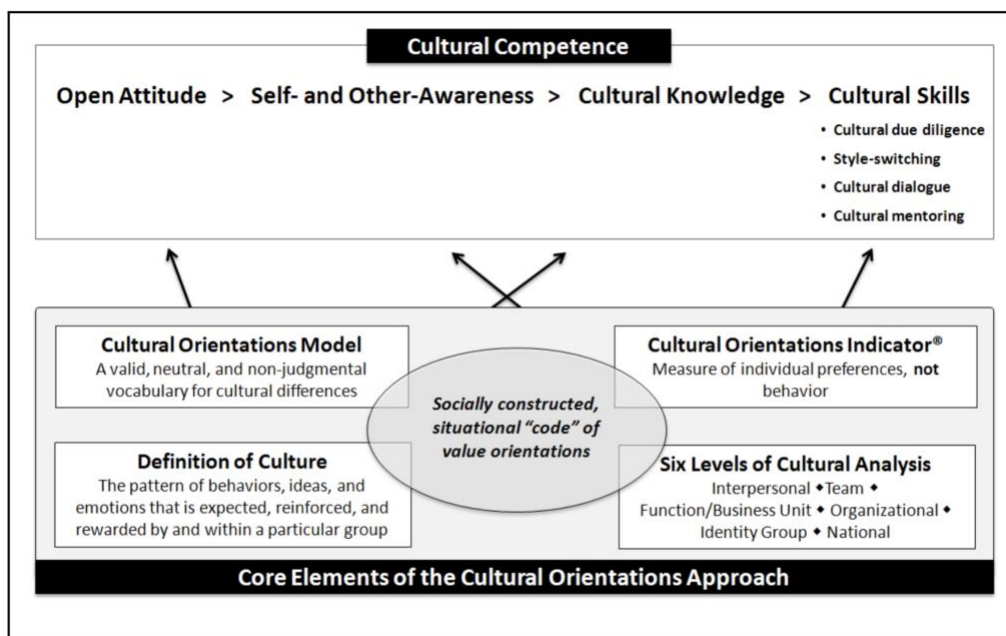


Figure 2. The Cultural Orientations Approach (COA)

The usefulness of the Cultural Orientations Approach determines how well constructive change can help individuals, teams, and even organizations accomplish outcomes toward cultural due diligence, style-switching, cultural dialogues, and cultural dialogue, which all derive from the cultural skill set. The Cultural Orientation Approach is “well positioned to address the changing nature of cultural challenges associated with the globalization...the growing worldwide community of practitioners will build upon this foundation and take it to new and exciting applications” (Schmitz, 2012, p. 12). Cultural competence has become one of the most critical and significant skills for educators to acquire to feel empowered within their local communities, and addressing these cultural challenges will, without a doubt, enhance and boost educator’s effectiveness in delivering curricula that uses an intercultural knowledge approach infused in global citizenship education. This Cultural Orientations Approach (COA) is a practical approach to developing cultural competence as it is closely associated with a specific skill set that can

equip educators and schools with the ability to reduce the risks and maximize opportunities for growth related to cultural similarities and difference (Schmitz, 2012).

The Relationship among the Education for Sustainable Development (ESD), Global Citizenship Education (GCED), and Sustainable Development Goals (SDGs)

In a study that articulated the concepts of Education for Sustainable Development (ESD) and global citizenship education (GCED), findings show that ESD is depicted as soft global citizenship, while GCED is regarded critical global citizenship (Chung & Park, 2016). The goal of soft global citizenship education is to empower individuals to become active citizens according to what has been defined as a ‘good life,’ while critical global citizenship education empowers individuals to reflect critically on the processes of their cultures, as well as imagine different futures, and take responsibility for their actions and decisions (Chung & Park, 2016). Fostering global citizenship contributes to ESD by responding to global environmental issues (Bourn, 2005). Global citizenship education (GCED) and Education for Sustainable Development (ESD) tend to be intertwined, and in countries that include global citizenship education, they allocate ESD activities in their practice (UNESCO, 2014b). The characteristics of GCED activities in ESD, the proposal to add Sustainable Development Goals (SDG) is a theoretical classification to the types of global citizenship education. There are overlapping similarities and differences among Global Citizenship Education (GCED) in Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in Sustainable Development Goals (SDG). The hypothetical relationship among the three are determined by the implementation of courses that infuse these agendas in schools (Chung & Park, 2016).

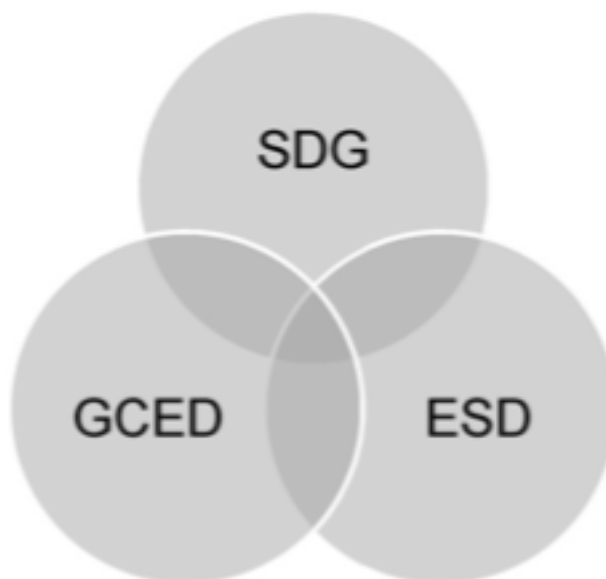


Figure 3. Relationship among Sustainable Development Goals (SDGs), Global Citizenship Education (GCED), and Education for Sustainable Development (ESD)

The concept of global citizenship differs in ESD and GCED, yet there are similarities and common elements that determine the way in which schools implement ESD and GCED based on Chung and Park's (2016) study. They concluded that "the relationship between ESD and GCED still remains unclear...ESD originated from global concerns on environmental problems...ESD recommends changes in lifestyle of consumption pattern as an element of citizenship or global citizenship for the purpose of environmental protection" (p. 30). On the other hand, global citizenship education (GCED) in education for sustainable development (ESD) is competency-based and seen as soft global citizenship due to the emphasis on economic competencies of global citizens and education about the global market economy. Moreover, GCED is viewed to support Western-biased universalism "rather than locally contextualized political, cultural and economic legitimacy" (Chung & Park, 2016, p. 31). The United Nations agenda by the Korean government in preparing for the World Education Forum in 2015 pushed for Global Citizenship

Education (GCED) and the UN General Assembly for the Sustainable Development Goals (UN SDGs).

The complicated nature of global citizenship, particularly through the sustainable development goals has been shaped by UNESCO toward the “critical, reflective, and transformative nature” (p. 32). The conflict in incorporating GCED in schools and teacher practice is serious, and it is seen that “they are not prepared with what and how to teach when there is an inconsistency,” (p. 32) particularly between governments policy interest and the public good to transform education through global citizenship education. However, this should not be an excuse for researchers and academics to avoid the theory and practice relationship between Global Citizenship Education (GCED) in Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in the United Nation’s Sustainable Development Goals (UN SDGs) (Chung & Park, 2016).

Schattle (2008) discovered that modern global citizenship education (GCED) programs have a specific moral vision toward global citizenship, which covers “moral cosmopolitanism and liberal multiculturalism” (p. 29) while other programs focus on “neoliberalism, which aims to improve one’s competencies to compete in the world economy” (p. 29). Veugelers (2011) emphasizes three forms of modern global citizenship education, which is competency-based and covers open, moral, and social-political elements.

The United Nations Sustainable Development Goals (SDGs) finalized in 2015, propose that “by 2030... all learners [will] acquire the knowledge and skills needed to promote sustainable development...human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (Sustainable Development Goals, 2013, [emphasis

added]). The Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) have taken an ambitious stance toward inclusiveness in the global education community. Moreover, the United Nations Sustainable Development Goals (UN SDGs) go beyond the typology of soft global citizenship to critical global citizenship to integrate the models (Chung & Park, 2016, p. 33; Figure 3). Education for sustainable development (ESD) reflects the idea of including multiple perspectives of education for the purpose of inclusivity. Global citizenship education (GCED) is included within education for sustainable development (ESD), and the aspects of both overlap with the sustainable development goals (SDG) and also includes civic engagement (Chung & Park, 2016) to promote lifelong learning.

Cultural Competency and Intercultural Competence in Curricula Development

Equipping teachers to study reconstructing and alternative ways of thinking about “interculturality [and global education], in times of crisis and beyond” (Dervin et al., 2020, p. 94) is necessary to building cultural competency in schools. As teacher educators strive to liberate education from its Eurocentric views, it is essential to rethink and unlearn previous concepts of interculturality and cultural competency and to engage others in various ways of thinking about diversity, inclusion, social justice, and equity. The education field continues to situate itself around intercultural competency with the goal to develop “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2006, p. 249).

Intercultural learning may then seem to be an acquisition of intercultural competence and not simply skills used for dealing with a new culture (Bennett, 2012). In a study that investigated the outcomes of a world cultures curriculum, Torres (2019) examined whether children who were engaged in a theoretically-grounded intervention showed positive development in cultural

cognition in relation to intercultural competence. Torres (2019) shares that “given the continued presence of xenophobia, stereotyping, and prejudice in the United States, it is important to understand how curricular interventions might positively influence the development of skills and attitudes that support responsible and active citizenship” (p. 549). In the study, the intercultural competence definition was derived from Barret’s framework, which defines intercultural competence as:

a set of values, attitudes, skills, knowledge, and understanding needed for understanding and respecting people perceived to be culturally different from oneself, for interacting and communicating effectively and appropriately with such people, and for establishing positive, constructive relationship with such people” (Barrett, 2018, p. 94).

Findings in the Torres (2019) study indicated that students had little to no exposure to other cultures prior to engaging with the curriculum. Only four students mentioned they had met people from other world cultures, and most students’ understanding of culture was primarily derived from mass media. The idea of cultural knowledge “consisted of isolated and random facts, such as naming a sport or a landmark in a specific country, with facts decontextualized and disconnected from the culture from which they came” (Torres, 2019, p. 561). After students engaged with the world cultures curriculum, they “began to recognize the similarities and differences between cultures and within cultures” (p. 563). Students began to develop resistance to stereotyping, have attitudinal shifts and move toward open-mindedness. Furthermore, students’ movement toward perspective taking and developing empathy, as well as grasping some parts of perspective consciousness, was positive in this study due to the curricular structure. In Gaudelli’s (2016) study that investigates the day-to-day work of global citizenship education through curricula, lesson plans, service projects, and technology used in New York

schools, revealed situations similar to what he found in Toronto schools. Although schools in New York City were dedicated to learning and teaching about global issues, they tended to treat subjects and topics about racism, poverty, and cultural diversity as a situation that occurs beyond the borders rather than societal or community-based phenomena (Gaudelli, 2016). Gaudelli's research into global education raises important questions for global educators to deeply reflect upon, such as: "Why do teachers in the Global North avoid talking about global issues such as poverty, power, and inequity as they relate to the local?" (Harshmann, 2018, p. 322).

Cultivating Cultural Competence through Multiple Perspectives

Global citizenship education cannot be about the world unless it is inclusive of multiple perspectives and voices, particularly those who have differing orientations toward global education (Gaudelli, 2016; Harshmann, 2018). It may seem clear that traditional citizenship education has outgrown its usefulness in dealing with global issues, as well as multicultural education that attempts to connect people from various cultures to a nation-state -- the melting pot notion (Orlowski & Sfeir, 2020). Orlowski & Sfeir state, "We are entering an era in which schools should foster global citizens, people who feel attached to the earth at least as much as the country in which they reside" (p.16). Yet, other ideologies, such as neoliberalism (Orlowski, 2015) and necropolitics (Mbembe, 2019) intrude by connecting power and wealth as part of the corporate agenda. Schools may restrict teaching about other cultures because "the West... is strongest among English-speaking nations, most likely because of American hegemony" (Orlowski & Sfeir, 2020, p. 16). The neoliberal restructuring of public education continues to have a powerful impact on institutions around the world (Fuller & Stevenson, 2019).

Hegemony, Patriotism, Nationalism, and the Global Mindset. A critical ethnographic study that examined the ways in which twenty-five working-class youth from five various racial

groups perceived economic inequality and racism found that “all of the racist attitudes and race prejudices that surfaced during the study were rooted in economic concerns” (Orlowski & Sfier, 2020, p. 17). Social class is rarely discussed in secondary social studies courses (Orlowski, 2011; Ross, 2018). However, as De La Cadena (2010) suggests that teaching “is not a strategy to win hegemony or to be a dominant majority – let alone an indigenous minority” (p. 360). The concept of taking action and “[provoking] the kind of thinking that would enable us to undo, or more accurately, unlearn, the single ontology of politics” (p. 360-361) would expand the horizon of global education to better understand cultural competency and allow various identities and narratives to be seen and heard across global communities.

Thornton’s (2005) proposed teaching American history through an international lens, all the while staying within the curricular standards. Thornton’s internationalist curriculum moves beyond the geographically isolated nature of events and extends to perspectives about international cultures, events, and diverse content that can offer students a more relevant understanding of the past. This idea expands on Rugg’s (1941) notion that the American-centered curriculum encompasses unreflective patriotism, the result of censoring diverse viewpoints. Thornton (2005) avers that “unreflective patriotism and censorship are undemocratic in intent” (p. 84). Social studies has gone through various stages this past century, “from patriotic indoctrination during the first hundred years of the country’s existence to the notion that proper intellectual development required the rigorous training in history for the sake of history” (Barr, Barth, & Shermis, 1977, p. 31).

Schools’ culture, values, design, codes of conduct, handbooks, and curricula have always been utilized as a way to homogenize education since it is an effective method to promote positive forms of social cohesion; however, these ideas have been contested in educational

literature (Banks, Suarez-Orozco, & Ben-Peretz, 2016). Having a global mindset includes the ability to see beyond the boundaries of a national or school culture to envision and communicate the contributions and value diverse societies. The global mindset encompasses the ethical mind (Gardner, 2006), where individuals make decisions that serve beyond their self-interests and contribute to the greater good. Through global citizenship education that integrates cultural competency and global perspectives, the ability to collect, retain, and master knowledge about the world aligns with Gardner's (2006) concept of having a respectful mind that embraces uniqueness between human individuals and groups to work collectively, collaboratively, and effectively together.

Culturally Responsive Teaching

Competing views surround the term culture because cultural identity moves beyond ethnicities or national affiliations to more collective notions of inclusivity and belonging. Torres (2019) defines culture as “a framework that describes and makes visible the different ways of believing, understanding, valuing, and feeling that social groups develop and express through a variety of visual, aural, written, or oral media” (p. 549). Torres's (2019) study focused on how elementary-aged students in a rural midwestern town in the United States engaged in a world cultures unit. Results showed positive outcomes related to intercultural competence

[mining] the curriculum as a source of cultural cognition helped students cultivate a more robust and complex understanding of other cultures and contributed to the growth of intercultural competence as observed through aligned global aims, namely in developing resistance to stereotyping, nascent forms of open-mindedness and perspective-taking, and emerging empathy and perspective consciousness (p. 570).

Through the Cultural Orientation Approach (COA), culture is defined as “the complex pattern of ideas, emotions, and observable manifestations (behaviors and artifacts) that tend to be expected, reinforced, or rewarded by and within a group” (Schmitz, 2012). Wlodkowski and Ginsberg (1995) illustrate four motivational conditions for culturally responsive teaching, as “global educators make instructional decisions that profoundly influence students’ understanding of other cultures and global issues” (Merryfield, 2002, p. 18). Their four conditions necessary for culturally responsive teaching are: 1) establishing inclusion within the classroom environment through collaborative learning, cooperation, and treating students equitably; 2) developing a positive attitude by allowing students to see the clear learning goals, and relating the teaching and learning activities to their experiences or previous knowledge; 3) enhancing meaning by providing challenging learning experiences that align with critical inquiry and address real-world issues to encourage discussions and dialogue; 4) Assessing competence by determining what students learned from their own perspectives (Wlodkowski & Ginsberg, 1995).

Culturally responsive teaching is designed to encourage teachers to nurture the student-teacher relationship, tighten the curriculum, and society connection (Ladson-Billing, 1995). Gay (2002) defines culturally responsive teaching as using “the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (p. 106). Academic achievement of ethnically diverse students improves when they are taught through their own narratives and cultures. The knowledge that teachers obtain about cultural diversity goes beyond awareness or respecting that other groups have different values. Through culturally responsive teaching, teachers begin to form a base of understanding, and build on factual information about the cultural uniqueness of students from specific backgrounds (Gay, 2002).

Cultural Diversity Through Pedagogy. Gay (2002) focused on developing cultural diversity which is fundamental in teaching practice. The following is a list from Gay's (2002) research on how teachers can be prepared to implement culturally-responsive teaching:

- Design a culturally-relevant curriculum
- Demonstrate culturally-caring environments and build a learning community
- Implement cross-cultural communication
- Establish cultural congruity in classroom instruction
- Teach culturally responsive programs designed around the ethnic diversity of the learning group as well as the K-12 curriculum goals

In addition to teacher preparation programs that prepare culturally competent teachers and steps that implement a culturally-responsive pedagogy, a critical component of culturally competent teaching is creating a classroom climate conducive for learning. Teachers need to know how to use culturally-responsive pedagogy with a diverse group of students to help students use their own cultures, backgrounds, and experiences to expand, not only their own, but everyone's intellectual horizons. As Torres (2019) emphasizes,

programs need to incorporate global education topics as part of their teacher preparation program...provide a rationale...suggest strategies for the incorporation of global education...show preservice teachers how to find and access cultural resources, first through the funds of knowledge of children, parents, other teachers, and staff...then more widely in their communities" (p. 571).

Culturally Responsive Classrooms Through Inquiry. In a culturally responsive classroom, "using inquiry projects that have personal meaning to students encourages them to make sense of new ideas" (Falter & Bohannon, 2021, p.10). As social studies learning continues

to incorporate inquiry, bringing in global competence calls for authenticity and a search into the contemporary world for global topics that matter most to students. This would open the door to examine global issues in ways that affect who and what kind of person a student becomes (Perkins, 2014). One way to examine global issues carefully is through having an inquiry mindset that supports social studies and global education, as “inquiry is what we do naturally as citizens; it is the essential process of knowing and doing that we teach [in] social studies. This [mindset] is especially true in a crisis” (Swan, Grant, & Lee, 2020, p. 159). Inquiry with a global perspective develops an “understanding [of] global issues- an understanding that reflects more than just a one-sided view” (Beal, Holcomb, & Lee, 2012, p. 112).

The Global Learning Initiative Project (GLIP). The Global Learning Initiative Project (GLIP) was conducted to explore students’ expansion of global understanding as it was designed to provide an opportunity for students to engage in a multinational, multimodal interactive project-based initiative with a global education focus (Beal, Holcomb, & Lee, 2012). This project was created at North Carolina State University and connected North Carolina State University’s College of Education students with seventh graders from Qatar, eleventh graders from Hawaii, and college students from Russia. Throughout this project, students worked on building relationships with one another through a social networking tool at the time called Ning. Students were to share ideas, discuss thoughts, and collaborate about a theme that focused on a particular global issue (e.g. world economy, global health, or world environment). Overall, the goal of this project was “to enable students from different communities to build awareness and understanding of other cultures and points of view as they researched and examined multifaceted global problems” (Beal, Holcomb, & Lee, 2012, p. 103).

The opportunity to work together through multinational groups and collaborate on a global issue to better understand what is happening around the world had increased student's global awareness and understanding about their own perspectives, as well as other perspectives. This project also helped students all across the world build deep cultural understandings that "enabled an open mind and the perspective-switching" for collaboration and this allowed them to build appreciate for the global concerns and issues that are faced by others. The opportunity for students to better understand themselves and others, as well as their place in the world is a "learning experience that could not be replicated by any textbook" (Beal, Holcomb, & Lee, 2012). The Global Learning Initiative Project (GLIP) also brought to light that we have an inherent responsibility to know that students are "good global citizens" (p. 112) and they are able to understand, discuss, cooperate, and take informed action toward global issues. Through students' collaboration and understanding, facilitating global perspectives would allow students to reflect through multiple perspectives rather than a one-sided view.

Project-Based Inquiry Global (PBI-Global). The Project-Based Inquiry (PBI) - Global (Spires, et al., 2019) illustrated how cosmopolitan literacies enable students and teachers to engage in opportunities that demonstrate their intercultural dialogues as well as their self-reflexivity and hospitality, all while working cross-culturally and growing the necessary global skills. The concept of inquiry-based learning in this study is grounded in sociocultural theory as students question and explore new knowledge (Vygotsky, 1978). The PBI Global approach consists of five phases: 1) asking a compelling question, 2) gathering and analyzing sources, 3) creatively synthesizing claims and evidence, 4) critically evaluating and revising claims and evidence, and 5) sharing, publishing, and acting. As the PBI Global project was initiated in global context, it investigated globally significant themes related to the United Nations

Sustainable Development Goals (Spires, et al., 2019). Students who were presented with the challenges aligned with the United Nations Sustainable Development Goals were able to acquire the knowledge and “expertise and passion [needed] for global problem solving” (Spires et al., 2019, p. 52). Through the support of students’ cosmopolitan views, the study of PBI Global modeled in an elementary classroom “students began to develop mindsets for global awareness and successfully explained how life in other countries was similar to and different from their own” (Spires et al., 2019, p. 612). Therefore, adapting the PBI Global and frameworks that help in global and cultural competence can serve as a pivotal point when assessing teachers’ development in infusing global perspectives into their curricula. In the Project-Based Inquiry Global (PBI-Global), teachers said that it was “an excellent foundation for the students’ presentation skills and provided teachers with reference points when scaffolding...students felt as if they had something of cultural significance to share” (Spires et al., 2019, 613). Empirical research considers using various research methods to understand how students developmental process relate to global awareness and understanding (Spires et al., 2019; Vygotsky, 1978). Students, and particularly young adolescent learners certainly have the capacity and capability to construct knowledge through inquiry-based learning (Lee, 2008). If global education in social studies were disseminated primarily through the global inquiry method (Spires et al., 2019), students and teachers could feel that their voices are valued and heard.

Culturally Responsive Teaching and Global Education

Fostering culturally responsive teaching in global education classrooms through social studies education creates the need for community involvement in school structures. As social studies continue its shift from traditional teaching approaches, the incorporation of global education through culturally responsive teaching may provide context for understanding the

ways in which teachers and students experience and learn about themselves, their community, state, nation, and world (see Figure 4).

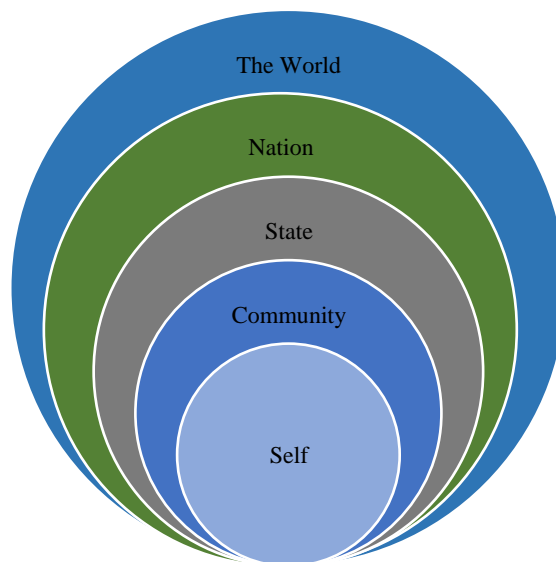


Figure 4. Global Cultural Competence

As getting beyond the surface culture to creating an understanding of the internal culture or “cultures of a people, one must look through a new lens” (Beal & Bates, 2010, p. 20). Through understanding the internal culture of a group of people, one must go beyond the stereotypes or misunderstandings of a certain culture and work toward the core values that shape the way people think, as well as understand actions and worldviews of those that individuals are learning about (Beal & Bates, 2010). As Beal and Bates (2010) emphasize: “Teachers knows that students learn best if they can relate what they are learning to themselves and their own worlds” (p. 20). It is a matter of building the proper preparations, strong foundation, and confidence in teachers to do so. The focus in this current research study is on teachers who educate students using culturally responsive pedagogies through inquiry instruction. One of the goals is to find

opportunities to learn from each teacher the ways in which the diverse population in the school culture creates a sense of belonging, empowerment, and inclusivity.

Inquiry-Based Learning

One of the most consistent type of reform in social studies education is inquiry and inquiry-based projects, case studies of teachers using inquiry-driven curricula, and the advocacy toward action in integrating inquiry in the classroom has been plenty (Brown, 1996; Bruner, 1990; Dewey, 1902; Saye & Brush, 2005; Wineburg & Wilson, 1991). Research is evidently clear about inquiry-based instruction as it allows students to expand their curiosity and learning (Parker et al., 2013; Yoder et al., 2016; Young & Miner, 2015). Having teachers facilitate learning requires them to seriously explore, develop, implement, and know with confidence that it is possible to adjust their comfort zone and step out of the box.

When Dewey (1910) first made it evident that the idea that inquiry-based learning is necessary, he aligned it with the thought that problems need to be relevant to students' lived experiences as this would lead students to become active learners, discoverers, critical thinkers, and problem-solvers. Dewey (1910) asks teachers to consider what children bring to their learning and how those experiences are a representation of their culture. In Dewey's book, *The Child and the Curriculum* (1902), he advises that it is essential to understand the students' present development to help them in their desirable future development as educated adults who take informed decisions and actions. From Dewey's perspective, prescribing to the details of curricula is counterproductive because the student is a "thinking, feeling, choosing, and maturing being who has already learned many values, lessons, and much useful information" (Simpson & Jackson, 2003, p. 27). Therefore, attempting to force a packaged curriculum is an unfortunate decision which "does not lead to an enthusiastic spirit of learning. Indeed, the opposite is the

case: The child learns to dislike learning or, at least, in-school learning” (Simpson & Jackson, 2003, p. 27). If the curricula are structured and scripted, students may be subjugated to learn the content as an outsider in the world of inquiry. Therefore, Dewey encourages teachers to open the opportunity for students to become the insider to knowledge through inquiry and creativity.

Since the early development of inquiry learning (Dewey, 1910) and the work that has been done to date around inquiry, the common foundation among the path of inquiry are: questions, tasks, and sources (Grant, Swan, & Lee, 2017). The efforts that have been in place among the work of inquiry in social studies curricula are: The Amherst Project (Brown, 1996); Problem-Based Historical Inquiry (Brush & Saye, 2014); Stanford History Education Group (<http://sheg.stanford.edu>); Man: A Course of Study by Jerome Bruner and colleagues (Dow, 1991); and the Authentic Intellectual Work model (Newman, King, & Carmichael, 2007). These efforts have been adapted throughout the reconstruction of social studies education, and John Saye and the Social Studies Inquiry Research Collaborative (Saye and Associates, 2015) focused the attention on the foundations of questions, tasks, and sources.

As there continues to be a genuine interest in the subject of inquiry to many educators, advancing inquiry skills is critically important in their classrooms as teachers and students need to be able to formulate and ask ‘good’ compelling questions (Berger, 2014). Inquiring is not usually a skill that is taught in school,

... nor is it rewarded (only memorization answers are). In talking to social entrepreneurs working on big, thorny global problems of poverty, hunger, and water supply, I found that only a few rare innovators were focused on the importance of asking the right questions about these issues (Berger, 2014, p. 2).

The impulse is to keep moving forward but it seemingly is rare to step in to question the big questions of finding meaning and fulfillment. As Berger (2014) reiterates that questions are important and as business executives and schoolteachers know, paying more attention to the meaningful questions is crucial as "the great thinkers have been telling us this since the time of Socrates" (p. 3). Therefore, how can we help develop and improve the ability to ask questions? How can we rekindle the curiosity spark that existed at a young age? Berger (2014) shares:

In my inquiry into the value of inquiry, I've become convinced that questioning is more important today than it was yesterday – and will be even more important tomorrow – in helping us figure out what matters, where opportunities lies, and how to get there. We're all hungry for better answers. But first, we need to learn how to ask the right questions (p. 9).

An American legend educator named Debbie Meier (now in her nineties) is a pioneer of a "small schools" movement and she received the MacArthur "genius" award in recognition of her work at the Central Park East schools in New York. In an interview with Berger (2014), Meier shared that schools need to teach students how to make sense of "what they were being told so they would know what to make of it and what to do with it" (p. 51). Meier further shared "my concern is with how students become critical thinkers and problem solvers, which is what a democratic society needs" (p. 51). She further emphasized the blended elements with educational innovators such as John Dewey, Jean Piaget, Howard Gardner, and TheodoreSizer (Berger, 2014).

Meier's (1995) school-wide inquiry mission aimed at developing compelling questions that provided the following elements: "concern for evidence (how do you know that?), viewpoint (who said it and why?), cause and effect (what led to it?, what else happened?), and

hypothesizing (what if?, supposing that?)” (Meier, 1995, p. 41). Shifting the approach from teacher-centered instruction to an environment that fosters inquiry requires hard work, commitment, and perseverance. Teaching is a giving profession that requires facilitation and the need to “depart from our intentions when we work too hard to give information to our students in clean, neat packages designed for ease of consumption” (Pousada, 2020, p. 101). It is important to work just as hard to design content, and more importantly, a learning environment that students have autonomy over their work based on evidence. Pousada (2020) noted:

We must train them to think, guide them in their research, validate their authority as learners as well as counter any false conclusions with questions designed to lead them to more accurate answers and deeper understandings. Ultimately, we must work to develop in our students the skills they need by creating opportunities where they take ownership of their education (p. 102).

Inquiry is not a principle enforced upon every teacher. It is rather a significant tool in every teacher’s toolbox, and a very challenging one to carry. It requires one to step back and lead from the back while opening the doors for students to pass, make mistakes, and answer questions along the way. It is certainly rewarding to see the results of inquiry, especially the conclusions in which students work toward, including the engagement they portray, as well as pride in their final products. Students acknowledge how much they gain and value when being allowed to truly think and take action, whether locally or globally.

Inquiry Studies in Social Studies Classrooms. The connections to inquiry in social studies is visible and necessary in teachers’ preparations to facilitate students learning about what happened in the past to learn the effect it has on the present, and then facilitating that understanding to what is happening in the present, in addition to the effect on the future. When

students look at social studies as a list of events and people in the past and see unrelated and irrelevant information to their present lives, it becomes a challenge to utilize inquiry-based approaches in the classroom. What teachers and students need to see the relevancy and vibrant aspect of others experiences, whether it is in the past or present, it becomes important to their own lives. The study of social studies does not simply include a long list of facts or mastery of content, but understanding the relationship of how people lived and continue to live today (Green, 1991). Parker (2001) stated in research that students must develop an understanding of their personal lives with those who lived before them and with those who are different from them, and those whose struggles, oppression, and subjectivity created the world in which they live in today.

In Akmal and Ayre-Svingen (2002) study, the connection between inquiry and biography was promising as it showed how students answered the challenging question: Who am I? Students were assigned to research an identity of a particular person. Students then had to explain how the figure affected the time in which he or she lived and become well-versed in the characters life. For a successful concluding activity, students had to make a connection between life in the past and the present; therefore, the teacher asked the following questions: “What did we learn from this? Why did we do this? What are the similarities of the lives and times of our subjects to our own?” (Akmal & Ayre-Svingen, 2002, p. 275). As a result, “biographical inquiry compels students to complete inquiry into the lives of others, analyze information, reflect upon it, and evaluate it to decide how it relates to the present and their own lives” (p. 276).

As digital technologies that support teaching and learning of social studies began to emerge, a growing body of empirical research derived to examine multimedia tools as a way to scaffold multiple historical sources to engage in historical and/or problem-based inquiry (Saye &

Brush, 2006; Hicks & Doolittle, 2008). The study of the SCIM- Historical Inquiry project provided activity structure to help scaffold teaching and learning of the historical inquiry process by providing teachers and students with the opportunities to think about their learning through historical sources are used in the curricula (Hicks & Doolittle, 2008). The potential of digital technologies, including the opportunities to facilitate critical media literacy work “is a vital part of preparing young citizens to become thoughtful and nuanced readers of the word and the world, both past and present” (Hicks & Doolittle, 2008, p. 226).

In Saye and Social Studies Inquiry Research Collaborative (SSIRC) (2013) study on authentic pedagogy in reference to its presence in social studies classrooms and its relation to students’ performance on state-mandated tests revealed that “the field continues to exhibit substantial deficits in the empowering instruction advocated by NCSS [National Council for the Social Studies] and other proponents of authentic pedagogy” (p. 110). The consistency in empirical research findings in the field suggest that authentic learning pedagogies improve higher-order learning in social studies (Avery, 1999; Newmann et al., 1996); however, “the social studies field must ask what can we do to encourage authentic pedagogy in a much larger percentage of the nation’s classrooms” (Saye & SSIRC, 2013, p. 113). After their study concluded, the C3 Framework was published on September 17, 2013, about seven months later.

Research began to develop around the C3 framework, and Saye’s (2016) research on disciplined inquiry in social studies classrooms emphasized the goal should be to “focus [on] organising inquiry-based curriculum and instruction” (p. 342). The conceptualization of disciplined inquiry in social studies conclude that it “explicitly serves the end of civic decision-making” (Saye, 2016, p. 343) and the idea of creating a citizen model for policy deliberation, as well as resources to fit the needs of society is a part of disciplined inquiry (Hess & McAvoy,

2014; Parker & Lo, 2016; Saye, 2016; Thornton, 2005). Although, Saye (2016) stated “the C3 initiative is too recent for classroom-based studies referencing its framework” (p. 343), the C3 Framework is promising and able to provide valuable guidance in disciplinary practices.

The C3 Framework (NCSS, 2013) supports “global learning through the inquiry arc” (Mathews, 2022, p. 218); however, global education in schools is either missing or introduced briefly in K-12 settings (Mitchum et al., 2020; Mathews, 2022). It also seems to have a minimal representation in curricula (Rappaport, 2009). Reconceptualizing education and the need for global citizenship education requires teachers “to prepare students to take action, even if this action is at the local level” (Mathews, 2022, p. 218). Dr. Jane Goodall (2022) shares the message of acting locally, then thinking global:

If you do something, if you take action to make a difference, you will move out of this depression, and then knowing that there are other people doing exactly the same thing in your local community, you can make a difference too. Then you dare to think globally (Willis, 2020).

As schools continue to focus on acting locally and using the informed action, coming to conclusion that “informed action takes time” and teachers and students need time and a variation of ways to explore inquiry, specifically about complex issues for civic participation to apply in their learning context (Yerdon & Bell, 2018, p. 289). Therefore, when “few students have opportunities to take informed action in today’s social studies classes, and those opportunities many students do have – such as service learning – [they] are often ineffective due to poor implementation and little connection to curriculum” (Thacker, Lee, Friedman, 2017, p. 97). Teachers of global citizenship education must lead to taking informed action and being part of a learning environment where global education is an integral part of the school's mission means

that students have a continuous path to explore, research, and share their projects and ideas through advocacy.

The C3 Framework and Inquiry

Social studies researchers and educators are focusing on the pedagogical approach of inquiry-based instruction. The College, Career, and Civic Life (C3) Framework is a powerful instructional framework that was developed to reform and revolutionize social studies. Swan, Grant, & Lee (2020) argue, “inquiry is happening all around us and by recognizing and supporting this natural inquiry mindset, you are doing inquiry” (p. 159). The role of the teacher is to pique students’ curiosities and to be a role model of inquiry rather than to provide answers for students (Brown, 1996; Lee, 2008). This investigative approach in teaching stresses helping students to construct knowledge to prepare them for College, Career, and Civic Life (C3 Framework) to improve students’ understanding of the world and prepare them for participatory civic action (NCSS, 2013) .

The C3 Framework was developed to guide the development and creation of inquiry-based standards in classroom curricula. The C3 Framework guides the inquiry-based social studies curricula with a powerful tool that uses the inquiry arc. The inquiry arc is a roadmap to inquiry-based social studies curricula and includes four dimensions:

- Dimension 1: Developing questions and planning inquiries
- Dimension 2: Applying disciplinary tools and concepts
- Dimension 3: Evaluating sources and using evidence
- Dimension 4: Communicating conclusions and taking informed action.

The C3 Framework provides teachers with an Inquiry Design Model (IDM) that engages students through inquiry, ultimately leading to an informed action within their community,

nation, and world. The Inquiry Design Model (IDM) used with the C3 Framework supports teachers and students as they develop the skills to learn, know, analyze, explain, and argue about the challenges that we face in our social world (NCSS, 2013). Swan, Grant, & Lee (2019) share the following:

We have come to view IDM as more than just the steps in the design process or the efforts teachers make when implementing inquiry. We now see IDM as a way of thinking rooted in a larger design-thinking ethos. IDM thinking is about solving educational problems (p. 172).

The C3 Framework encourages understanding and appreciation of multiple perspectives and the worldviews of others. As teachers engage students in inquiry-based learning, they come to realize that, “at the heart of deeper learning is curriculum, not instruction. Before implementing instructional strategies, teachers need to make strategic decisions about the content and skills to be learned—those that will be learned deeply, iteratively, rather than only covered” (p. 137). Through inquiry-based learning, the teacher plays an important role by engaging students in compelling questions, scaffolding students through sources, and ensuring that students develop the understanding through formative performance tasks (Swan, Lee, & Grant, 2018). Ultimately, the teachers are the writers of the curriculum, and as Johnson (2014) states, a teacher’s “passion for learning through inquiry is absorbed by students, and, in theory, [this] becomes part of their personal modes for learning” (p. 450).

Through the C3 Framework, the curriculum is student-centered and reclaims the democratic purposes in education. The compelling questions are developed as an overarching theme and framework of the curriculum and “must satisfy two conditions. First, they have to be intellectually meaty. A compelling question needs to reflect an enduring issue, concern, or debate

in social studies [or global education] and it has to draw on multiple disciplines” (Grant, 2013, p. 325). The supporting questions are developed from the compelling question, and they range from three to four questions in a unit. Each supporting question has a formative assessment that “contribute[s] the knowledge and insights to the inquiry behind a compelling question... [as they] help scaffold students’ investigations into the ideas and issues behind a compelling question” (p. 326). While developing inquiries, Beane (2005) notes:

We should ask that the curriculum bring diverse groups of young people together in communities of learning where they can live and work together in democratic ways, where their diversity is a prized aspect of the group rather than a criterion for the short-and-select machine. [And most importantly,] we should ask that the curriculum focus on topics and issues ... are of real personal and social significance to both young people and the larger society (pp. 134-135).

As inquiry questions need to engage the students in the classroom, teachers must be aware of the power imbalance between the students and themselves. In order to share the compelling and supporting questions, the teacher needs to work on lessening this imbalance and focus on building trust. Torres (2019) notes that teachers need to be, “spending time getting to know the students before [taking] on the role of teacher, not being the person to assign grades, giving the students agency through curriculum choices and incorporating their interests when possible” (p. 556). They need to provide the reassurance that students do not have to agree with them or each other in the classroom. By explaining their thinking, students gain a sense of their meaningful contributions to the classroom discussion (Barton, 2015).

Teachers provide students with authentic and valuable opportunities to take informed action. Students can utilize their learning of a specific issue in the unit and take global action on

their thoughts, conclusions, and outcomes of their learning. The Inquiry Design Model (IDM) is the practical tool of the C3 Framework (NCSS, 2013) as it focuses on “organizing the curriculum around the foundations of inquiry: questions, tasks, and sources” (Swan, et al., 2018, p. 137).

When educators facilitate students' learning through the development of these inquiries and through influential dialogues, they find meaningful ways for students to expand their knowledge. Students are naturally curious and “curiosity drives interest and interest drives knowledge, understanding, and engagement” (Grant, 2013, p. 322).

The curriculum, *Man: A Course of Study (MACOS)*, (Dow, 1991) was developed to study culture and human behaviors. MACOS was seen as a way to help teachers and students appreciate cultural diversity and to help “American children to comprehend the common humanity of all people, including some who live very differently” (Dow, 1991, pp. 205-206).

Similar to the vision of the C3 Framework, Dow (1991) saw at the heart of MACOS a way for students to turn around their opinions and understand what it means to be a human being and to truly understand a humane way of life. Further research connecting specific inquiry teaching practice with high quality learning is evolving through the following initiatives:

- Project-based learning (Brush & Saye, 2017)
- Social studies inquiry in elementary classrooms (Thacker et al., 2018)
- Game-based learning through inquiry (Hwang et al., 2015)
- Democratic citizenship and fostering social studies understanding through inquiry (Casey et al., 2019)
- Usage of virtual reality in the C3 framework inquiry (Hagan et al., 2020)
- Literature and inquiry approach in civic learning (Muetterties & Darolia, 2020)
- C3 Framework and global citizenship education (Spires et al., 2019; Rapoport, 2020)

This research study will continue to add on to the significant factors of teachers' inquiry practices in social studies through a global education feature.

Reflective Thinking. John Dewey's idea of reflective thinking and inquiry explained how people should learn and think, and a second generation of scholars in the mid-1900s expanded on Dewey's idea (Dewey, 1933; Barr, Barth, & Shermis, 1977). As social studies educators came to an agreement that since social studies foundation lies heavily within citizenship education, history and social studies could be integrated. As a result, social studies through citizenship education began "at least at the theoretical level" (Barr, Barth, & Shermis, 1977, p. 32). Therefore, social studies was "subjected to an attack from almost every side" (Barr, Barth, & Shermis, 1977, p. 35). The fears at the time forced a re-emphasis on social studies and the introduction of the New Social Studies in the 1950s (Danker, 2005).

Beane (2005) portrays discouraging scenarios where "the prospects for teaching the democratic way are being threatened not only by the new accountability movement within education but also by the larger move away from anything that smacks democracy and the common good" (p. 117). Social Studies content continues to be criticized to this day, and shifts in education have occurred, such as in Manitoba, Canada. A Canadian educator, Larry Paetkau (2020), was teaching a new course called Global Issues: Citizenship and Sustainability. This course is designed with an inquiry-based approach that enables the process of "moving students from being passive subjects of a particular nation to being active citizens of the world" (p. 78). The guiding framework for this course is UNESCO's four pillars of education: learning to do, learning to be, learning to know, and learning to be together (Delors, 1996). Paetkau (2020) acknowledges that teaching and encouraging students to engage in global citizenship through

inquiry requires that students learn how to gain knowledge, manage the information, assess, and process their learning before imposing any formal evaluation.

Students need to develop critical understanding before unpacking the complex issues in order to understand what it means to be global citizens. The teacher also needs to shift “the focus from evaluation to exploration” (p. 79) through inquiry-based instruction. Paetkau’s (2020) mission in his course was “to give students the tools that would enable them to slow down the media frenzy, assess source credibility, and determine the impact and probability of various outcomes, and would ultimately empower them to take action as citizens” (p. 79).

Inquiry and the Curricula. Curricula provide guidance; however,

... the long list of facts and skills they entail are called a “curriculum,” and the definition of curriculum planning itself is reduced to the managerial function of aligning standards, overbearing tests, scripted lesson plans, and all the rest of the authoritarian mechanisms needed to control young people and their teachers (Beane, 2005, p. 133).

Learning through a global perspective can “be strengthened in schools if concerted attention is paid to its knowledge base – its curriculum” (Parker, 2018, p. 16). Inviting students to have a say creates a democratic culture which ensures equitable access to outcomes and opportunities in school and society (Beane, 2005). Further, Beane (2005) asserts that students “are supposed to do something. That something is the curriculum. Since the curriculum forms the basis of their roles and relationships, the culture of the classroom cannot change in any significant way if the curriculum does not” (p. 82). If there are minimal to no changes to the curriculum, the intention to create a democratic culture in a school will eventually crumble down, “as the usual way of doing curriculum eventually becomes the usual way of doing everything else” (Beane, 2005, p. 82). Parker (2018) emphasizes if school-inclusion initiatives

are developed with the intention to be meaningful, they would require teachers, policy makers, human rights specialists, and curriculum developers to work toward creating a school curriculum that in itself is meaningful.

Inquiry is a way to seek information by questioning a topic of interest and thus expanding knowledge and gaining deeper understanding. Humans are naturally curious about the world around them, and inquiry-based learning is the tool to guide teachers and students through authentic question-driven learning. Inquiry education provides the “opportunities to answer those [big] questions in more disciplinary (civic, economic, geographical, and historical) and multidisciplinary venues” (Grant, 2013, p. 322). In using effective teaching strategies, particularly using technology, students would be able to engage more positively through inquiry, and effectively make connections within our interconnected world. Teachers can facilitate students toward action and become involved in various forms of projects, including multiple types of service learning projects (Beal & Arnold, 1995), virtual field trips, and/or social action missions. As Melone (2013) concludes, “service is one of the best ways, if not the best way, to see the positive impact our actions can have on these situations and the broken lives around us [e.g. homelessness, pollution, poverty, hunger, substance abuse, broken families, and more]” (p. 84).

Global Thinking Routines. Wiley (2014) concludes that using inquiry-based instructional materials help fulfill students' interests, learning styles, and needs. Mansilla (2017) shares that pre-service and in-service teachers can “think of bringing an inquiry mindset to [global thinking] routines” (p. 2) so that students are provided the time to develop answers to open-ended questions. In this method of instruction, students present their intellectual findings and reflect on their work and then take positive action.

In a classroom where inquiry-based learning is taking place, teachers can nurture students' excitement, enthusiasm, and curiosity through reflection. Inquiry-based reflection occurs in various ways. Burnouf (2004) suggests that students can share journals and e-mails, participate in discussion boards, or use any other way to communicate that makes them feel most comfortable. These various studies found that inquiry-based instruction is critical for teachers to engage students in global issues. It allows them to problem solve global issues, and challenges them to address timely issues brought on by modern times (Schleicher, 2018)

CHAPTER 3: METHODOLOGY

Introduction

The purpose of the study is to explore the experiences of world history teachers who identify themselves as pursuing inquiry pedagogy in global education. One main research question and three sub-questions were addressed in this study:

How do teachers describe their understanding of the design, implementation, and purpose of inquiry-based instruction in a world history class?

- How do teachers design inquiries with global perspectives and use them in their lessons?
- How do teachers implement inquiry-based instruction that incorporates global citizenship education?
- How are teachers purposeful in teaching through global perspectives that align with their cultural competency?

The answers to these questions will help us understand how teachers teach world history and the approaches they use to engage students with the world. Culturally competent teachers recognize the significance of diversity, inclusivity, and interculturality, as well as the way they play a role in their students' school experiences and personal lives. I sought teachers' personal stories and reflections on their experiences in teaching world history from a global perspective through the use of inquiry.

This study was conducted using qualitative narrative inquiry research. Interviewing, listening, and interpreting meaningful experiences allowed the researcher to triangulate data and gain an in-depth understanding of the teacher participants' narratives of their experiences in teaching world history. Multiple data sources, such as interviews, teacher's reflections, and teaching logs, and various types of verifications, such as member checking and follow ups, was

used to ensure the clarification of their narratives and retelling of the stories of the teacher participants in an authentic and meaningful way. A systematic method that identified, selected, carefully analyzed, and synthesized the data collection was used to gather the empirical evidence necessary to share perceptions and worldviews of the teacher participants.

Narrative inquiry as a methodology best fits my research purpose for several reasons. I am curious about how the stories of world history teachers illustrate their way of thinking as global educators and the way in which culture plays a role in their lives and influences their pedagogy. When we listen to people's stories, we can better understand their perceptions of the world and how their unique experiences have shaped those perceptions.

Ultimately, the goal of narrative inquiry was to discover meaning as depicted in the participants' experiences and perceptions (Merriam, 2009). This research portrayed the various ways in which teachers' personal experiences influence their instruction of world history. By pursuing semi-structured interviews, teachers reflected on their teaching practices as well as further explored their pedagogy. Through narratives, the chance to see and understand the teachers' world was visible; however, the narrative we chose to share and retell, played a significant role in constructing the identities of the teachers. Thus, in this research study, the purpose, questions, and methodology were aligned to engage the researcher in a narrative inquiry that was context-driven and produced a distinctive meaning through stories. The researcher discovered meanings as shown through the participants' perspective (Merriam, 2009). The concept of meaning-making is distinguished with a person's history and lived circumstances as part of the narrative inquiry (Denzin & Lincoln, 2008). Rather than attempting to draw generalizations, the researcher needed to understand how the teacher participants' realities are

constructed and ways in which they make meaning of their own stories (Denzin & Lincoln, 2008; Merriam, 2009).

Narrative inquiry tends to expose another side to the idea of practical work, and we see the connection to the accumulated life experiences that “resurface, usually unnoticed, in daily action... [and the way in which] experiential stories thus bring into view possible future” (Conle, 2000, p. 55-56). Narrative inquiry uses open-ended questions that allow the participants to speak their stories. The ‘why’ questions are usually avoided, and instead the researcher related examples that are most memorable to the participants to show more empathy and understanding. In addition, follow-up questions, rephrasing parts of the story, and asking for elaboration allowed for further discussions.

This research through a narrative inquiry helped create a sense of trust, understanding, and respect between participants and the researcher. Narrative inquiry allows a researcher to not only ask questions that inspire stories, but also position themselves in a way that allows the stories to be analyzed effectively. Narrative inquiry in educational research is more than just seeking out a story, rather, it is an opportunity to understand identities. Through people’s stories we can understand their points of views and how their experiences have shaped their views. In this study, narrative inquiry was also used to delve into the teachers’ personal and professional lives. As Bruner (1990) explained, “people narrativize their experience of the world and of their own role in it” (p. 115), and through the reflection prompts, teachers will be able to explore how their personal and cultural experiences impact their teaching and way of thinking. The pedagogical approaches that were revealed through teaching logs conveyed the depth of inquiry and approaches to teaching from a global perspective.

Positioning oneself to research through narrative inquiry and exploring viewpoints that may differ, required that one be conscious of their own personal narrative. Being objective is not a goal in narrative inquiry, and it is critical to analyze our own narratives, experiences, and stories. For this study, the researcher needed to be aware of the teachers' stories and be "reflective about their own personal and political background, which shapes how [the researcher will] "restory" the account" (Creswell & Poth, 2018, p. 143). As a result of being aware of personal narratives and positionality, I planned this study and used narratives as an avenue to 1) investigate how world history teachers' experiences may have led them to be more culturally competent educators through the use of inquiry and 2) discovered the skills necessary to teach from a global perspective.

Teacher Recruitment and Selection

I pursued a purposeful sampling approach (Merriam, 2009; Stake, 2005) using a questionnaire survey that recruited teacher participants as it provided an introduction and demographic questions that sought basic information about the teachers. This form helped determine the general characteristics of the participants. Participants were from the C3 Teachers network. Members of the network are national and international teachers who implement inquiry in their classrooms. The C3Teachers.org promotes a collaborative network for teachers to help guide them through the best instructional practices for their classrooms. The C3 Teachers network also empowers teachers as they work through the C3 (College, Career, and Civic Life) Framework and opens the space for teachers to share their experiences with other social studies educators around the world.

I used purposeful sampling to help identify and recruit six world history teacher participants who use the C3 (College, Career, and Civic Life) inquiries in their classrooms (Suri,

2011). The google form, Global Inquiry Research Learning Opportunity, was intended to recruit a diverse group of participants. After sending out the survey and receiving responses, I narrowed my focus to six participants who have expressed interest in participating in the study.

I emailed the six potential participants to confirm their participation and set up brief meetings with each teacher to introduce myself and share the consent forms. These meetings enabled me to learn more about the potential participants work and their teaching. For teachers to participate in this study, they needed to meet the following criteria:

- Teach a world history class
- Identify as a teacher who uses Inquiry/C3 inquiries
- Consent to participate in this study

Each participant received an incentive of \$150 for their work and time in the study. The monetary incentive money was received from the Gerald Fund through NC State's College of Education, and the full amount was used toward the study. The six participants provided the required data saturation since the data collection provided a rich and thick analysis (Dibley, 2011; Guest et al., 2006). The richness refers to the quality of data, and the thickness refers to the quantity (Fusch & Ness, 2015). Thick data presented a large set of data, and rich data was detailed and layered in an intricate manner that allowed the researcher to understand what is happening in the current global education classroom environment (Guest et al., 2006).

Context and Participants

The six participants selected for this study come from the C3 Teachers network and they are teaching in various education systems around the world. The participants have either: 1) attended the Inquiry Design Model Institute, 2) Have travelled to the United States to attend a C3 Teachers workshop, 3) Have had exposure and seminars about the C3 Framework at their local

school. Each participant has a unique background and experience in their education and teaching. Informed consent was obtained from the teacher participants. An introduction meeting occurred to finalize expectations, and calendar invites were sent to schedule the first interview.

Participants all have pseudonyms, and their experiences were shared after member checking and follow ups were confirmed (see Appendix F). Below is a snapshot of the teacher participants:

Angela. Angela is an 8th grade Humanities teacher at an international school in Malaysia. She is from Northern Ireland in the United Kingdom, born in London, and her father is from Ghana and, as a young man, came to the United Kingdom for work and study. She feels it is difficult to identify as one culture because she has lived in so many countries growing up - such as Northern Ireland, Thailand, Malaysia, and Vietnam. She has been teaching for 22 years, and this is her fifth international school, and the fourth and final year at the current international school. She is serving as a lead member on the data subcommittee of the Diversity, Equity, Inclusion, and Justice (DEI-J) initiative. She feels that the school she is currently teaching in is not as integrated as other international schools, and senses that it is ‘very American.’ She believes that the school is too white, and she is “personally the only person of African heritage” (interview, February 16, 2022). Angela’s teaching focuses on the C3 Framework standards, and she emphasizes teaching students how to think instead of what to think. She is passionate about introducing viewpoints that encourage healthy discussions and leaves room for students to respectfully disagree or agree. She believes that students are much more capable than many educators give them credit for, and that they are able to break away from the assumptions that governed how they were raised in regards to colonialism, injustices, power, control, and societal truths.

Ayla. Ayla is a 9th grade World History teacher in Maine. She is a Jewish American and grew up in Washington, DC. Her ethnic background is German, and her ancestors came to the United States in the 1850s prior to the Holocaust. She also has Russian ancestors who came to the United States at the turn of the 20th century. She started teaching after graduating from college. Ayla participated in a program called *Teach for America* and taught in California. She then went to law school and practiced law for a number of years, raised a family, and then returned to teaching with the idea that this teaching is what she wanted as her career. This is currently her fourth-year teaching. She shared that she is progressive politically and considers herself a feminist. She is an advisor to the civil rights team at her school. Ayla approaches education and teaching in a discovery format in which she guides her students to uncover their own truths about a topic as opposed to telling them answers. Ayla has her students explore multiple perspectives and provides them with opportunities to gain evidence from primary and secondary sources in order to identify their positions. Ayla appreciates bringing in diversity and inclusivity into her teaching. She invites students to be open about who they are, and to celebrate differences among their peers. She considers herself to be very open about her background in hopes that her students reflect the same openness, acceptance, and pride in their backgrounds.

Sarah. Sarah is a 9th grade Western Civilization teacher in Wyoming. She grew up in a small town near Yellowstone National Park. The town she resides in is very conservative; however, she finds many opportunities to learn from people around the world due to its prominent location close to the national park. She moved to Minneapolis to earn her bachelor degree in intercultural studies. Sarah then became a Fulbright scholar in a program that is currently called *Teachers for Global Classrooms* and completed an internship in the Philippines where she built a strong network of educators who focus on intercultural education. She

considers her college years as the “hippie kind of experience...free for all kind...rode on top of buses...small boats from island to island, dipping my toes in the water” (interview, February 9, 2022). Her professional experience is composed of working with a company called, World Vision, as well as at risk situations that included inner city work in Minneapolis. She also worked in high security prisons in Colorado with children of inmates. Sarah went to California and worked with Hispanic and Armenian students and that is where she expanded her global competence and understanding about different groups of people. She came back home to Wyoming, and started a family. She recently became a grandmother to a baby girl during this current study. When she moved back to Wyoming, she began teaching English, then gradually moved to teaching English and Social Studies combined. She is the department head of Social Studies and works toward changing curricula in the district. Sarah worked on developing units on civil rights and the Jim Crow era, and a few units that included a broader look at more “people groups than just the African American experience” (interview, February 9, 2022). She also focuses on integrating the Indian Education for All Standards in their social studies curriculum. To broaden her students’ cultural perspectives, she uses inquiry-based learning. Sarah brings community representatives into her classroom while taking advantage of the community resources such as an Indian Reservation nearby, a Japanese internment camp right outside of town, and an old Chinese burial ground. Her ongoing passion is integrating the community into the students learning experiences.

Evan. Evan is a 10th grade World History teacher at an international school in Korea. He also teaches a 12th grade Contemporary Global Issues elective course. Evan identifies as a gay American. He has lived in various states, including Montana and New Jersey. He also identifies as having a mixture of culture and identities as a German Jew and Italian American. His

professional experience consists of teaching in China, currently teaching in Korea, and he has plans to move to work at a school in Nigeria in 2022. He is currently an instructional coach and trains teachers in using the C3 Framework and Inquiry Design Model at his school. Evan has adopted the C3 Framework Standards and uses inquiry to prioritize student agency and choice as they explore global themes in all his classes. Evan appreciates open dialogue and discussions with his students, as well as having a strong skill in differentiating instruction to meet his students' needs. He is always present to his students, and open to thinking about how educators can solve problems now in order to build a better future. Evan's work focuses on connecting the dots between historical events and eras by employing a framework that shows how our world is interconnected. He also strives to foster a systematic view of how our world became what it is today.

Michael. Michael is a 10th grade US History teacher at an American school in Austria. He grew up and attended schools in Madison, Wisconsin, and moved abroad to Shanghai after finishing university. He has been an international educator for 17 years and taught in the American School of Shanghai, China, for 12 years. This is his fifth-year teaching at an American School in Austria. Michael is proud to be from Wisconsin, and recognizes the niceness and openness of the Midwest people, although he spent more time abroad than in the United States. He considers himself a lifelong learner and his top character strengths are love of learning, seeking new knowledge, and exploration. He was on the school's mission and vision committee in which they created a new mission and vision for their school that directs the concepts of cultural diversity, internationalism, and being purposeful in recognizing different communities represented in the school. Michael also led his school faculty through a standard audit where they identified power standards that matter most to their instruction in regards to assessing students

through experiential learning. He has adopted the C3 Framework in his class, and enjoys having his students explore historical issues and human behavior issues that are relevant and meaningful to them. It is important for him to allow his students to recognize that democracy is not an on or off switch button, rather a dial that can be turned up or down slowly over time. Michael also believes in de-emphasizing explicit knowledge and emphasizing critical thinking skills in his teaching, while making connections to content they find personally meaningful and relevant to them.

Kareem. Kareem is a high school history teacher in both public and private schools in Lebanon. He currently lives in a small southern town which is in close proximity to occupied Palestine. He received his bachelor degree in history from the Lebanese University in 2004, and obtained a masters of education from a private university in Lebanon. Since 2007, he has been teaching 7th through 12th grade history. He teaches 20 classes (full-time) a week in a public school and 7 classes a week (part-time) in a private school. He is also a member of the Lebanese Association for History, and he trains teachers in Lebanon on how to teach history in engaging and novel ways using primary and secondary sources. He also developed a website called Masader.org and he shares teaching units to ease the access for teachers to many reliable primary and secondary sources. Kareem identifies as a proud Lebanese citizen, and continues to work on himself to better understand and trace the establishment of the nation, despite its instability (political, economic, and social), to work toward the betterment of the nation as a whole. He tends to focus on the lost histories, such as those in Southern Lebanon like Tarabolis, Beqa'a, and Bint Jebal to name a few. He believes that Southern Lebanon has a rich history, and feels that it is his responsibility as a high school teacher to do his best to bring to light the facts and resources relevant to the issues they currently face in Lebanon. The C3 Framework came to his

attention when he visited North Carolina State University in 2019 and attended a workshop that involved an introduction to it. When he went back to Lebanon, he started using the Inquiry Design Model (IDM), but received some pushback from stakeholders. He continued using inquiry throughout his years in teaching. However, for this specific study, he expanded extensively on using the Inquiry Design Model and inquiry instruction. Due to his success in implementing a powerful inquiry pedagogy, his administration asked him to continue using this method of teaching using the C3 Framework and they are interested in having him teach it to other grade levels in the school. Kareem is a lifelong learner who has the desire to continue learning more about the C3 Framework and sharpening his skills using the IDM. He is a hardworking educator who ensures his students look beyond the national curriculum and think historically, as well as critically, about issues that matter most. His objective is to prepare students to become adults who have their own ideologies based on reliable evidence from sources. At the heart of his work is building a society that aims for unification, understanding, cooperation, and inclusivity.

Data Collection

Data collection was comprised of four types of data for this research study: the adapted inquiry lessons designed by the teacher participants, interviews, reflective journals, and teaching logs. All the interviews and data collection occurred virtually. The teacher participants in this study:

- adapted an existing inquiry or designed an inquiry for implementation in the classroom
- participated in two 45-minute interviews (one before and one after the implementation of the inquiry)
- shared the inquiries with the researcher

- completed and shared a daily reflective journal
- completed and shared a daily teaching log

Adapting an Existing Inquiry

Part of the purposeful sampling considered teachers who use C3 inquiries in their classrooms. For teachers who have been using inquiries from the C3Teachers.org website, the researcher was interested to see how they adapted an existing inquiry or designed an inquiry to fit the needs of their classrooms. They were not expected to teach a single inquiry; rather, the researcher conducted a narrative study on teachers who use the C3 inquiry in their social studies classrooms.

Teacher Interviews

The researcher conducted two semi-structured interviews with the participating teachers - one prior to teaching an inquiry and one after teaching that inquiry (see Appendix B and Appendix C). These interviews focused on their personal and professional backgrounds and teaching experiences. The researcher and participants discussed their perceptions of themselves as well as their teaching through inquiry in their classrooms. This enabled a better understanding of the way they infuse global perspectives through cultural competency. All interviews were recorded via Zoom and transcribed via Zoom for data analysis.

Teacher Reflective Journal

The reflective journal allowed teachers to record their daily thoughts on what happened in the classroom (see Appendix D). The journals focused subjectively on the teachers' reflections, reactions, feelings, and experiences while teaching the inquiry. Teachers also recorded their feelings and thoughts to make personal meaning and sense of their experiences.

Teaching Log

The teaching log allowed teachers to consider what happened in the classroom and document records of their work process (see Appendix E). Through the teaching log, the researcher learned as precisely as possible what was happening in the classroom, what the teachers accomplished, which questions they asked their students, and ideas they wanted to implement in future lessons. This helped provide evidence of the teachers' own skills in using inquiry in the classrooms to engage students through global citizenship education.

Data Analysis

The researcher's initial organization structure of the data began with the creation of each teacher's portfolio, which was specifically designed based on the individual teaching timeframe. The data for this research was derived from the inquiries, interviews, teacher reflective journals, and teaching logs in each teacher's portfolio. The two interviews were conducted via Zoom and transcribed after completion. Kareem's interviews were conducted in Arabic; therefore, I carefully translated the interviews and conducted a member-checking with the participant to ensure validity and reliability. The narratives gathered from the interviews was organized according to the research question and themes of cultural competency, global perspectives, and inquiry-based learning. The researcher carefully reread each participant's stories and categorize them by experience based on their personal, professional, or a combination of both personal and professional under the categories of cultural competency, global perspectives, and inquiry-based instruction. As I collected data over a six-week period, I used various virtual platforms to assist in the process:

- Calendly and Google Calendar to schedule interviews
- Zoom for interviews

- Qualtrics for Teaching Logs and Teacher Reflections that teachers completed during teaching the inquiry
- Excel sheet of all data compiled through Qualtrics
- Dedoose for transcription and coding
- Google Drive to create folders for each participant and collected the data as it came in
- Google documents to write each participants narrative and add to the Google Drive
- PDFs of the inquiry from each teacher participant, including any documents pertaining to the inquiry
- Images were uploaded optionally by the teacher to show a snapshot of the learning environment via the Qualtrics surveys

The research based the structure of my data analysis in the constant-comparative method, which involved reading and rereading the transcripts and simultaneously coding the raw data and then, the researcher constructed categories that showed relevant characteristics through the teachers' reflections and logs (Merriam, 1998). The initial coding of data depended on the narratives of the interviews. For example, initial codes include background, culture, teaching, favorite story, challenges, global perspectives, culture, students' backgrounds, anxiousness/worry about a particular culture, fulfillment/joy from a diverse population.

As I began to code further into the data, various categories were then formed from the patterns that emerged out of the initial coding technique. When I first read the interview transcriptions, I highlighted the main points that connected the participants answers and those allowed for more clarity in answering the research questions. After highlighting the significant responses in the transcriptions, I uploaded them to Dedoose and began coding. The high-level codes were developed and categorized as: Cultural Competency, Global Perspectives, Global

Citizenship Education, and Inquiry-Based Instruction. Within each of those codes, sub-codes emerged to organize the participants responses. Other high-level codes that did not include sub-codes and were not categorized under the following four codes: Curriculum, Discussions in Class, Feelings while being Culturally Responsive, Flexibility in Teaching, Making Assumptions (Culture), and Boring/Enjoy Social Studies. The codes used for data analysis and the number of excerpts for each code are placed in parentheses in Table 2 below:

Table 2. Codes & Excerpts

Codes + # of Excerpts	Sub-codes + # of Excerpts
Cultural Competency (11)	<ul style="list-style-type: none"> ● About Me (17) ● Addressing Cultural Diversity in School (36) ● Cultural Diversity in Community (4) ● Opportunities for PDs (11) ● Who am I? (5)
Global Perspectives (30)	<ul style="list-style-type: none"> ● Defining Global Perspectives (9) ● Diversity at School (5) ● Multiple Perspectives + Truths (17)
Global Citizenship Education (19)	<ul style="list-style-type: none"> ● Connection to Modern + Present Day (14)
Inquiry-Based Instruction (78)	<ul style="list-style-type: none"> ● Action Oriented (TIA) (1) ● Challenges in Teaching Inquiry (22) ● Defining Inquiry (1) ● Part of Inquiry Students Most Engaged (12) ● Personal Experiences (16) ● Significant Things Students Learned (17)
Curriculum (19)	N/A
Discussion in Class (2)	N/A
Feelings while being Culturally Responsive (9)	N/A
Flexibility in Teaching (8)	N/A
Making Assumptions (Culture) (7)	N/A
Boring/Enjoy Social Studies (4)	N/A

New sub-codes began to emerge when I coded the second transcription, Kareem. The sub-code, Multiple Perspectives + Truths (in Global Perspectives), Connection to Modern + Present Day (in Global Citizenship Education), Challenges in Teaching Inquiry (in Inquiry-Based Instruction), and a new high-level code, Flexibility in Teaching were developed. I re-read the first transcription and did another round of coding using those sub-codes. The teacher reflection and teaching log also aligned with the high-level coding for two major themes: Global Perspectives and Inquiry-Based Instruction. After writing the teacher participants narratives, I connected their reflections and logs to their narratives. As I continued to reread the data, the narratives were identified from the teachers' interviews and the stories were collected. The questions asked in the first interview persuaded the participants to share their stories. The stories composed of cross-cultural experiences, traveling, and/or awareness of various cultures. As patterns began to emerge among the teacher participants' narratives, I conducted axial or analytical coding. Beyond the coding, the findings were triangulated between the interviews, teachers' reflections, teachers' logs, and inquiries. I continued to scan the data for each participant's pedagogy, and the way the teachers described themselves professionally and personally through their narratives.

Impact of the Research

The data was collected and carefully analyzed through this study and findings revealed to be reliable since the intent was to capture teachers' stories from teaching world history. The research question is worth answering. It includes a diverse group of teachers' voices. The research was seeking to understand teachers' experiences to deepen our understanding of ways in which global education is embedded in a teacher's pedagogy. Overall, an understanding of world history teachers' approaches to teaching through a global perspective informed me about how

teachers incorporate and value their cultural backgrounds, as well as those backgrounds of their students. As current teachers approach educating through a global perspective, the notion of culture is changing, and it influences of “how we think, believe, and behave” (Gay, 2000, p. 9) is significant. Even if teachers are prepared to teach from global perspectives, educating young citizens from a variety of backgrounds may prove challenging while teaching global or controversial issues. Fuller and Stevenson (2019) share that teacher education is often neglected with it comes to global education reform. Teacher education is found to be in the center of storm as powerful policy stakeholders restructure the teaching profession to adhere to the educational landscape of their choice.

This research will continue to impact social studies and global education through social studies. It is related to advocating for the development and use of better measures of learning outcomes in the field. In this study, I identified effective pedagogical approaches and classroom climates that facilitate global learning in classrooms. Furthermore, this study can encourage more attention on the developmental processes of teaching and learning regarding adolescents. That knowledge will enable effective sequencing of global education content. Accordingly, implementing global education in social studies, as well as inquiry-based instruction, may likely be most effective when tailored to the needs of students and their developmental levels (Grossman, 2017). Overall, this study included cross-national and worldwide data about global education through a critical perspective.

Research Timeline

I submitted the proposal to the IRB for approval in January 2022. Next, I selected six participants from the network of C3Teachers through the google form and sent a confirmation and consent to the potential participants by February 2022. Afterward, I began collecting data

during a six-week period from the time of IRB approval. Data collection was organized and ready for analysis by mid-March. The data analysis was continuing through the collection process and the final chapters of the dissertation were drafted through the end of March and April. The timeline for the data collection was as follows:

- 2/5/22 - 3/17/22 - Interviews scheduling
- 2/1/22 - 3/14/22 - Teacher Reflection and Logs were collected
- 2/2 - 3/17 - Inquiry Documents were collected

As data came in, it was all organized into each participant's google drive folder and ready for analysis. I started a document that presented the common themes I found among the teachers. After I finished coding and re-reading data, my final step organized the common themes into three themes: cultural competency, global perspectives, and inquiry-based learning.

All teachers coordinated with me the times of their availability for interviews. Some teacher's plans were disrupted by the COVID protocols. For example, Angela, in Malaysia, noted that she needed to stay home a week and had taught her students virtually while they were in-person and in the classroom. There was a substitute teacher present in the classroom, but Angela had taught her students from home. Evan had also been traveling and after he came back to Korea, he needed to quarantine for a week, but was getting ready for teaching in-person and participating in this study. Michael, in Austria, was also exposed and due to the school protocol, he had to get tested every day to make sure he was able to go into the building.

There was no intervention as a researcher in the way teachers designed their inquiries. Ultimately, teachers crafted their own compelling, supporting, and/or essential questions. However, teachers were influenced and motivated as being part of this study. For example, Ayla, teaching 9th grade World History in Maine, modified the Forms of Government inquiry to best

meet the idea of 'global perspectives.' She modified it in a way to remove the United States as a country for her students to explore. Instead, she focused on Asian, European, and African countries. Also, Sarah, teaching 9th grade Western Civilizations in Wyoming, modified the Middle East inquiry in a way that provided her students the autonomy to choose the foreign policies they preferred to explore. Furthermore, Kareem, teaching 12th grade History in Lebanon, developed a new inquiry about WWII and Lebanon as he reviewed the concepts of the C3 Framework and knowledge he gained from the workshop he attended pre-pandemic. He explored further inquiries developed on the C3 Teachers website, and research articles to help him in developing the inquiry.

Ethical Considerations

The researcher realized the importance of taking into consideration the ethical component and the safety and complete protection of the teacher participants in this study. Each participant was clearly informed about the purpose of the study as well as the ethical regulations that ensure their protection. The participants' identities were kept confidential, and pseudonyms were used to refer to each participant throughout the analysis. All participants were given copies of consent forms and documents explaining their rights (see Appendix A). All research procedures related to my interactions with the teacher participants were properly documented and shared with North Carolina State University's Institutional Review Board (IRB). The google form, interview protocols, teachers' reflection prompts, and teaching logs were uploaded via eIRB and approved.

Furthermore, narrative inquiries are guided by the idea of relational ethics, in which the ethics of narrative inquiry are "never resolved or finalized" (Caine, Estefan, & Clandinin, 2019; Clandinin & Connelly, 2000). The ethical consideration in the design of this narrative inquiry will involve two components: care and respect. This narrative inquiry study sought mutual regard

and “a care for each other as inquirers in the midst of complexities and tensions that are part of the research field” (Caine, Estefan, & Clandinin, 2019, p. 7; Noddings, 1984).

Narrative inquiry enabled thoughtful and reflective consideration of my research participants as my first audience, the most important audience of all. To them, I owe full responsibility for honest care in order to generate findings that portray their stories that support their lived experiences (Caine, Estefan, & Clandinin, 2019). As the researcher, there is a responsibility to conduct ethical research to the larger community and audience to which this scholarly dissertation work will unfold. The research analysis and findings will speak to the lived experiences of various teachers across the world and their stories within the particular field of social studies education.

Consideration of Nelson's (2001) key questions is an important part of the ethics in narrative inquiry: a) What is being done with the story? (b) What kind of story is being shared? (c) Who does something with the story being told? and (d) Why is this narrative inquiry being done? (Caine, Estefan, & Clandinin, 2019). Bringing attention to these ethical questions of narrative inquiry at each stage of my work ensured the safety and confidentiality of my participants' stories. Narrative inquirers hold the perspective that there will be good that results from a narrative inquiry study. Being able to travel to the world of other teachers in a way that challenged my preconceptions helped me position myself in relation to others and it resisted my assumptions about other lived experiences. The portal of narrative inquiry helped me to develop compassion, connections, and insights into teachers' lived experiences (Lugones, 1987).

Narrative inquiry discloses the moral deliberations of the lived experiences of participants. One of the main purposes of narrative inquiry is to trace the direction in which the experiences of the

participants is going and accept the uncomfortable truths that will be shared (Caine, Estefan, & Clandinin, 2019).

As narrative inquiries negotiate with the participants across inquiry to determine which stories need to be told and how they are told, it is critical to note how participants, and those in the stories, are represented. The ongoing process of negotiation examines the ways in which participants are engaged in narrative inquiry and how narrative inquiry is shaped by the process of negotiation, as well as the central points of 'co-composing' narrative inquiry (Caine, Estefan, & Clandinin, 2019). Each teacher participant acknowledged the expectations of this study, and any participant who wished to withdraw from the study at any time were eligible to do so without any questions. Overall, this study adhered strictly to the regulations required by North Carolina State University's IRB.

Limitations

Although the sample size provided data saturation for a rich and thick analysis (Dibley, 2011; Guest et al., 2006), the first limitation was the diversity of the participants. This may have been due to a lack of interest and willingness to participate among the teachers who received the google form survey. A second limitation was the choice of inquiry. There were six participants, and their inquiries did not have similar content. Although this is not a mandatory requirement of the study, the participants engaged in a similar form of inquiry design, which is the C3 Framework. A third limitation depended on the level of interest generated from the google form, as there were some world history teachers at various grade levels that were eligible and willing to participate in this study, but majority were teaching other forms of social studies at a high school level, such as US History, Western Civilizations, Humanities, and general history.

A fourth limitation was that although this is a narrative inquiry study, any pictures of their lives shared with me were just small parts of who the participants really are, especially as educators and human beings. I was mindful of my time with the teacher participants and acknowledged that this research was shaped through various means: the questions that were asked in the interviews, the data collection that contained prompts in the reflections and logs, and the choice of stories that were told. I also retold the stories of the teachers' narratives (Mishler, 1999); thus, I was being cautious as to not overgeneralize to all world history teachers. Although each participant was unique in his or her own way, it was important to acknowledge that as the researcher, there were powerful insights into how world history teachers viewed themselves, their work, and their pedagogy. As the researcher, I considered that, and according to Dewey (1938), narrative inquiry "is not to generate an exclusively faithful representation of a reality independent of the knower" (Clandinin and Rosiek, 2007, p. 39).

Representation must show the relational dimensions of the experience and that these experiences are shaped by a larger body of narrative contexts, especially since the responsibilities of transmitting the narratives, as well as the questions of the relationships, are at stake (Caine, Estefan, & Clandinin, 2019). Therefore, instead of generalizing one idea or 'truth' for a population of world history teachers, this qualitative inquiry enabled me to better understand each teacher's unique social reality construction of being a world history teacher. Generating a single truth was not the goal, rather the composing, understanding, and representing each teacher participant through his or her human experiences and telling and re-telling the stories was examined as a researcher conducting a narrative inquiry (Caine, Estefan, & Clandinin, 2019).

CHAPTER 4: FINDINGS

This chapter provides findings from a narrative inquiry of six teacher participants' from around the world who teach social studies/world history through the lens of global perspective using inquiry-based instruction. It tells the story of the teachers as they participated in teaching social studies content through inquiry with students from grades 8th through 12th.

Table 3. Summary of Teacher's Grade, Subject, & Location

Teacher	Grade	Subject	Location
Angela	8th	Humanities	Malaysia
Ayla	9th	World History	Maine
Sarah	9th	Western Civilizations	Wyoming
Evan	10th	World History	South Korea
Michael	10th	US History	Austria
Kareem	12th	History	Lebanon

The purpose of this study was to describe how teachers understand the design, implementation, and purpose of inquiry instruction in their classrooms. The research questions used to guide this study were:

How do teachers describe their understanding of the design, implementation, and purpose of inquiry-based instruction in a World History class?

- How do teachers design inquiries with global perspectives and use them in their lessons?
- How do teachers implement inquiry-based instruction that incorporates global citizenship education?
- How are teachers purposeful in teaching through global perspectives that align with their cultural competency?

This chapter provides narratives of the unique experiences of the six teacher participants in this study. Narratives were informed by the interviews, teachers' reflections, and teaching logs which were written and submitted by the teacher participants in this study. The narratives provide a description of how each participant designed inquiries through global perspectives.

Each participant's narrative story is arranged with an introduction and description of the participant, as well as each of the findings for the following: (a) cultural competency, (b) global perspectives, and (c) inquiry-based learning. Quotations from findings include narratives collected from the interviews, teacher reflections, or teaching logs. I removed some words (e.g. "you know," "uh," "um," and "like") in order to provide clarity to the narratives. As the purpose and title of this study indicate, three aspects were investigated: How global perspectives are situated in the curriculum, how inquiry is used, and how these two aspects are interwoven with a teacher's cultural competency.

Angela: A Dedicator to Humanity and Social Justice (Malaysia)

Angela is a brilliant educator who encompasses the values, mission, and vision of what leadership looks like among students and colleagues. She is currently working on her doctorate in intercultural education and leadership while teaching 8th grade humanities at an international school in Malaysia. She is a confident, energetic, and engaging educator who appreciates the AHA moments in her classroom.

Angela's multicultural background deeply influenced her approach to teaching. She relayed the following when asked about herself and her cultural background:

I'm from Northern Ireland in the UK. I was born in London...My father is from Ghana, came over to the UK when he was a teenager for work and study. My mother is Irish White and it's quite hard to put labels on the culture, because I've actually lived in so

many different countries for so long (interview, February 16, 2022).

The difficulty in putting a label on a specific culture because she has lived in many different countries depicted her experiences growing up in a multicultural family and social environment. I further asked her how she would answer the questions, *'Where are you from?'* As simple as this question seemed, it was not easy for Angela to answer. She shared with me a scenario of how the conversation might be when another person asks her such questions:

Personally, I ask people what they mean and the conversation might go something like – Where are you from? I'm not sure if you are asking me where I was born, where I grew up, what my ethnic background is – What is the question that you'd like me to answer? And then they'll start with like, well, where were you born? And I'll say London, and then they will look a little bit like 'you don't look like a white Londoner'...and then okay, well, where'd you grow up and I'm like Northern Ireland...Then they look and are like, 'woah, even more off'... then it's like, and 'your mom?' She's Irish...hmm...And 'your dad?' Ghana... Ohhh, and there you go. So, what you wanted to know is why I'm Brown and that's the question you should ask at the start. I don't have that confrontational discussion, but that's kind of the pattern that happens (interview, February 16, 2022).

Angela viewed herself as a minority in her school's faculty. She reported, "90% are North American... although the school is "international in practice, it is [like an] American school, the curriculum is American...and this [school] feels very American" (interview, February 16, 2022). Furthermore, Angela noted from her personal observations, "we [the faculty] are very white, I am personally the only person of African heritage" (interview, February 16, 2022). She shared they have a diverse population at the school, but the "culture is definitely more Western, I'll say Western rather than American" (interview, February 16, 2022). Angela felt as a

contributor to the team; however, feeling isolated and unheard may have influenced her decision making as a teacher, particularly as one who will not be teaching at the school next year.

Angela felt that coming in from an international background enabled her to quickly learn about cultural differences and strategies that helped her ensure equity was at the center of her teaching. She continuously realizes the blind spots that people have and she is always ready to explore various points of views. Angela's teaching is driven by the saying: "We don't teach students what to think, we teach them how to think" (interview, February 16, 2022). Angela is a leader in the Diversity, Equity, Inclusion, and Justice (DEIJ) team at her school. Her way of describing her understanding about the curriculum design, as well as the implementation of the inquiry, including the purpose of inquiry connect to themes of cultural competency, global perspective taking, and inquiry-based learning.

Cultural Competency

For Angela, culture goes beyond nationality and geography and is more about the actions she takes every day in her life. She explained:

When it comes to culture, for me, culture is just about the things that I do every day as norms. When I think about my nationality, that's not my culture. When I think about my location, that's not my culture. When I think about where I grew up, that's not my culture. Like there's been so many different aspects that played into what I do every day that all I can really talk about [are] tangible actions that I take and the attitudes that I have, which are very much around equitable practices that bring everyone in, that they're inclusive, that we see differences as an asset (interview, February 16, 2022).

Equitable Teaching Practice. Here Angela alluded to her strong cultural competency in the way she described her thoughts about diversity, equity, inclusion, and justice. She noted that

students who come from various cultures may be more reluctant to share their ideas in class, so she uses a method called “equity sticks.” She had wooden sticks that had her students’ names on them, and rather than students raising their hands up or down, Angela explained:

Any student can take them, and they just pull out a name and that name stays out until every stick has come out of the tin, and if a student does not want to respond, if their name is called, they can just say pass, and if they want to like, say we’re reading something and it’s a page, they can just read a paragraph or a sentence and pass, like they’re not forced to do it, but it is an invitation to them that we’re ready to hear from them (interview, February 23, 2022).

In addition to striving for equitable classroom participation by students, she wants to be sure to include everybody’s voices in the classroom. She also focuses on her attitudes and the things that she can control, which brings everyone into an inclusive environment. She further shared the following in regards to seeing differences as a strength:

For example, somebody who does not speak English as a mother tongue, that’s not a disadvantage – it’s great, because now we have access to a whole other world of resources that we wouldn’t have access to if that person wasn’t in the class (interview, February 23, 2022).

According to Angela her own cultural practice “is pretty invisible to me” (interview, February 23, 2022). She stated the routines and norms structured at the school support multiculturalism. For example, students have allocated time during the day to “drop everything, and students can read in whatever language they prepare. Same when it comes to things like research, students can research in whatever language they want, as long as they write it up in English” (interview, February 23, 2022).

As a culturally competent educator, Angela understands that students are accepted for who they are and acknowledges that stereotypes exist. In their school, she shared that students might look Chinese, but have never traveled to China or speak Chinese. Students may even identify as “Russian or Dutch...I think it’s a very quick learning curve, that you’re like, okay, make no assumptions” (interview, February 16, 2022). Angela does not see herself as a “facilitator of their culture” (interview, Feb 23, 2022), rather, she views what students bring to class as “equally as valuable as anything that I bring...we’re just using what we have, all of our resources and skills and knowledge to build our own classroom culture” (interview, February 23, 2022).

Professional Development Opportunities. It is not only with students that Angela portrays herself as a culturally responsive teacher, but also among her co-workers and the opportunities that she has in attending professional development session. Since she currently works at an international school, she has the opportunity to interact and work with international teachers, although, she shares,

They are mostly Western, like they’re mostly from the US, actually some are from Canada, North America, I’d say mix up more than 90% of our teachers, but we also have teachers from China, Australia, Malaysia, from the Philippines, UK obviously (interview, February 23, 2022).

Working at an international school also grants the privilege to have a range of professional development opportunities. Angela mentions opportunities for visiting various parts of Asia and finds that many of the professional developments she attends are “attended by people from all over the region and quite often even further, so that’s never been an issue. I mean, it’s

not a challenge again, it's another bonus we get to meet all these different people from these different places and have those interactions" (interview, February 23, 2022).

Leadership through DEIJ. Through the DEIJ [Diversity, Equity, Inclusion, & Justice] committee team she is working with this year at her school, she discusses she feels open in discussing the changes that need to be made in the curricula with the aim of becoming more culturally responsive teachers. Angela stated, "By that, I mean we might swap out a core text, and I'll explain that this is better because students will be able to identify more readily with some of the things, especially perhaps our Asian students" (interview, February 16, 2022). She now witnesses the willingness to change and is hopeful that there is trust among them, especially given her background and expertise in DEIJ, but understands that they are "not expected to make major changes each year" (interview, February 16, 2022).

Identity, Diversity, and Sense of Belonging. Valuing other languages and providing opportunities for diverse voices at the school to create a sense of inclusivity are benefits to the school community. This can elevate students' confidence in understanding content, and it can also create a sense of belonging when a student is accepted and welcomed with the language they speak. It is even more uplifting to view diversity in languages as an asset to the school environment. When schools diminish students' home language and negate other languages, it can cause a detrimental effect on students' social-emotional well-being. In Angela's school, using technology tools to connect students through a platform with those who share similar home languages helps provide connections and common ground among students. This helps engage students with their school community. Padlet, a software program that allows students to create content that can be shared through students' technologies, technology, is used for a variety of topics by teachers in their school. Angela incorporates key concepts on Padlet where students

can share videos and comments in different languages. Padlet enables them to create “columns for all the languages that we have in our school” (interview, February 23, 2022).

School context: “Lip service.” As Angela shared that although the culture of the school is more Western, which in terms is related to an association with the United States, she observed the non-Western students assimilating into the Western culture. Angela found that students were aware and acknowledge that the school faculty does not match the student population. Although the school believes in each students’ value, particularly through their identity and creating an inclusive environment, Angela observed that balancing and honoring diversity at her school were not a priority. Angela found that even through recruitment rounds, there was “not a single statement, line, sentence, word, and any of the job descriptions that invited diverse candidates to apply” (interview, February 16, 2022). She inferred that “most of the diverse people who are in the DEIJ [Diversity, Equity, Inclusion, & Justice] committee are leaving at the end of this year, because we just feel like it’s lip service” (interview, February 16, 2022). Angela recognized the hiring process, as well as the students population and diversity is not as reflective toward the DEIJ mission. Nonetheless, the school’s mission involves terminologies, such as instilling inclusivity and seeking identities to build on students’ values to become responsible, successful, and spirited global citizens. Yet, Angela deeply believed that the school does not adhere to the principles of an international education, rather there seemed to be a reinforced dominant narrative at times.

Summary. Overall, I observed that Angela’s cultural competency connected to her teaching through global perspectives. Her openness, commitment, and strength are shifting narratives, including bringing to light topics in which students “were genuinely like their jaws were on the floor” (interview, February 23, 2022). Her teaching concept of raising awareness

about the missing voices and perspectives were present in her teaching the inquiry on Africa titled, *The Ugly Truth: Colonization in Africa*. Further, she shared multiple experiences portraying the way her teaching infuses global perspectives and global citizenship education through inquiry-based learning.

Global Perspectives

The culture and environment of school plays an important role in creating global perspectives, and the way an environment is structured signifies how much global perspectives can be brought into education. Past research has suggested that it is a challenge for teachers to address global or controversial issues (Fuller and Stevenson, 2019). When asked if there were any times Angela felt worried or anxious about a particular culture or diverse population through her planning and teaching, Angela responded:

Not really, I think that it comes out when you're doing something particularly controversial. Then you wonder, 'Oh am I going to get pushback from parents,' or you know, sometimes a kid will express in their notebook their disagreement with something that we're studying (interview, February 16, 2022).

Reflective Practice. Reflective practice can be a way to deal with the controversial nature of global topics (Merryfield, 1993). The level of anxiety and misunderstandings among students can change teachers' perspectives in teaching about politics in the classroom (Zimmerman & Robertson, 2017). Having discussions that engage each other in understanding opposing opinions usually informs broader perspectives, resulting in creating better understandings (Hess & McAvoy, 2014). For example, Angela shared a personal experience where she and her co-worker were talking about China with another student, and relayed the following intriguing narrative:

Somehow, we ended up talking about the Uyghurs [a Muslim Turkic ethnic group], and the Chinese student was like no, no, no, no, the what...what the...Uyghurs? He said, *'I've never heard of those.'* And we were trying to kind of explain it to him, *'you know, we've seen pictures of them in camps and they'd be taken away from their homes,'* and he was like, *'this isn't happening, I don't know what you're talking about.'* But anyway, he went away and he looked up and he came back and said, *'Oh, no, they're terrorists, yeah, I looked it up in Chinese,'* and he said, *'they're actually terrorists, and what happened is they used to be really powerful and then we kind of like, the people, kind of took them out of power and they've since then become a terrorist sect and we have to control them because they were the people who are oppressing us'* and I was like, okay, so that's a completely different perspective. And I said *'so, you should also go and look and see what we're saying,'* which he did, and he came back and then he was like, *'huh'* and you can see that he was like, *'I don't know what to believe,'* and we had this conversation around that all we have is the media, like we don't have first-hand witness experience, so we have to kind of decide who do we trust and what do we believe, and that it is complicated (interview, February 16, 2022).

This significant event presents a notion that today and tomorrow's children must be able to cultivate an authentic, humanistic global citizenship identity that recognizes their place in the world. This includes instilling in their roles and responsibilities the ability to construct and reconstruct challenging and troubled notions of the world that deals with inequity and injustices, to work for equity, justice, and co-existence. There is a need to cultivate the knowledge, attitudes, skills, values and dispositions to live in our culturally diverse world. In relation to global education, did these particular students learning experience foster their global competence

and perspective? To a certain extent. However, most teachers tend to avoid or ignore integrating global learning into curricula due to mandates that prioritize the US narratives and national identity (Rapoport, 2013; Ukpokodu, 2020). I appreciated this experience as Angela and her colleague were able to provide the safe space, time, and environment for the student to explore in their home language information about Muslim Turkish Uyghurs. Additionally, they provided the student with the opportunity to look at the opposing perspective, which Angela and her colleague identified as their perspective. This opportunity for the student to research the opposing view brought forward a sense of hesitation in response to the issue in which the student was more critical and reflective when forming an ideology about a topic.

When teachers provide students the chance to widen their scope of understanding, they must grapple with political powers that deny equality, equity, universal freedoms, and human rights. In another example, Angela shared about the perspectives that surfaced when students were reading a book about Malala, the Pakistani activist for women's education and Nobel Prize winner. A Pakistani student in Angela's class presented a different perspective about Malala, that in which her student wrote in her notebook and verbally shared with Angela and her colleague that Malala is "just a big fake...this whole thing about her being shot was set up so that she could...go to the West" (interview, February 16, 2022). Angela saw this as an opportunity to better understand her student's perspective and realized that "we do have blind spots, but we acknowledge them and we're ready to look at them and explore them" (interview, February 16, 2022). Not only did this discussion between Angela, her colleague, and this student reveal perspectives, even fragmented perspectives, but also a context through a lens of power, media, and societal truths, which are often reiterated narratives found in articles, books, family conversations, or community discussions.

The lesson to be learned portrays the challenges in which teachers need to think and reflect upon certain content being taught in the classroom. Encouraging teachers and students to discuss what they see, hear, and read from sources is critical, as well as providing the chance to discuss how the outcome confirms or even disrupts their personal understandings and ideologies. Teachers could illuminate activities that provide multiple global perspectives and combine reflective teaching strategies with content to provide a scope of how someone from either the same place or a different place may think or view different context, scenarios, events, issues, or situations. This could also help mitigate thought-processes in an attempt to broaden narrowed perspectives and instill more empathetic skills.

Examining Multiple Perspectives. Angela approached global perspectives (Merryfield, 2002) in her teaching by confronting the stereotypes and resisting simplifications of other cultures. For example, when she taught about Africa, she fostered the habit of examining multiple perspectives. During a Socratic seminar in one of her lessons, Angela shared that they focused on African countries and colonialism and students answered the question: “How was Africa rich, diverse, and powerful before colonialism?” (interview, February 16, 2022). Angela felt it was important for students to develop “meaning, purpose, and value in education [which is] when you make connections” (interview, February 16, 2022). Specifically, she sought to broaden their perspectives:

It’s been very much like Africa, and I think again, and I am making huge assumptions here, so forgive me if I am speaking out of turn, but I think there is like a perception in the US that Africa is the country that really needs to be supported, and people need to know more about it, because you know, there is this strong relationship obviously between the US and Africa, and maybe perhaps some sort of feeling of guilt...like a

feeling that there needs to be some kind of reparation, and as teachers, we can, you know, effect that reparation by teaching our students the other side of history (interview, February 16, 2022).

When asked to define global perspectives, she defined it in terms of history in which there was a connection across time, space, location, geography, and cultures. She reported:

You know, when it was the Dark Ages in the UK, which is what traditional curriculum would teach and how awful, even that's open to debate, but you know the Islamic Revolution was going on, the Islamic Enlightenment, but we don't connect those things and that's really important to bring out the features of why that was called the Dark Ages and to bring out why this was called the Enlightenment, and then how did that impact the Enlightenment in Europe and to see the interconnectivity of everything and to understanding different things were happening, but they are interconnected because humanity is interconnected, and that's something if we can understand...it's never about just our country, our nation, it's about a bigger picture (interview, February 16, 2022).

Her response suggests that Angela has a frame for helping students understand global realities by building on how specific time periods in history influence our understanding of how our world came to be what it is today (Case, 1993; Gardner, 2006). By looking at global contexts through the lens of history students better understand how the world around them came to be (Journell, 2022). Overall, the social studies curriculum has maintained the appearance of “American exceptionalism for the past century because the narrative of the United States as a defender of democracy against fascism/communism/terrorism has helped whitewash early atrocities of our own making, such as slavery” (Journell, 2022, p. 2). Nonetheless, teachers have incredible influence over the narratives taught through the content and curriculum that students

learn. Angela's focus on power and truth-telling in the unit on Africa brought in different perspectives, as she relayed:

All through the unit, we have brought in different perspectives. First of all, we started with the African perspective, well, not just the African perspective, but let's say an alternative perspective on Africa before colonialism. Our students were genuinely like their jaws were on the floor. They were so shocked to find out that Africa had a diverse and rich cultural heritage before colonialism. They thought people literally sat around naked outside mud huts and they had no knowledge of the fact that there were languages and artworks and rituals and cultural practices, that it was a very rich continent (interview, February 23, 2022).

Raising students' global awareness was a critical piece of Angela's teaching. It was important for her to show "how a single story can become the only story" (interview, February 23, 2022). Another major point to Angela's teaching was asking students: "What voices are missing and what other perspectives might we take" (interview, February 23, 2022). These perspectives often come from the lost stories, and as Angela shared,

There is always that dynamic of power, as well, which means who gets to tell the story, and I think the students, even at that age, can understand how powerless the African continent can be in terms of what they contribute to the media that we consume every day (interview, February 23, 2022).

Angela views global perspectives as a lens through which an individual can develop awareness of other peoples' experiences. In her view, students should:

Never just look objectively at what's happening, it's always informed by their history, by their understanding, and perhaps by their bias and stereotypes. So even though we

have now revealed another layer of African history to them, I would hope that they would be still aware of other perspectives, and possibly, you know, Africa is a continent, it's not a country, it's not one mindset, it's not one perspective, and the stories are complex and they're deep, and that's what I want them to get to...not so much like we need to just hear the other side, but it's not just like a line with two sides, it's more like a hexagon that has a lot, a lot of different ways (interview, February 23, 2022).

The ability to construct multiple perspectives of local, global, and international issues is an in-depth strategy that engages students in intercultural problem-solving. A perspective's impact is based on a superficial opinion (Case, 1993), such as Angela's quote above. Her perspective can be extended to what global perspectives look like in context. Because global education can prompt strong emotional reactions when teaching through global perspectives, the pedagogical approaches are critical to exercise throughout the year. For example, approaching students to begin learning about low-risk content knowledge through various forms of activities and then progressing to learning more about high, or non-negotiable-risk topics is a way to guide instruction and learning.

Based on the data, global citizenship education seems to be at the core of Angela's teaching. Angela stated that global citizenship education is "the foundation of our agenda, like the whole point is that we want them to have that understanding of other humans" (interview, February 23, 2022) whether it concerns social, economic, and/or political topics. Angela believed that her teaching must be based on her students' developing a global perspective because of the amount of information her students have access to daily. Students need to be taught how to "sift through [resources] to find meaning that is reasonable, logical, [and how to] use their critical thinking to draw conclusions" (interview, February 23, 2022). The responsibility to help future

educators prepare and equipped to teach students to critically think can help them connect concepts and differing perspectives through creativity and collaborative problem solving related to teaching through global perspectives. Angela used *Atlas*, a curriculum mapping program that focuses on “enduring understanding.” Angela intended to build such understanding in her students

...because we don't know where they're learning is going to take them, and we can't define what they're going to be curious about and what they're going to learn, and they might come up with a conclusion [that will not endure] ... What we do is allow them the space to explore that, because if they are in a safe [enjoyment] like a school and come up with conclusions that are dubious because there's no evidence, maybe ... extremist views ... [then] we need to have those conversations... [When they] get out there into the world, they're going to meet people with different perspectives and they're going to feel cheated of the other's education, they're going to be like, my teacher [did not] tell me that they were hiding (interview, February 23, 2022).

Angela sensed that it is dangerous for students to only adopt one point of view and avoid evidence supporting another one, because their personal biases could restrict them because they “did not have the full picture” (interview, February 23, 2022). Through her teaching, she reflected that students were able to grasp the question of who controls the narrative. They have had “huge aha moments, they've had things that have rocked their world, they'd really felt uncomfortable and had to grapple with, but, because it is a supportive environment where they are safe to ask questions, it's been really powerful for me” (interview, February 23, 2022).

Her learning goals for her students on the unit on Africa was more than just a letter grade on an assessment, but rather, her students being “able to apply to life, to have better lives

themselves, [and] also to create conditions where other people can have better lives” (interview, February 23, 2022). Angela viewed the perspectives that students explored were derived from multiple voices around the world, including her own African-European perspective. The voices shared throughout her teaching would not have been part of the traditional Western curriculum under the themes of colonization or empires (Reflection on January 20, 2022).

Students Responses to Reparations. Furthermore, Angela’s teaching log toward the end of the unit, indicated that students’ responses to reparations ranged from expressing “the opinion ‘what’s done is done, as horrible and tragic as it may be’ to recognizing how past injustices lead to current disadvantages and the need to make up for these” (Teaching Log, March 10, 2022). She reported students' feelings and thoughts about the monetary reparations for postcolonial countries and shared that “students also reported interesting conversations with their families - sometimes students were educating their families and sometimes hearing complementary or different perspectives to their own. A very meaningful learning experience overall” (Teaching Log, March 10, 2022).

Angela witnessed her students making connections in new ways, based on their reflective comments which Angela voluntarily shared to have a better idea of the inquiry outcome. For example, her 8th-grade Humanities students would ask questions such as:

I didn’t know humans were capable of committing such hateful crimes...Where are [the] people most exploited and harmed? What can our generation do to help these people recover from their traumatizing experiences and what can we do to prevent [them] from happening? I also wonder how these victims were able to push through these heinous acts” (Reparations Mixer Responses, March 1, 2022).

Another student wrote:

I think reparations in which the government actually tried to put things back to “normal” impressed me, but the reparations in which the government just offered money as compensation for incredibly cruel things, I felt annoyed and dissatisfied. I was left with the question of, why do these governments do this? Do they really not consider how the one being treated harshly feels? (Reparations Mixer Responses, March 1, 2022).

Angela was aware that global perspectives requires students to be reflective and evaluative of the ideas learned. She engaged her students in a reparation mixer, which required students to share the outcome of their learning and ask any questions they have about reparations. They were provided with the opportunity to confront the complexities and ask questions to think about solutions that reflected the goals of a global community - one that would benefit everyone.

Summary. The idea of having students choose a case study from the Africa unit portrayed that this unit was student-led inquiry with meaningful key concepts emerging. Angela noted that “the global perspectives came from their sharing of their research through speeches” (Teaching Reflection, March 10, 2022). Inquiry that has personal meaning to students encouraged them to make sense of the present world. Inquiry with a global perspective allowed students to examine, understand, and reflect upon global issues. This continuous reflection process valued the practice of acknowledging multiple perspectives, as well as the need to embrace global awareness by showing more than one-side to an issue (Beal, Holcomb, & Lee, 2012). This is what Angela’s teaching through inquiry was all about as she shared that “no two individuals are going to have the same story to tell” (interview, February 23, 2022). Angela’s critical approach required counternarratives representation to challenge the representation that the Western world often projects (Harshman, 2017). Her way of building global learning

involved a process of students collaboratively analyzing and addressing a complex issue of colonialism and sharing what they have learned with their community.

Inquiry-Based Learning

Angela's idea of inquiry resonated differently from the rest of her colleagues at the international school. Students were directed to answer the question – 'How was Africa rich, diverse, and powerful before colonialism?' Angela suggested the wording of the question should be more open by using "To what extent" instead of asserting that Africa was rich, diverse, and powerful by asking "How." Angela further noted that all the materials that they were given, which students pretty much had to stick with, were about 'how' Africa was rich, diverse, and powerful" (interview, February 16, 2022). She felt the inquiry question of 'how was it' was a leading question rather than an open inquiry question. Her idea of an open inquiry was "where they really have time and space to follow their questions and their curiosity, rather than us imposing a view that they then have to support through research" (interview, February 23, 2022).

The intention was to have students participate in a Socratic seminar in one of the lessons; however, Angela noted that as students came out of that lesson and noted their discussion experience as they shared that it was not a Socratic seminar. After asking her students why they thought it was not a Socratic seminar, they stated that they did not argue or debate. After discussing this feedback from her students with her colleagues, Angela shared the following:

I said that going into my colleagues, and I think they felt like they were really leaning into DEIJ [Diversity, Equity, Inclusion, and Justice) by forcing this view [that Africa was rich, diverse, and powerful], but for me, it felt very uncomfortable because I say, what we need is to leave room for them to disagree" (interview, February 16, 2022).

She further elaborated,

We have a lot of different perspectives and languages and cultures and personalities, and we have individuals...so when we set up an inquiry, we have to have space for them to explore whatever ways they want to explore and we want them to have their own interpretations (interview, February 23, 2022).

While working with her colleagues, she stated her disagreement with the wording of the question wording:

...but there needs to be room for them [students] to come to the conclusion that it wasn't [rich, diverse, and powerful], so we can chat what went wrong because [if] we can't get them through understandings through inquiry, then that's something that we need to be checking ourselves on (interview, February 23, 2022).

She continued to assert,

We give them the materials, we allow them the freedom to explore it, and then they come back to us with this one idea that they have, that is kind of missing the point of inquiry, for me, like they need to... we need to train them how to think" (interview, February 23, 2022).

Students are often told what to think rather than how to think, which could potentially leave students disengaged with the topic they are learning. To make students more active in their role as learners, teachers can plan and diversify the strategies and skills necessary for students to exercise their agency.

Since inquiry learning allowed Angela to facilitate student learning, she worked with her students and encouraged them to ask question, worked collaboratively, incorporated multiple perspectives, and provided feedback on their learning to help her assess and revise to help

students become more engaged in their learning. The essential questions of Angela's inquiry unit were:

- **Unit Sub-theme & Essential Question:** The Ugly Truth: How do past events shape current truths?
- **Case Study Compelling Question:** How did power and control impact the lives of Africans and their European colonizers?
- **Supported Student Inquiry:** How should reparations and the legacy of colonialism be handled?

Angela planned for her students to take on a case study country (e.g. Algeria, Congo, Ghana, and Kenya) and answered the above compelling questions and the materials and resources provided from The Choices Program through Brown University. As students formed teams and navigated through the sources based on their case study, they created a slide deck to present their findings to another team. They looked at the social, political, and economic impacts of colonialism in Africa while the students considered the overarching compelling questions. The students then had a discussion with the intention of it being a Socratic seminar, and continued to discuss the political, social, and economic impacts on colonization. Toward the end of the inquiry cycle, students wrote a Claim, Evidence, and Reason (CER) essay where they explored what African colonialism looked like, as well as its impact in other parts of the world.

Angela spent a lot of time reflecting on how to get students to ask good questions; she looked into various question formulation techniques. She felt more autonomy and piloted her own curriculum in previous years, while this year, she felt some dysfunctions and limitations in regards to curriculum structure and coming up with good questions. She communicated the following:

The upside of that was I was able to do it [ask good questions] ... what I saw as in the spirit of inquiry is like, here is the big topic we want to explore, how can we make the questions, how can we develop our research skills to make sure we have reliable sources and then what responses can we come up with and then what questions does that generate, and where does that leave us in terms of the learning that we'll always be doing throughout life to answer the questions? (interview, February 16, 2022).

Using heavy scaffolding techniques and a step-by-step process allowed students to have the opportunity to expand their learning and insights. However, Angela found herself not making any predictions about what her students were going to learn; rather, she believed in creating learning experiences that were meaningful and purposeful for her students. The idea was to create conceptually driven units and connect to bigger ideas that come from students' understandings based on their reflection pieces.

Students Outcome. Angela's perception of her student's outcome of understanding was the following:

When I read their reflections, I sometimes get a little bit emotional because I'm like 'wow, like they got so much out of this' and I'm so pleased for them that at 13 years of age, they have more knowledge and understanding than I did in my 20s about how the world works (interview, February 23, 2022).

Ultimately, the significant ideas students learned through Angela's teaching were the core concepts of power, truth, and control of the narratives. She reflected in the interview that her students have figured out how to peel back the layers of complexity through research, and were becoming more critical and evaluative of the sources they read. She further emphasized that

students were thinking like historians and “considering whose perspectives [were heard] and why was this written” (interview, February 23, 2022).

An equally significant outcome of the unit was the emotional toll of the unit on her students. Angela felt her students experienced the following:

They’re out there at the threshold of adulthood when they realize that the world isn’t all sunshine sparkly unicorns, and I think this unit has really brought home to them how, like, man’s inhumanity to man, because a lot of the questions [were] about how could they do this, how could they do this, and I don’t understand why – I think being able to grapple with those questions in a safe space with peers that understand...we have to acknowledge this can be quite traumatic for adults to realize, never mind children, so I suppose that maturity and development into, like, the world has real problems (interview, February 23, 2022).

Since the unit about Africa was filled with shocking realizations for students, Angela wondered if learning about truth, power, and control led her students through some sort of “grief process where they come out the other end and they’re so much, like, lighter, but initially, it’s just, because I can imagine that it’s the shock, and then the anger...then eventually acceptance” (interview, February 23, 2022).

Due to the heaviness of some of the content throughout the inquiry unit, Angela ended some lessons with mindfulness and meditation exercises “to just clear our emotions and clear our minds” (interview, February 23, 2022). This helped students navigate through the rest of their day without “walking around thinking about comfort camps or ... children being ripped away from their parents” (interview, February 23, 2022).

Sources in Inquiry. In Angela's reflections, she preferred to offer students resources as a starting point instead of a definitive list, and they would then find their own resources to come up with different conclusions. She also believed that changing the wording of the "How" question to a "To what extent" format is in line with a true inquiry as that would be more valuable for students to get the most of the inquiry learning (Teaching Reflection, January 19, 2022).

Training students how to critically think is a significant component of inquiry-based learning. Angela found her students to be most engaged in the open part of the inquiry process. This occurred during the final part of the inquiry learning when students were asked to look for reparations after postcolonialism and examine the injustices of the past. She found students connected the content to their own heritage and shared that students' perspectives shifted to the following:

Okay, so now, 'I've learned about Africa, like where else was this going on and what does it look like and what's happening, like what's going on today to make that right' and I think that's really exciting for them (interview, February 23, 2022).

Outcome of Inquiry. Angela felt her students also felt smarter, more confident, and knowledgeable after completing the inquiry. They were able to make connections among the different areas of inquiry, as this particular inquiry unit was taught through various cycles. She felt her students connected to previous learning and they were engaged with the content deeply through their opinion and reflection writings.

Angela's favorite quote is: "Now I know better, I do better" (interview, February 23, 2022). She noted the following after teaching the unit:

Our students really enjoy humanities, like they talk about it as one of their favorites subjects, they enjoy the discussions that we have, so it's not to say that our students

aren't having a good experience, it's just not my idea of inquiry.

Often when students respond in a United States history or social studies class, they see it as a boring subject and regard it one of the least engaging subjects in schools (Chiodo & Byford, 2004). However, Angela noted the content they teach is consistently open for collaboration among other teachers in the school, and student engagement is high.

Angela's hope is that by the next and final unit during this academic school year, students will be able to understand human rights through the UN Sustainable Development Goals. Students will be able to connect the ideas of quality of life and equality to concrete things that have happened historically and in modern day. Angela finds that her students can be empowered in "how they can be change agents" (interview, February 23, 2022).

When asked about which part of the inquiry were students most engaged, Angela found that "All of it...was powerful for students to put themselves in the shoes of these people [case studies]" (Teacher Reflection, February 22, 2022). She found that students reflected and shared new questions and built connections and contrasts. She appreciated the part of the inquiry cycle that was more student-led which allowed students to share their research and findings through speeches.

She reflected that keeping the student-led aspect was powerful, but opening up the discussion to

...other types of reparations that aren't necessarily colonialism...would enable us to still address the standards, but allow for even more student voice and choice. I would also prefer if students shared their research wider than just the classroom. Adding in a minimalist poster (for example) that they could share on social media to raise awareness and provoke discussion might be one option (Teacher Reflection, March 10, 2022).

Overall, Angela's students were highly engaged as the learning was well-structured and reflections portrayed a sense of understanding of the context about colonization in Africa. Students grappled with complex topics such as reparations post colonialism and the different ways in which colonialism created a "lasting legacy in particular context" (Teacher Reflection, February 22, 2022). Although Angela said that the development of the inquiry process did not fully follow her idea of what a true inquiry looks like, she found that a substantial amount of learning occurred based on students' feedback.

C3 Framework. When asked, 'why do you use inquiry in the classroom?' Angela responded:

Our school knows what most research says about effective teaching and learning, and I believe the curriculum director who brought C3 really felt that this was the most up to date...that it was the best, that she deeply believed in inquiry (interview, February 16, 2022).

However, the curriculum director who brought C3 had left the school due to frustration because "people didn't understand inquiry" (interview, February 23, 2022). Angela noted the international school does not follow a particular national curriculum, "but clearly, our programs are imported from the US, so you'll see a lot of those values reflected" (interview, February 16, 2022). The C3 Framework standards are vividly stated in the inquiry unit (January 18, 2022), in particular to the following:

- Dimension 2- Civics (Processes, Rules, and Laws)
- Dimension 2- Economics (The Global Economy)
- Dimension 2- History (Perspectives, Historical Sources and Evidence)

- Dimension 3- Evaluating Sources & Using Evidence (Developing Claims and Using Evidence)
- Dimension 4- Communicating Conclusions & Taking Informed Action (Communicating and Critiquing Conclusions)

These standards were used throughout the inquiry process, and Angela shared her perspective on the standards:

The C3 standards are very generic and vague. There's no content attached to them, and if I'm not mistaken, I don't believe they say anything about, I mean, they do talk about things like, you know, an awareness of what global citizenship is and how it operates and economics, it'll say something like that, but that's very vague and could be interpreted in multitude of ways, which doesn't necessarily bring in that multicultural or global perspective, even if it's the intention (interview, February 16, 2022).

Angela noted that students need to see the big picture and there was a tension between the inquiry approach and the content they need to cover when it came to PLT meetings. The C3 standards and framework components are not new to social studies education, and teachers may see them as unclear about what the questions may look like or how an assessment may be. The C3 standards may encourage global citizenship education and provide global interconnections, such that in geography and economics, but less of a focus on global citizenship education in civics and history. However, the C3 Framework does support global learning through the inquiry arc by using disciplinary tools to evaluate sources and most importantly, the commitment to taking informed action. The idea is that schools and policymakers need to reconceptualize social studies education as the need for global citizenship education is necessary to prepare students to take action. As a result, the C3 Framework was created to guide the development of inquiry in

the classroom. The inquiry arc, which integrates the dimensions, is a roadmap to inquiry curricula and it incorporates the disciplinary practices and literacies that are necessary for problem solving and critical thinking skills. Angela reflected that the C3 Framework

can still be pretty much an American history, American focused curriculum. It doesn't necessarily bring in that global perspective in a meaningful way...you know, our program is C3 and Common Core, and Common Core is cultureless in a way, although, having said that, it's nonsense to say culture-less, because it obviously prioritizes certain kinds of writings, certain times of, certain types of speaking and listening, which wouldn't come through another national curriculum (interview, February 16, 2022).

Angela's perspective on integrating global education relied not just on inquiry frameworks like the C3, but also standards for learning that focus on the notions of equity, diversity, and inclusion. Angela argued,

No matter what the standards are, unless there's something as clear and as direct as the Learning for Justice standards, which our school is actually adopting ... [and are] necessary [and an] accountable part of what we teach in our units...they need to be mapped on *Atlas*, they need to be assessed, they need to be like a living, breathing part of what we do (interview, February 16, 2022).

The Learning for Justice standards connect with various frameworks from social justice standards to national standards. The social justice standards consist of four domains - identity, diversity, justice, and action (IDJA), and this framework is designed for anti-bias education. The College, Career, and Civic Life (C3) Framework and the Common Core standards focus on the rigor and relevance in education. Many of the Learning for Justice lesson plans embed the Common Core and C3 Social Studies Standards. The C3 Framework integrates the concepts of

global justice, human rights, and cultural relativism (NCSS, 2013) that closely align with the Learning for Justice standards.

Conclusion

Angela is a dedicated and committed educator who strives to work toward the lens of Diversity, Equity, Inclusion, and Justice (DEIJ). She is also a passionate educator who enjoys introducing multiple perspectives and viewpoints to her students as she encourages students to discuss, reflect, and work toward inclusivity. Angela focuses on promoting action on the issues of diversity, equity, inclusion, and justice in her teaching, as well as working collaboratively with colleagues to positively impact students learning experience. Angela's experience as a culturally competent educator contributed to the way she planned and implemented inquiry, including being purposeful in teaching through global perspectives that aligned with her cultural competency.

Angela emphasized that her students could use her as a primary source, given her Afro-European background. Angela also strived for equitable classroom participation and encouraged students to ask questions that they are curious about and learned from one another. Although she was not as satisfied with the school environment and structure, Angela continued strived in focusing her teaching on the unit of Africa about power and truth. Her way of teaching how a single story can become the main story was visible through her students responses in the reparation mixer activity as students answered the inquiry question: How should reparations and the legacy of colonialism be handled? (January 18, 2022). Angela was pleased with the outcome of her students inquiry learning, and although she preferred more student-led resources, including a variety in learning resources too, she believed an inquiry should align with a "to what extent," format. She noted her students had a "good experience" in her humanities class as they

learned through inquiry with global perspectives and she appreciated teaching and learning through diversity, equity, inclusion, and justice.

Ayla: A Nurturer of Identity and Belonging (Maine)

Ayla is a passionate educator who strives to build connections with people from different backgrounds. She is proud and upfront about being Jewish, and by being “very upfront about being Jewish, maybe that will invite students” to also become more open about who they are (interview, February 21, 2022). She noted,

My background is Jewish, my religion is Jewish...being able to discuss openly and proudly about my background, I hope sets the stage for them [students] to feel like they can have their background that might be different and unique from other people in the school community (interview, March 17, 2022).

She considers herself to be a lifelong learner and enjoys unpacking historical learning with her students. Ayla graduated with a degree in Art History and Government and Legal Studies and taught in an inner-city in Los Angeles, California. She then switched gears and went to law school and practiced law for a handful of years while raising a family. She went back to teaching during her mid-life years with the idea that this is what she wanted to do, and as she noted, it was “where I found myself” (interview, February 21, 2022). She resides near Portland, Maine, a diverse area populated by refugees. However, she is working in a more homogeneous, rural area and mainly a White community. Therefore, the community she lives in versus the community she works in feel different politically. For example, she reported, “I do find myself having to be careful with what I teach, what I say...my lessons might be different if I were teaching in the area where I live” (interview, February 21, 2022). However, despite the challenges Ayla faces, her awareness and attitude toward instilling the confidence and

acceptance of one's identity, as well as approaching education from a discovery lens, provides her students with the opportunity to become more aware of multiple perspectives through her teaching.

Cultural Competency

Ayla was aware of her students' backgrounds and behaviors in regards to cultural differences and noted that there is still a hesitancy to share their unique backgrounds for those students who seem to be “different, who come from different backgrounds, different from the majority” as at least 95% of the population at the school is White. She believes that as she is upfront about who she is as a Jewish woman, it would invite students to be as well. As Ayla shared more about the school population and dynamic, she referred to a student who had a Cambodian background and other with Native American heritage. However, Ayla mentioned, “there isn't a lot of talk about like hey, look at me, I'm different” (interview, February 21, 2022).

Representation matters in a school, and although it may seem to be simple to address cultural diversity in her world history class, Ayla may have found it to be challenging at times to reach those students who may not be open to sharing more about their identity and background. Perhaps, students from diverse backgrounds who have assimilated in the school environment is making it a challenge to share more about their identity. As they become more influenced by the majority population, it often means they adapt quickly to their surrounding community, making them less willing to stand out of their unique characteristics that sets them apart. She also noted that she enjoyed being the head advisor for the civil rights team, but asserted the following: “it would be more ideal if someone who didn't look like me was in charge of that, but there isn't anyone in our school [who] is not White” (interview, March 17, 2022). Nonetheless, Ayla

seemed to be seeking ways to address a gap she saw in the relative lack of diversity and representation at the school.

Ayla's intent to bring diversity, equity, and inclusion into practice was visible through her work and life experiences. For instance, as the advisor for the Civil Rights Team at her school, she addressed the issue of gender acceptance and gender diversity. She initiated a survey of the student body to receive information about whether or not their gender matched at birth and their preferred pronouns. This information was utilized by teachers and counselors at the school to meet their students' requests best. Ayla asserted,

Students would be able to say, I want my teachers to address me by my gender...but I don't want them to use that when they talk to my family... we're trying to get that information out to educators, but also to protect them if they're not yet coming out to their family (interview February 21, 2022).

In her classroom, she found it easy to address cultural diversity through the curriculum since she taught World History rather than a US history course. As part of her teaching focuses on world religions and looks deeper into antisemitism and Islamophobia, her goal was to initiate awareness and conversation about "how we can be respectful of people who have belief systems that are different from our own [and] how our belief systems are more similar to each other than different" (interview, February 21, 2022). She found that students are interested in understanding various cultures and religions, particularly how significant it is to world history.

Ayla shared an interesting experience in which she taught a sibling of one of her current students, and the sibling had informed her that they are Jewish as well. This former student would approach Ayla and have a conversation about being Jewish; however, when Ayla approached this former student's sibling this year and said, '*Happy Hanukkah,*' the student gave

Ayla a puzzled look. At this point, Ayla smiled at her student and said, *'I'm sorry, I thought you celebrated Hanukkah, must be a mistake'* (interview, February 21, 2022). Ayla felt that it was unusual and that this story was a mystery to her. Yet, she noted that because we live in a “politically fraught environment” she did not want to create more assumptions about this student’s background to avoid saying “the wrong thing” (interview, February 21, 2022). Here Ayla reflected on the relative sense of openness among students, which she included talking proudly about one’s heritage and culture. However, she shared she had one Muslim student last year who wore the hijab, “and she was very open and awesome...she would come talk to me, and I think I hopefully invited her by being open about my own background” (interview, February 21, 2022).

Ayla sometimes felt a little anxious when teaching about a different culture other than her own. Still, she said she took the initiative and did her research to investigate and learn more about any culture she addresses before her teaching. For example, she told her students a story she learned about while student teaching, which was the following:

I learned during my student teaching about the physical depiction of Muhammad [peace and blessings be upon him]. The story was that a previous student teacher was teaching about Islam. She made a slideshow...represented Muhammad [peace and blessings be upon him] in the slideshow [and] within half an hour, the school was getting a call from the Imam conveying ‘I don’t think this is right...’ So I tell my students how it is important for you to understand what would be considered disrespectful to someone else’s background. (interview, February 21, 2022).

Ayla appreciates being open, honest, and proud of one's background. As a result, she finds it she feels fulfilled and "really good about that they might not have learned anything about these groups ever before this class" (interview, February 21, 2022).

Professional Development Opportunities. Although it can be challenging to attend professional developments that involve interactions with people from different cultures, particularly in a state like Maine, she found that through "the world of Zoom," she has done "quite a bit of professional developments during COVID times" (interview, March 17, 2022). She took part in a diversity, equity, and inclusion professional development. Ayla later explained that it was "mainly all-White group come to think of it, even though the subject matter was diversity, equity, and inclusion. This is a big challenge we have here in our state" (interview, March 17, 2022).

Summary. Ayla's educational background and experiences in practicing law and then transitioning to teaching had strengthened her skills to focus on student-centered learning, including subject matter expertise in World History, US History, Civics, Law, and Civil Rights. Her leadership experience, such as th head of the Civil Rights Team at her school allowed her to become more culturally competent and lead initiatives focused on cultural competency within her school. In addition, as Reidal (2021) emphasized, "teaching with a legal lens belongs at the heart of engaging civic education" (p. 372). Ayla portrayed a way of teaching that cultivated students' minds through law-related education and the focus on inquiry and critical thinking was embedded by the ability to provide her students with meaningful learning opportunities as they learned the varying forms of governments in her world history class in this study.

Global Perspectives

Ayla shared that one of her goals was to have students “think of themselves as global citizens rather than just like an American or a Mainer” (interview, March 17, 2022). When asked how she would define global perspectives in her own words, Ayla relayed the following:

Global perspectives would be sort of broadening the lens to see things from different points of view to understand [and] appreciate what is going on in different parts of the globe from a position of respect, and sort of objectivity, ideally...as I become more expert, including developing a deeper understanding of perspectives of people from that area, I can more competently compare and contrast these points of view. This approach would be very optimal, but I haven't gotten there yet in my practice, but that [is] something that I would look forward to developing over time (interview, February 21, 2022).

Explicating a global perspective involves two concepts: (a) the idea of a global phenomenon that would be explored and (b) the desire to acquire knowledge of that phenomena through experience (Case, 1993). The majority of global educators - whether they focus on World History, Humanities, US History, Civics, Western Civilization, Civil Rights, or other content across the discipline - jointly contribute to a common contextualization, which is helping to prepare their students for the world they need to face in the present and in the future. The anticipation of complexity in teaching through global perspectives was apparent with Ayla because she noted that it was a developing practice. The idea to move from superficial learning (e.g. facts) to an approach toward fostering students appreciation of global complexity requires space and time. For example, when discussing world hunger, the solution is not to simply produce more food, or poverty is not solved merely by providing more jobs, or sustainable cities

and communities solution is not to simply urbanize the world (Case, 1993). The idea to look deeper into the linked factors such as food production, unemployment rates, resources, health care, and varying global systems to further students understanding can help them see the interconnected nature of these global situations - either from the past and present to predict the future (Case, 1993).

In describing her preparations to teach the inquiry unit, Ayla indicated that she aimed toward a global perspectives inquiry. She wrote that this inquiry, “provided a good opportunity for students to learn about countries in the world today and how they govern. That fact, in and of itself, enhances students’ global perspectives” (Teaching Reflection, March 14, 2022). The main focus of the inquiry was to engage students to learn about the forms of government in a selected country. Students needed to go through three different parts of the inquiry:

- 1) Students work collaboratively in a group to complete inquiry questions using research from trusted sources to make their own conclusions about the selected country’s form of government. For example, Some of the inquiry questions were: Does this official form of government influence your determination about what kind of government is in place? When did he/she become the leader? How long is his/her term? How “free” is the country according to Freedom House?
- 2) Students also work with their group using the research they found and come to a conclusion about the form of government by answering questions such as, what form of government does [that country] have? Give at least three reasons, with support provided by evidence in support of your answer.
- 3) The last part of inquiry was completed individually and students wrote a short essay which demonstrated their understanding about the form of government in the country

they chose to research and explore.

Initially, the introduction to the forms of government inquiry allowed students to investigate Russia as a class because it wasn't "very difficult" and it was "an easy way to kind of show them how to go through the inquiry with a country they are likely familiar with that is in the news" (interview, February 21, 2022). Ayla also provided the option to select Ukraine "as a country because of what is going on, so just a way of learning about a country that is very central in the news right now" (interview, February 21, 2022). She further selected eight countries from Europe, Asia, and Africa. Students were given the following countries to choose from three continents:

- Europe: Poland, Hungary, Norway, Ukraine
- Asia: China and India
- Africa: Mali and South Africa

Ayla felt that learning about the world as ninth-grade students was her students' "first opportunity to learn about countries beyond the US" (interview, March 17, 2022). She introduced them to countries that they may not be familiar with. Ayla typically chooses two African countries and two South American countries, but "this year, because of what is going on in Europe, I decided not to do any countries in South America because there is a class on the Americas, so I figured we focus on Europe, Africa, and Asia" (interview, March 17, 2022).

Expanding Perspectives in Inquiry. In choosing the countries to include, Ayla focused on the countries that might not get as much attention in a traditional curriculum. She wanted to expand students' perspectives and explore countries since "world history has traditionally, historically been very European centric, but even in this, while I gave them several European

countries to choose from, they were not the big ones, so it was like Hungary, Poland, Norway, and Ukraine” (interview, March 17, 2022).

Previously in the first quarter of the school year, she taught about the development of civilizations, with a particular focus on African civilizations. Ayla noticed a trend in curriculum and wanted to fill in the gaps, as she reflected,

Africa has gotten such short shift in learning, you know, world history/global that usually up until 10 to 15 years ago, students would not learn more than like Rome, Greece, and maybe Egypt...[but] I give them a list of six African civilizations and [ask them] which one do you want to learn about, and it is a great way to get them to see like *‘woah, like so much of civilizations came out of this continent that we don’t even study’* [and] I’m sort of changing the lens a little bit (interview, February 21, 2022).

Students just want to know the truth. And despite today’s sociopolitical climate, teachers, such as Ayla, are committed to doing right by their students. Ayla elicited that she wanted to teach her students the truth about history; thus, doing the truth-telling work as opposed to telling students facts. This was a skill Ayla emphasized she worked on in her teaching. She explained:

I am naturally [as] someone who approaches education to students [to uncover] the truth...for example, [a] lesson that we [previously] worked on [during the school year was] about the development of the first known democracy in Athens in Greece and whether we should consider it a true democracy (interview, February 21, 2022).

Students were provided with primary and secondary sources and they had to weigh the evidence and come up with their conclusions. As a result, she explained:

students needed to find a position that they all can live with, so that is sort of not just taking any one perspective at face value, but like taking different perspectives and then

using that to come to their own decision...[and this is] what I am doing with the forms of government [inquiry] (interview, February 21, 2022).

In the unit for this study, students wished to choose any country they were interested in, but Ayla felt that “a lot of the kids would just pick a European country, and then if you let them pick any, there is that group like if one person chooses one, they’re all going to want to do it” (interview, March 17, 2022). In terms of global perspectives and cultural competencies, Ayla shared that this inquiry has allowed them to expand “their horizons to think about what the world is like beyond what they are familiar with” (interview, March 17, 2022).

Toward the end of the school year, Ayla focused on the United Nations Declaration of Human Rights. She connected it to present day and asked her students, “what should people in Ukraine have” (interview, March 17, 2022) in alignment with the Declaration of Human Rights. She drove that inquiry toward discussing how difficult it is to enforce these international human rights. She also connected it with the Holocaust and how the UN Declaration of Human Rights came out of the Holocaust.

District context. Overall, the district she works for has articulated general standards for historical knowledge concepts, themes, and patterns. Ayla shared an overview of the standards emphasized in her district such as: understanding eras in world history that include themes (e.g. democracy and democratic philosophy), taking action using social studies knowledge, implementing civic action, and understanding other forms of governments and political systems in the world. She further stated that one standard focuses on “individual, cultural, international, and global connections and civic government...[and] understanding political and civic aspects of unity and diversity in Maine, the United States, and the world” (interview, February 21, 2022). As a result, Ayla shared that the standards are not specified toward global perspectives or global

competencies; instead, they are generalized by understanding concepts, themes, purposes, systems, and structures that may further their inquiry and lead to taking action. This is significant to note because standards are helpful to offer teachers a direction toward instruction, but standards are not a curriculum. At the same time, an ambitious curriculum does not necessarily provide high-quality teaching and instruction (Tarr et al., 2008). However, Ayla had the flexibility and opportunity to create a curriculum that promoted global perspectives aimed in using inquiry-based instruction that lead toward action in her class.

Inquiry-Based Learning

Ayla encouraged students to ask questions and believed that inquiry will “stay with them longer, like knowing how to approach information and knowing how to evaluate and use it to come to a better understanding” (interview, February 21, 2022). She often felt challenged when students, in spite of her best efforts, were not engaged and resisted asking questions and did the minimum for the grade. She noted, “the hardest [is] like, how do I sell it to students who are skeptical or disinclined” to inquiry learning (interview, February 21, 2022). Ayla struggled to overcome this, yet asserted that “it’s much easier with a group of honors students...although it’s really the [not honors] students who need it the most” (interview, February 21, 2022). Ayla sought feedback from her students after the inquiry unit and allowed her students to reflect on whether the inquiry strategies they used worked for them. This opportunity allowed Ayla to consider areas where students may need the most help in and decide what changes she needs to make for the next time she teaches this inquiry unit. Many of the students who were skeptic about inquiry provided the following feedback (March 18, 2022):

- I did not mind the inquiry process, it just wasn’t my favorite.

- I personally don't like it because I'm not good at doing research and I have bad dyslexia, so sometimes doing work like that instead of getting it from the teacher can be hard for me.
- I don't like only using a limited number of sources I think that it would have made it a lot easier to learn because we wouldn't only have to focus on finding the answer because of how hard the questions.
- The inquiry process was cool but I didn't like it a lot.
- I found it challenging and not very interesting.
- It's just very time consuming.
- Sometimes I have a hard time learning something when it's not being said to me. This summative specifically was pretty hard because the websites were hard to find information in my opinion because there was so many links and articles that we had to go through.
- I didn't extremely like having to find the information on our own, but it does teach us how to find what we need on our own.
- I did [like the inquiry] but I didn't like it at the same time because I like to learn things on my own, but I like a little guidance.
- I didn't really like it, it was very hard in my opinion.
- I do not like it because I feel like when we learn as a class I pay much more attention. When you have us do our own thing I feel like I cannot focus.
- The only reason I don't like the inquiry process as much is because I feel like I'm not getting the correct information.
- Personally, I find inquiry aggravating. It takes too much time for me to find resources and teach myself each lesson. The assignments on their own can take hours and with the added time learning something I [have] zero clue about I don't have enough time. Additionally, I

do not learn as well with inquiry. Something about a teacher assigning specific information or me reading off something and the teacher talking worked well.

- I can use the inquiry process but I prefer not teaching myself and being taught.

However, the majority of the students shared the feedback below that included optimism, freedom, and discovery offered through inquiry-based learning (March 18, 2022):

- I learned a lot through the inquiry process and was able to figure out certain questions had on my own.
- I find it a lot easier and more fun to try and discover things on your own rather than just sitting and listening to a teacher talk.
- I would say I like it better because I can do it myself but I wasn't given enough time because I have things going on at home right now and it makes it hard for me.
- I personally like it a lot, I wanna be a homicide detective when I'm older so I think that this was like a small starting point to see what it's like.
- I liked it so I can see what websites are good for government information for a county and that I can find my own information so that I don't get confused too much.
- I like using the inquiry process because I get to work on my own pace.
- It gives me freedom to find my own sources, and information. While some things have provided evidence.
- I like the inquiry summative because there wasn't direct things to learn about the country. Just knowing what the country is about and learn what the people are like is a lot.
- By having the inquiry process it allowed me to answer questions and dig deeper into what type of government my country had.

- I like learning through the inquiry process because I have noticed I am more focused and more of the information I learned stays with me.
- I like using the inquiry process because it gives me freedom to get my own Information for my project.
- I like it because it is not boring.
- I liked the inquiry process quite a bit. I think it made me learn a lot more than I would have from a textbook or slideshow. I had to find the information myself and I remember everything I learned vividly. I also enjoyed working with a partner.
- I thought that the inquiry process was very engaging and I thought that it challenged me to think a little bit harder about answering the full question, adding more evidence, and citing evidence.

Lack of Support from Administration. Ayla felt that she has a great deal of flexibility in teaching through inquiry. She reported, “[I have] a lot of flexibility [in teaching the curriculum] ...I almost wish it was like, not that there was less freedom, but that there was more interest” in what she is teaching (interview, February 21, 2022). In fact, she sometimes felt isolated from or ignored by the administration. In other words, she supposed:

We [admin] don’t have to worry about her...so that’s a little frustrating...like there is no one there to celebrate with when something goes really well or you feel like you have done something really good, as no one will know (interview, February 21, 2022).

Flexibility and Freedom in Inquiry. Ayla’s favorite part about teaching world history through inquiry is the freedom and flexibility. One of her biggest goals “is to make them [the students] more worldly” while also focusing on “skills development” (interview, March 17, 2022). She reflected that the social studies standards need to be rewritten to focus more on skills,

and she strives to include skill development, such as writing, reading evidence critically, how to use reliable sources, and “using a lot of the content knowledge to reinforce those types of skills” (interview, March 17, 2022).

Inquiry teaching to Ayla was “sort of teacher intense” because it was not focused on lecturing students as she felt that “you go around, you teach these little side lessons... you’re working with them individually...so it was a pretty intense, more in teacher intense experience, but it was fairly rewarding” (interview, March 17, 2022). For example, there were three parts of the forms of government inquiry: Part 1- Inquiry Questions, Part 2- Forming Conclusions, and Part 3- Forms of Government Writing Essay. The first and second part required collaborative efforts, while the third part was individualized. In the first part of the inquiry, students were assigned to engage in collaborative research using trusted sources. They needed to come up with conclusions about their selected country’s form of government. The second part of the inquiry was also completed collaboratively. Students answered particular questions about the form of government based on their research. The third part of the inquiry was the summative assessment. It required students to complete individually and write clearly about the form of government that supported their conclusions through the evidence found from the resources.

Outcome of Inquiry Learning. In reflecting on the inquiry unit, Ayla wrote that students responded positively, and the “vast majority thought inquiry was great” (interview, March 17, 2022). Ayla mentioned she was more explicit in calling this an inquiry with her students so that she “made it very clear like what we were doing, when we were doing it, and at the end, I went over [and informed the students] what we have been doing over the last two weeks is inquiry” (interview, March 17, 2022). Some students preferred the teacher to lecture and have students follow specific directions. Still, Ayla reflected that she had her students get

“uncomfortable” with the process through inquiry because she provided them with the autonomy to decide what they were learning. She could tell that many students were uncomfortable based on their feedback after the inquiry; however, she shared, “for the most part, they really liked the inquiry process, and it definitely made me think I have got to be more deliberate about it going forward and trying to do this more often, so thank you for motivating me” (interview, March 17, 2022).

Ayla’s experience through teaching this inquiry was helpful to her as she stated, “I think it was very helpful having knowing that I was going through this with you because I kind of did it very methodically, and I took more time, so I think slowing it down was really, really helpful, and I’ve fine-tuned it over the years” (interview, March 17, 2022). Her way of introducing the information as it came up was one of the modifications she made. She gave her students a choice of eight different countries to examine their forms of government based on the evidence. She shared her experience showing how her teaching infused global perspectives and global citizenship education through inquiry-based learning.

C3 Framework. Ayla’s format of the C3 inquiry was unique in its structural format. She had her students follow the four dimensions - 1) Developing questions and planning for investigation, 2) Applying disciplinary concepts and tools, 3) Gathering, evaluating, and using evidence, and 4) Working collaboratively and communicating conclusions (NCSS, 2013). The questions designed in part one of the forms of government inquiry required students to work with their group to complete a total of seventeen questions. For example:

- What is your country’s official name?
- Does this official form of government influence your determination about what kind of government is in place?

- How “free” is the country according to Freedom House? What does this score mean?

In part two, students needed to use the information from the questions answered in part one to conclude about the form of government of their chosen country. A few sample questions students needed to answer in complete sentences were:

- Define that form of government
- Give at least three reasons, with support provided by evidence in support of your answer [about their conclusion of the form of government]

The third part was a written essay response. Here, students were expected to write a topic sentence introducing the country and the form of government and merging into the body of writing that identifies reasoning to support conclusions based on the evidence.

Ayla chose the resources, aiming to provide students with reliable primary and secondary sources from the following:

- The World Factbook
- BBC Country Profiles
- The Economist Intelligence Units Democracy Index
- Freedom House Country Reports
- Human Rights Watch Country Reports

Ayla was reluctant to allow students to search for sources on their own because many were included to simply examine the first source revealed in a Google search. She reflected, “Maybe I can figure out a way to open up the sources in a way that is not going to compromise the quality of the assignment” (interview, March 21, 2022). Ayla mentioned that she informed the students verbally if they wanted to use current event articles to show them to her first for

approval. She provided them with an opportunity to earn extra credit if they did it correctly and provided reputable sources.

Ayla mentioned feeling challenged by a small number of students in her classroom who seemed to view social studies as ‘boring’ and were disengaged from the contents. As she developed this inquiry to align with the C3 Framework, she shared the following: “I thought a lot about the changes, based on working with you, and I felt like those were good [and positive] changes, so I felt competent about that” (interview, March 21, 2022). It was overall an “intense experience [and not] your typical day” of teaching since she felt each day was a “tiring day” (interview, March 21, 2022). Nonetheless, her students’ feedback provided her with contentment that they informed her “they learned a lot, and it is like, what more can you ask for” (interview, March 17, 2022).

Through teaching with inquiry, she noticed there was a lot of learning and answering questions as students were engaged in research. Ayla shared the following example of how the inquiry structure unfolded in her classroom:

Having gone through the process of like, ‘okay, we got to figure out what does it mean,’ like particularly a lot of the countries had parliamentary style government, so they had to figure out how do you select [a leader], how do you get a leader in that type...so that was a lot of learning because we don’t have a multi-party system in the US...[and students] were like, ‘well if the voters don’t vote directly for the president or the prime minister, those that mean it is not democratic?’ And I was like, ‘not necessarily because this indirect system...like one of the countries was Norway, and Norway sought to be the best democracy in the world, and so, Norway has a parliamentary system,’ and I said that does

not in itself make it not democratic...so kind of getting their heads wrapped around that...to kind of figure out what was going on (interview, March 17, 2022).

Having students question and answer invites informed discussions in the classroom, as well as a strong “emphasis on the development of skills essential to being informed civic participants” (Reidel, 2021, p. 372). Thus, she equipped students for informed participation in society by providing them with the discussions and deliberations necessary for meaningful learning opportunities. Ayla was able to use classroom discussions to prepare her students for democratic life as discussions through the IDM inquiries “help prompt a variety of skills such as discussing a text, encouraging turn-taking, and highlighting different perspectives” (Cuenca, 2021, p. 385). Since discussion is often a representation for democratic participation, teachers can structure the opportunities to scaffold discussions as this could promote a stronger habit for public participation and civic life (Cuenca, 2021).

Students were most engaged in the research and discovery process once they weighed the evidence from the resources. Ayla said, “this was hard” for many of her students, and her students discovered along the way the necessity of having the foundational context (e.g., population size, bordering countries), but found that it “didn’t relate to the inquiry” questions (interview, March 17, 2022). Ayla worked with about 120 students through this inquiry and she aimed to keep students on track. However, many wanted to spend more time with the resources and continue to discover more about the connections between their chosen country and the United States.

Summary

Ayla, a passionate educator devoted to preparing students to be empathetic and inclusive leaders. Her strengths in providing student-centered learning and skill-based instruction created a

strong foundation for an education that instills global education. Drawing on diverse resources that Ayla provided, she engaged students in learning about and integrating discussions on the forms of governments around the world.

Ultimately, Ayla's motivation were her students, and it was the "little things" (interview, March 21, 2022) that pushed her forward through her teaching. When she saw her first-year students' outcomes, she reflected on how hard they worked together to get there. Another motivation that drove her teaching was when she received feedback from her students informing her that a teacher in another discipline told them, "you're going to learn a lot if you take Ms. Ayla's class" (interview, March 17, 2022). These simple but important encouragements helped support her teaching using inquiry and global perspectives.

Sarah: Leader of Bringing the Community into the Classroom (Wyoming)

Sarah is a compassionate educator who brings in a humanistic education (Maslow, 1970; Montessori, 1946; Rogers, 1969; Steiner 1971) to the way she teaches her students every day. Sarah grew up in Wyoming and enjoyed adventurous experiences throughout her adulthood. Her personal and professional experiences have shaped her intercultural worldview. Sarah graduated with a doctoral degree in Curriculum and Instruction from the University of Wyoming in 2019 with a focus on literacy skills in social studies education. She interned as a curriculum developer for the Buffalo Bill Center of the West. Sarah is a national board-certified teacher at a public school. As an educator in our interviews, she radiated strength, confidence, and commitment to her teaching.

Previous to this study, Sarah was a fellow for a year-long competency training called "Teachers for Global Classrooms" through the state department's Fulbright program. She also went to the Philippines and worked with teachers in exchanging teaching strategies. She reported

participating in “a lot of professional development with the Indian Education for All movement within our state where we’ve gotten standards that address teaching the history and culture of the indigenous people of Wyoming” (interview, March 7, 2022). Sarah has been greatly involved in this initiative and continues to develop curricula that pull in diverse groups of populations based on the community where she lives. Sarah shared that there were opportunities for her to create curricula about the Native American tribes and the reservations, which opened the opportunity to explore, learn, and discover Native American history in the social studies classrooms around the district.

Personal Background and Identity. Notably, when responding to “Who am I?” Sarah said:

I’m from the traditional homeland of the Absaalooke people...east side of Yellowstone National Park and also the land of the Shoshone, and with that, also I’m from the land [where some] extremely rugged frontiersmen and mountain men integrated with the native population (interview, February 9, 2022).

Here Sarah thought about “the land” in making a connection to her place in the world. Sarah also emphasized the following:

But I am also from a group of Scottish people who I inherited from them where I am from, where they came from Scotland to Ohio, specifically to colonize and to subdue the Native American people in the Ohio River valley, and those are my natives, my family members (interview, February 9, 2022).

It is from this perspective that Sarah worked tirelessly at her school to integrate the Indian Education for All standards into her every day teaching to students who may or may not be aware of this history or the history of the land. She further emphasized:

I have family members who fought the American Revolution for freedom and democracy. I have a family member who is known for his guerilla warfare in the civil war...from Missouri, and he killed more Union soldiers than any other confederate gorilla soldier. I don't take pride in that...it's a history of [the] ugliness of war. I have seven generations that have lived in Wyoming...the reality [of] the Western colonization (interview, February 9, 2022).

To Sarah, understanding a person's heritage is critical to their identity in the present. For Sarah, she was inspired to teach students to be more aware of their surroundings and their historical context based on her own reflections on her identity. Sarah noted that she lives in a White homogenous conservative community in Wyoming, and "there is not a lot of room for formal recognition of diversity" (interview, February 9, 2022). She felt that there are parts of the community that stood against discrimination and injustices, especially when it came to the Black Lives Movement and the Hispanic communities.

Bringing Community into the Classroom. In addition to the Indian Reservation located at a few hours of driving distance from the school, the location where Sarah taught also has a Japanese internment camp just outside of their town. At the time of the study, Sarah had recently visited the Heart Mountain Museum Camp - a former internment camp. Sarah shared a favorite memory of when the town had hosted a reunion of former detainees at the internment camp, and she shared "... [when walking around] the stores had put up big signs that said Japanese are welcomed here, versus when they were interned, there were signs on the doors that had said no japs allowed" (interview, February 9, 2022). Further, Sarah noted there were unmarked "Chinese burial grounds from when they ran the Chinese laundromats that they did out in the frontiers...so when we take [students] to those [sites], we just have to tell them that's what it is, people don't

really know” (interview, February 9, 2022). Therefore, she shared there are “lots of opportunities for conversation...we’re integrating more of our actual history...[and] we do a lot with black cowboys and black rodeo because it’s a rodeo town...make it a little more relevant to the students” (interview, February 9, 2022).

The idea of bringing community into the classroom and the students to the outside community is work that is important to Sarah’s teaching. For example, according to Sarah, they created this curriculum in social studies where there was opportunity for students to talk about things, such that, “the Indian Education for All standards in Wyoming...required [us] to teach about tribes...[it] open[ed] the door for a lot of conversations” (interview, February 9, 2022). Sarah said she received no pushback in regards to fitting the community into the curriculum, except one negative feedback from a colleague in the social studies department who said, “this is terrible...you’re teaching critical race theory...[and] I’m like, no we’re not, we’re teaching community history” (interview, February 9, 2022).

Teacher Perceptions of Students. Sarah reported that her perceptions of students have changed over the years. Sarah’s experiences teaching at her local public school in Wyoming gave her the chance to witness cultural poverty, as she shared the following story:

I remember a time that I was sitting in class, I had ninth grade students, and I get a phone call from the middle school that they want to talk to one of my ninth grade students, and the 9th grade student is told that their younger brother had been suspended for getting into a fight and the school would not have him around anymore...so my student had to come get his brother and escort him home because they could not get a hold of his parents. This was a kid who really had a future academically, right, and it was like, why is the middle school calling my number...it just confused me, and I watched this kid in

my classroom get on his bicycle and head off to the middle school, and miss school and miss the opportunities, to go and take care of...and that's when I realized, 'wow, when he's not turning in work or not doing homework, there's something way different going on at home' (interview, February 9, 2022).

Sarah's responsiveness to teaching and learning, as well as her feelings about her student missing an opportunity to learn due to the school's reaction toward her student's brother, demonstrated the way she advocated to educate her students as she recognized the disparities that occurred in school setting. Muhammad (2020) shared that "Black students today don't receive that same commentary [of bravery and courage to interrupt wrongdoings], yet they are in similar ways resisting curriculum and instruction that were not designed to advance their academic success and personal achievements" (p. 47). She pointed to various experiences teaching through an African American perspective, including an international teaching exchange program in the Philippines, working with children of inmates in high security prisons, and working in Pasadena, California with Hispanic students as particularly influential (interview, February 9, 2022). As a result of these experiences, she presented empathy, passion, and perspective in the way she approached learning in her classroom. Sarah embraced the challenge of teaching with determination through the C3 Framework, and worked toward providing her students with unique learning experiences that captured their interest.

In addition to her professional and teaching experiences, Sarah pointed to a story about her daughter as an inspiration for her teaching approach. She recounted:

I think probably my favorite [story about teaching] was actually shared by my daughter, and I remember my father saying to her, [and] asking her how education has made her more liberal and less conservative...she said, I don't think education did that to me, I

think it was rather through education, I had the opportunity to explore various things, to read things, to see videos about perspectives that I would not have in my whole life and because I saw other experiences, I changed my mind (interview, February 9, 2022).

Sarah asserted that she [her daughter] “just changed my mind and I thought I should include more perspectives in my opinion” through her teaching (interview, February 9, 2022). The way that Sarah was influenced by her daughter seemed to be a way she navigated her teaching in influencing her students. Adults and youth are turning to history, geography, economics, and civics to cope and understand the complexities of our human experiences and seek answers to question situations that occur in our daily lives (Heafner, 2021). Living in unprecedented times makes us realize the following:

We live in a world in which democracy is in retreat...democracies do not die in darkness; they falter in plain sight with the consent of the governed. Knowledge of social studies must serve as an anchor in a time when fake news and lies assail us, our structures of democracy are under siege, political divisions and social tensions intensify, democratic institutions are fractured, and nations face constitutional crisis (Heafner, 2021, p. 366).

Therefore, Sarah has a dedication to educate for a more compassionate, humane, and just society. She continues to advocate for the rights of her students, and as Heafner (2021) emphasized, “there has never been a more important time to teach or to learn social studies” (p. 367).

Cultural Competency

Sarah’s way of understanding the design, implementation, and purpose of teaching through inquiry was based on her cultural competency, which was developed through her many years of experiences and varied encounters with students. Sarah seemed to have a high degree of cultural competency in regards to her ability to interact and work with as she appreciated the

interaction she had with others from diverse backgrounds. Sarah's critical reflection of her own cultural competency dismantled the stereotypes and misconceptions she had over the years, as she added:

When a student would talk back at me or start cussing at me, I used to just send them to the office...until I realized that's what they wanted...it was a protective device because they felt stupid and they could not do the assignment, so if they do that, they get thrown out of class and they are not embarrassed in front of their friends. As I realized that, rather than getting mad at them, I began to work in a private, safer manner with them (interview, February 9, 2022).

Sarah strengthened her student-teacher relationship after reflecting on her teaching practices. She also tightened the curriculum to fit the needs of students and built society connections through content learning in the classroom. All of these elements describe a culturally competent and responsive teacher (Ladson-Billing, 1995).

Cultural Diversity and Inclusion. Sarah recognized the significance of cultural diversity and inclusion in their school. She further emphasized that prior to the flexibility and changes done to their district's social studies curriculum, there "was a battle to get it [curriculum development] done within our department of social studies" (interview, February 9, 2022). While in the process of revamping curricula, the units she focused on developing content for were mainly in history classes. The content was broadened to connect African Americans and Hispanics history, as well the Indian Education for All standards. Initially, Sarah used to get pushback when they just taught through the African American perspective and students "had to say that you couldn't fly the confederate flag and that the confederate flag was bad" (interview, February 9, 2022). However, Sarah "didn't mind them learning about the negative connotations

of the confederate flag” (interview, February 9, 2022) as she asserted that it does not really help others to change their minds by telling them what they should think. Sarah relayed the following:

I would rather have welcomed a conversation about it and not assessed them on whether or not they wrote a piece...my opinion was right and we had a lot of pushback from some parents...kids would wear the confederate sweatshirts and march the halls and be very aggressive” (interview, February 9, 2022).

Yet, when Sarah and her team developed the new social studies curriculum at their school, she said:

We actually took that assignment out, we still have the conversation [about the confederate flag], but we don’t assess it...I think what we’re doing now is much more culturally dangerous, but we don’t get pushback on it like we did on that one assignment about the confederate flag (interview, February 9, 2022).

Nonetheless, Sarah shared an experience that during the Black Lives Matter movement, there were community gatherings in their city park and people were invited to share their experiences and what it is like to live in their town, and she shared:

We had a real diverse range of people who attended and it was really interesting that there were a lot of cowboy guys who were kind of against it, but their wives were for it. And so, here they were, on their horses...fully armed riding around the park and shoo-ing away the people who were against it...a lot of veterans said, ‘I think this is a bunch of...but I’ll be...if I didn’t take a plug in the legs so that my wife couldn’t carry a sign around the park, you guys go away and let her carry a sign around the park’... it was kind of beautiful...whether they agree or disagree (interview, February 9, 2022).

Sarah integrates these experiences into the curriculum and comes to the classroom ready to have a conversation and a dialogue with her students about what they have been experiencing and learning from their community into the classroom. From the experiences about the BLM to incorporating the Indian Education for All education to the Japanese internment camp education to the Chinese burial grounds, she always tries to incorporate “opportunities for conversations and some of them [the students] are recognizing [that]...now we’re integrating more of our actual history” (interview, February 9, 2022). Sarah valued the opportunity for her students to “acknowledge learning about themselves” and this causes them to get “angry about how a group was treated” or even “ask deep questions” (interview, February 9, 2022). These opportunities for Sarah are “moments when the doors are kind of broken down” (interview, February 9, 2022). Sarah’s conception of engaging communities and youth to exercise informed actions allowed her to teach her students to become active participants in the goal of combating various forms of bigotry and aim for inclusion and belonging.

Global Perspectives

Because the changes to the new social studies curriculum in Sarah’s district have expanded to look at other ethnic groups aside the African American and White perspectives in their US History class, Sarah mentioned the unit used for this research study was from the Western Civilization class and it had “major global perspectives unit[s]” (interview, February 9, 2022). The unit prior to this unit was about globalization; therefore, Sarah set the stage “for what does it mean to be Western, to have that Western European background that we have, and we talk a lot about power” (interview, February 9, 2022) Therefore, the unit incorporated for this study is the sixth unit and they looked particularly at the Middle East. The first exposure that students encountered were the “issues from a Western perspective...what are the problems there,

and what “problems” do Middle Eastern cultures cause for us because that’s kind of how our students talk about it” (interview, February 9, 2022). However, Sarah challenged her students’ assumptions about those “problems,” and asked them, “wait a minute, where did that problem come from, and we look at Western involvement and have a conversation about that...and then, we talk about...Do we have the same problems they have?” (interview, February 9, 2022). Students first dismissed that similar issues occurred in the United States, but they discovered that “we’re not better than [other nations]” and Sarah shared, “I try to build an eye...culture to culture...we’re not up here, they’re not down there...we’re just people living our lives” (interview, February 9, 2022).

Classroom Discussions. Sarah also encountered discussions with her students about thinking critically through “what the people of that culture [actually] would like” (interview, February 9, 2022) instead of assuming what the people of a specific culture would like. Sarah relayed the following story:

Yesterday, I had a young lady who was like making her plan to help...to send the American military and to protect the women who were being abused in the Middle East, and I’m like well, that’s really interesting, and I said, ‘what about the women abused in the United States, what do we do about them?’ And she goes, ‘what do you mean?’ Then she did some research and compared, [and our conversation,] it went - ‘Ok, let’s talk about ways to empower women and to work within a culture for them to feel empowered by their culture...it’s a big step...just trying to start the conversation” (interview, February 9, 2022).

It is a big step toward having these conversations in class. Sarah advanced the concept of criticality through her teaching by pushing this student to cultivate the tools necessary to

dismantle the ways in which oppression affects structural elements that exist in our world today. Sarah also advanced the students' idea to start locally then think globally. Muhammad's (2020) concept that not only Black and Brown people have been oppressed historically across all lands, but that "we [also] didn't create situations that caused us to be oppressed" (p. 121). Therefore, culturally and historically responsive education is not limited to just Latinx or African American students, rather "perhaps the people who need criticality the most become those who share identities with the greatest oppressors of the world. But in truth, given the complex identities of youth, all students and teachers need culturally and historically responsive education" (p. 122). When criticality is grounded in learning through students' identities, the goal of criticality then addresses multiple perspectives, multiple oppressions, and that is when the various layers of -isms, -phobias, and discriminations are addressed (Muhammad, 2020).

Multiple Perspectives in Inquiry. When Sarah responded to how she would define global perspectives, she shared: "I think global perspectives is trying to see the world through the eyes of different people. You know, people groups, to try to put yourself in their history and their belief system and see what they would say about it" (interview, February 9, 2022). This particular unit used in this study was modified "from what should the US foreign policy be to what should a global perspective be - which is the global policy in relation to working with the Middle East," and as a result, Sarah referred that she "did take a little bit of the US out of it to kind of move abroad and to have a global perspective" (interview, February 9, 2022) in this inquiry unit.

The concept of taking the United States perspectives outside the unit and shifting the unit to looking at oppression, injustices, stereotypes, and issues in other countries begins to show Sarah's expectation for her students to be furious at the injustices that occur worldwide. Sarah

reminded her students that human beings are “both members of a whole and part of one essence” (Muhammad, 2020, p. 118). In this sense, she cultivated their minds to think about the collective whole in which when one is affiliated with pain, then other people within our humanity would also experience similar pain. Through Sarah’s teaching of the Middle East in this unit, she implied that we are all part of humanity,

In other words, “human” represents one body, and each particular group of people is a unique arm of humanity, such as Black lives, so called immigrants (so-called, because to whom does the land really belong?), women, students with IEPs, Latinx students, Muslims, or others. (Muhammad, 2020, p. 118)

Sarah also believes that the type of global perspectives that her students perceived was “humility as an American to see as they tend to be judgmental of other countries that don’t do things like we do,” (interview, March 3, 2022). Sarah’s experiences with her students showed that she heard a lot of “we give so much to these other countries and they don’t even help us at all” (interview, March 3, 2022). Therefore, changing perspectives and views on particular issues that are happening in the world and providing students with a chance to research and delve deeper into global issues allows them to better understand the world we live in. Sarah always expected more from her students; therefore, she set high expectations and emphasized that students need to use solid and factual knowledge and understandings they have learned about the Middle East. As a result, she noticed some of her students provided solid knowledge, while some groups provided broad and superficial knowledge. An example which Sarah shared was:

[One group of students] came back to the Palestine-Israeli conflict...I was bothered by that [how broad it was] ... but then I was okay with it, because when they started the unit, and it’s only a one-month unit...and when they started, they didn’t know anything about

the Palestine-Israeli conflict...they seem to have a solid feel for the perspective of both sides of that (interview, March 3, 2022).

Sarah's students gained an opportunity to research more than just the United States' news sources, but her students were "reading like Al-Jazeera...British broadcasts...even looking at stuff that was written in Arabic and playing with the Google translator to see if they could understand it right" (interview, March 3, 2022). Overall, Sarah designed the inquiry in a way that portrayed global perspectives and it was impacted by her cultural competency which lead students learning through her compassion, empathy, and humanizing teaching and learning in the classroom.

Sarah's deep reflection of what her students need was evident through her work, as she shared, "I think they might need an understanding of sovereignty, but I do enjoy their compassion" (Teaching Reflection, February 8, 2022). In the past, Sarah's school had used the Choices Program curriculum through Brown University, and this unit was initially intended to give students three to four policy choices. Students then had to do some research on what the foreign policy is in the Middle East, and then students had to brainstorm the policy choices, write all of the choices on the board, categorize them, and then come up with the policies and each student chooses which broad policy they supported. The students would then write as a group about the broad policy they supported and they presented it to the class. Sarah mentioned, "it's really an inquiry on top of inquiry on top of [the] inquiry unit...where they're discovering things and [it is] kind of in layers" (interview, March 7, 2022). Sarah's way of helping her students organize their thoughts through the inquiry was supported in the way she scaffolded the different ways they engaged in their learning.

Inquiry-Based Learning

She identified as having a “free personality” as one who loves research papers and continually being “an advocate for inquiry from the day that I started teaching” (interview, March 3, 2022). Sarah shared that she used inquiry for “just about every unit in some way, shape, or form” (interview, February 9, 2022). She believed that her students enjoyed learning through inquiry and they were “challenged...some of them...towards the end...kind of shut down and got tired of the process” (interview, March 7, 2022). Although students felt challenged through the process, Sarah realized that her students and were engaged in inquiry learning. Through inquiry instruction, Sarah shared the following experience,

I am walking around the room, I’m sitting at the desk with them [and we discuss], what do you think of that, where does that lead you, what can you search for, what terms could you use to find out, which resource would that be (interview, March 7, 2022).

Sarah’s method of teaching inquiry allowed her to set the stage in the beginning, then she transitioned into providing students with the resources, and finally, had students find the information through those resources. Sarah implied that using inquiry in her classroom was engaging for students and “it’s a lifelong skill” (interview, February 9, 2022).

Challenges in Teaching Through Inquiry. When asked if she ever felt challenged teaching inquiry, she mentioned that one department head had told her “to never use that word ever in PLC meetings, because he hated it so much” (interview, February 9, 2022). Sarah would use other terminologies, such as “research” instead of inquiry to accommodate the expectations of the department. She also feels “challenged by some aspects of the community that want us to teach from a textbook...we haven’t responded because we’ve always had administrators”

support (interview, February 9, 2022). The vague standards used in Wyoming allowed teachers to have the flexibility to teach how they would like. Sarah relayed the following:

We actually have a constitutional law that says that the state cannot tell the schools specific [curricula] of what to teach. The curriculum needs to be decided by the school, and so it took us a while to really accept the empowerment from that...we get together every three years as teacher and we write the curriculum and change it (interview, February 9, 2022)

The intent of developing the inquiry about the Middle East was to show that the Middle East is “not one group, that there are several different nations and several different people...so that they can see them more...kind of humanize them more” (interview, March 7, 2022). Sarah's vision of this inquiry aligns with global citizenship education and she teaches about the “industrial revolution and the scramble of Africa into the global economic and interdependence and then into this inquiry unit on the Middle East” (interview, March 7, 2022). Sarah felt her students were engaged in all parts of the inquiry, but thinks that the research aspect when they were figuring out the issues in the Middle East because “it was AHA...I didn't know that...I didn't think of how that would affect us” (interview, March 7, 2022). By teaching students how to analyze the political, economic, geographical, and historical concepts through inquiry, teachers, such as Sarah, help their students see the value of examining social situations through various disciplinary lenses and multiple perspectives.

C3 Framework. Sarah has always been an advocate for inquiry. She continued to think about the way she delivered instruction and relayed the following:

It is a little bit scary because it's like, am I driving their inquiry or are they driving the inquiry, because I know that I can drive it, right, sometimes I need to because students

have no experience with it, so they don't know what to do. But at the same time, I think, even when I do drive it, they still have the experience of discovery instead of the experience of having it shoved at them. There are opportunities for them to discover something different than what I am driving them toward (interview, March 7, 2022)

Prior to Sarah teaching the inquiry, she had compiled “very helpful secondary sources” (Teaching Reflection, January 31, 2022) through the Council on Foreign Relations website. During the week, Sarah had divided her class into four homogenous groups depending on ability levels. Each group “accessed a series of World 101 articles to determine the 5 most important issues in the Middle East relating to their broad topics” (Teaching Log, February 7, 2022). Her students identified issues in the Middle East “that impact global stability and influence US foreign policy” (Teaching Log, February 7, 2022). Over the next few weeks, Sarah had divided her twenty students into groups of five. Her students were present, but there were also “lots of absences [due to COVID and] several students with serious personal life issues distracting” (Teaching Log, February 17, 2022). The inquiry questions were as follows:

- **Compelling Question:** How can the global community best influence the ongoing regional issues in the Middle East that impact the rest of the world?
 - **Supporting Question 1:** What cultural, economic, political, and geopolitical issues in the Middle East have global significance?
 - **Supporting Question 2:** What international and US foreign policies have been enacted in the past to address these issues?
 - **Supporting Question 3:** How do I find information to guide the creation of a policy related to global interests in the Middle East?

- **Supporting Question 4:** How do I evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support my proposed policy related to global interests in the Middle East?

<p>Topic & Introduction</p> <p>In this course, we have looked at the development of the Western world and its impact on the rest of the world. For our final unit, we will look at a region that has interacted with the West since ancient times. As we learned in Unit 3, the Middle East was home to great civilizations, but the Council on Foreign Reports that “today, however, this region is weighed down by several challenges, including repressive governments, struggling economies, and geopolitical rivalries that inflame local conflicts” and “...the problems that affect this region reverberate far beyond its borders.” In this unit we will investigate these problems and ways the world can help mitigate the reverberating issues.</p>			
<p>Compelling Question: How can the global community best influence the ongoing regional issues in the Middle East that impact the rest of the world?</p>			<p>Staging Middle East & Northern Africa Modern History Vocabulary</p>
<p>Supporting Q1 What cultural, economic, political, and geopolitical issues in the Middle East have global significance?</p> <p>Formative: Class Document</p> <p>Sources ME & NA Politics ME & NA Economics ME & NA Ethnic ME & NA Geopolitic Primary Source Packet</p>	<p>Supporting Q2 What international and US foreign policies have been enacted in the past to address these issues?</p> <p>Formative Compare & Plan</p> <p>Sources ME & NA US Foreign Policy Security Council UN GA 2/22 Resolutions Foreign Policy Tools Policy Circle</p>	<p>Supporting Q3 How do I find information to guide the creation of a policy related to global interests in the Middle East?</p> <p>Formative Question Guide</p> <p>Sources Key Inquiry Questions Supporting Questions</p>	<p>Supporting Q4 How do I evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support my proposed policy related to global interests in the Middle East?</p> <p>Formative Annotated Bibliography</p> <p>Sources Security Council UN GA 2/22 Resolutions Foreign Policy Tools Policy Circle Students can find their own sources as well.</p>
<p>Summative: Construct an argumentative essay between 500 & 750 words that addresses the compelling question using specific claims and relevant evidence from historical sources. Organizer</p>			<p>Extension: Socratic Questioning of other Policy Proposals</p>
<p>Taking Informed Action: Simulated UN proposal presentations</p>	<p><i>Understand:</i> Issues in the Middle East</p>	<p><i>Evaluate:</i> Foreign Policies related to the Middle East</p>	<p><i>Act:</i> Propose a Foreign Policy</p>

Figure 5. Sarah's Inquiry Design

Sarah used various formative tasks for her students to complete a comparing and contrasting activity, question guide, and an annotated bibliography. The summative assessment consisted of constructing an argument essay that addresses the compelling question using claims and evidence from the historical sources. The students were to do a simulated UN proposal presentation and their job was “to inform the class and your judges specifically about exactly what you know and why your policy best addresses Global Concerns about Current Middle East Issues” (Congressional Hearing Group Project, retrieved March 3, 2022). An example of a group’s global issues (Table 4) were:

Table 4. Sarah's Class Sample of Global Issues Part 1

Group Claim	Key Points	Students Proposal	Counterclaim
Creating better educational programs to help with poverty, human rights, and terrorism to reduce conflict in the ME	Poverty - Yemen’s Famine/worst humanitarian crisis Human Rights - Violence in ME Terrorism - Taliban	<ul style="list-style-type: none"> ● Creating better education programs ● Better resources to end poverty ● Foreign aid to build better schools 	Use of military and police force to improve the Middle East

Some of the other issues' students explored (Table 5) were:

Table 5. Sarah's Class Summary of Global Issues Part 2

Geopolitical	Ethnic/Religious	Economic Interest	Political Interests
Saudi Arabia and Iran	Kurdish Oppression	Oil + Natural Gas	Arab Spring in 2011
Syrian Regime	Sunni-Shia' Divide	Wars Leaving Economic Troll on Region	Lack of Free Elections
Hezbollah	Palestine-Israel	Youth Unemployment	Political Dissent
The Islamic State	Women's Rights	Economic reforms affect lower class	Egypt's Failed Revolution
Oil Fuels Competition in ME	Bloody Road to Independence in North Africa	Pandemic Froze Tourism	Deadliest Region for Terrorism (Egypt, Afghanistan, Libya)

Summary. Sarah's favorite part about teaching world history through inquiry is the opportunity to "learn new things" alongside her students since students are always exploring places she has not gone or discovered before. As a result, Sarah shared, "it's nice to learn new things with [them]" and they were constantly engaged academically. Given the positive instructional shift through the C3 Framework and inquiry-based learning, social studies teachers, such as Sarah, continue to provide curricular perspectives that can serve as a way to move forward with the frameworks that prepare students for inquiry-based learning.

Evan: An Ambassador for Inquiry (South Korea)

Evan is an ideal, highly-skilled, and purposeful instructional leader and educator. He is greatly committed to enhancing teaching and learning in his area of expertise. As a 10th grade World History teacher, an 11th grade contemporary global issues teacher, and an instructional coach at his school, Evan continues to inspire his students and colleagues to find ways that our

world is interconnected and builds on that awareness to educate toward diversity, equity, and inclusivity. Evan identifies as American by birth and his background is half German Jew and half Italian American. His German Jew ancestors “moved to the United States as refugees, survived World War II as Jews in 1948” (interview, February 9, 2022). His “mixture of cultures and different identities” (interview, February 9, 2022) created his worldview and perspectives of the world. Evan also identifies as gay man, and relays the importance of providing a safe environment in being open and inclusive to all:

There’s a part of my own personal identity that’s global so that part is something that... I’m very much aware of...something that I have to be aware of constantly...A lot of my students here in Korea...I want to allow them the openness to have the ability for them to share their own experiences and create that safe environment to allow students to say what they actually do feel, even if it’s contrary to my own...then allow them to have a discourse...to have a constructive conversation...to feel like they’re in a place where they can share their opinions and share their argumentation and share their ability to express themselves without any fear of retribution (interview, February 9, 2022).

When asked to answer the questions, “Who am I” and “Where are you from,” Evan shared that although he was born and raised in the United States from the west coast to east coast, his ethnic background consists of a variety of races, he concluded, “So, I really don’t know where I’m from” (interview, February 9, 2022).

If he goes to Italy or Germany, he is labeled as “American,” but at the same time, when he is in America, he resonates with his Italian and German background. To Evan, cultural diversity is part of his identity and it provides a kind of “empathy with kids in a different kind of fashion” (interview, February, 9, 2022).

Addressing Cultural Diversity. As an educator Evan reflected on his understanding of addressing cultural diversity in his classroom. He allowed his students “to express themselves” (interview, February 9, 2022). For example, he encouraged his students to explore areas of interest, such as a Chinese student who wants to

talk about the Maoist revolution or communist revolution in China, [and] that student finds value in that, whereas the student from Korea or Japan, or even say, California, would not. But why does that student find value in that?... that to me allows that student to express himself in a comfortable and safe environment and allow other students to realize, - ‘Oh, it’s not just my way of thinking, there’s another perspective in the world’ that I can understand a little better” (interview, February, 9, 2022).

Evan instills inclusivity into all that he does as a teacher. Having come from a Jewish heritage of survivors from the Holocaust and World War II, as well as being an LGBTQ+ member of a global society, he is aware of the various connections he can make with his students. He relayed that

...possibly for the gay rights movement, being able to be part of like, if students want to, they can and utilize me as a primary source, if they want to, to a certain extent. And then also, the fact, like I find, I’m connecting with the US history teachers at the school who don’t teach world history because they’re teaching about World War II...these [topics] are not things that are isolated, because these are not just my ancestors I’m talking about...these are my personal experiences. (interview, February 22, 2022).

Evan continues to ask questions about his family and “how we did survive. I’m still asking my own questions as to like what my future might be as a LGBTQ+ person in the 21st

century” (interview, February 22, 2022). Because of his gay identity, ethnicity, background, and race, Evan feels that he allowed his students to explore the methods they would like in whichever way possible through “the most respectful [way] to those around us” (interview, February 22, 2022). He asserted that his “background in culturally and linguistically diverse education has always allowed for having students come in with their prior knowledge and our personal experiences with events that I would not even be aware of” (interview, February 22, 2022).

Inquiry Teaching Approach. Evan used a combination of structured and free inquiry units. The structured inquiries are developed by him and a team of educators at his school. The free inquiry was usually used after teaching a structured inquiry to provide the space and time for students to explore on their own the questions they are curious to explore based on either the structured inquiry or a past inquiry they had worked on during the school year. His “hope for the future” (interview, February 22, 2022) was profound and clear as a global educator. He was committed to continuing to advance teaching and learning history through the ideas of interconnectedness, acceptance, diversity, inclusivity, and awareness. Evan’s global experiences contributed vastly to how an educator should think, act, and do. He began his career teaching internationally, and this year was his sixth-year teaching at the international school in Korea.

Global Educator. His plans are to advance as a global educator in Nigeria this summer. Evan is an excellent example of what a global educator should look like in terms of having the passion “at the moment” to “break down the perception that the Western world is the most dominant and the most progressive” (interview, February 9, 2022). His goal is to show students other parts of history that are connected through eras rather than random units of disconnected history. He understands that students “were never given that opportunity” (interview, February 9, 2022), and his teaching aims to “try and blow up their perception of what is hegemony” look like

(interview, February 9, 2022). Acknowledging that “things actually originated someplace else besides Britain” (interview, February 9, 2022) and dismantling the “structural systemic systems in the education system, at least in the American perspective” (interview, February 9, 2022) is a powerful example of teaching through global perspectives using inquiry-based learning in a safe and respectful environment.

Cultural Competency

Evan’s cultural competency was evident in his role as a global educator because he acknowledged the possible misconceptions about identities. When asked about diversity in his school, he relayed the following:

Inclusion is recognized, it’s growing. We are not as diverse as other international schools might be, and so we are on a track for understanding our third culture kids who don’t identify with their origin country [or] that lived in another country, whose parents have another culture. A lot of our students are third culture kids. There is a term that might be interesting to you here in Korea called *gyopo*...they’re Korean and some of them may or may not know Korean. They may have [grown] up in California, some of them know a little bit of Korean, some of them might have American passports, some of them might have Korean and American passports, but they’re Korean by looking at them. So the assumption by some teachers is that everyone’s Korean, but they’re not, so that’s the third culture kids, they self-stratify within the school” (interview, February, 9, 2022).

This was a learning curve for Evan when he first started teaching in Korea six years ago. When he first started teaching, English was the only language used in the school, and students could not speak their home languages. According to Evan, the school has progressed to the point. For example, Evan shared,

Now we're using translanguaging in the school...now it's not just English, certainly let's use English as a language of instruction, but allow the students to understand the content and get the skill set by being able to process that information with their home languages (interview, February 9, 2022).

This allowed for students from all different backgrounds and parts of the world to build their social-emotional skills, and share common ground in the education they received through the school environment. Muetterties and Wright (2022) research on designing inquiries for social-emotional learning showed that when teachers create opportunities for social-emotional learning, students practice their learning and apply social skills in an authentic way. Students "situate themselves in the events of the world and their lives [and] make connections and build relevance" (Muetterties & Wright, 2022, p. 43). In a Korean school culture, Evan had the opportunity to envision what a global society looked like:

...sometimes when I [teach about], especially with women's rights, I find that to be in Korea, not just in teaching world history, but I teach a contemporary global issue course where we teach news literacy, and bias, and how to view the new sources with a level of scrutiny and criticism that allows students to realize that the way they might think might be dictated by news drivers (interview, February 9, 2022).

Evan continued to share his perception of teaching in a society that is generally conservative as he asserted,

When I came here, I wasn't expecting it to be [more open] ... I'm not ignorant, but I just knew it was conservative, but then, at the same time having students have a different opinion than mine, it was saying - 'okay, absolutely, that's valid...let's look at why you think this way' and not trying to persuade, just giving the students the opportunity to look

at different ways of thinking, and so allowing them to open up their minds a little bit, and not necessarily again, changing their minds, but simply allowing them to see that there are other ways of looking at them that are also valid (interview, February 9, 2022).

When asked if he had felt anxious or worried when teaching about a particular culture or diverse population, Evan stated “absolutely not” (interview, February 9, 2022). However, he does find himself sensitive to making sure students are not using inappropriate language pertaining to American Blacks, as there is a small population of Blacks in Korea. Further, Evan is aware of the discrimination and prejudice against Muslims in Korea. When Evan was teaching about the Islamic world, he brought in a current news story about the rise in Muslims in Korea

Potentially perceived Muslim discrimination or prejudice, more prejudice than discrimination in Korea, but then deciding between the two, is it prejudice or discrimination or just cultural perceptions, but applying it to a mosque being built in one part...[near] Seoul (interview, February 9, 2022).

Some students did not know that the building was a mosque, although it was prominent and visible with the minarets and dome on a hill, but students

“never understood what it was...it could be like a socio-economic thing, not really sure, because a lot of the kids [who] go to international schools tend to be higher up in socio-economic status, but a good majority of them, they’ve seen it and they’re like, ‘Oh’ and some kids are like, ‘Yeah, I’ve been there and it’s absolutely beautiful,” and other kids didn’t even know that was part of Islam” (interview, February 9, 2022).

Extending the learning in class to the local community is one of Evan’s strengths in teaching. The students “have various different experiences from different countries they lived in” (interview, February 22, 2022).

Professional Development Opportunities. Evan had opportunities to participate in professional developments to enhance his focus on the Diversity, Equity, Inclusion, and Justice (DEIJ) initiative. He participated throughout the year in the following:

[I participated in] a six to eight weeks DEIJ activity or international professional developments. That was eye opening as well...it focused on the American black community, in particular, but listening to some of their stories of what the world would look like if they were given the opportunity to have the world they want to live in (interview, February 22, 2022).

This resonated with Evan's teaching methods. He designed an extension activity after the French Revolution unit where his students were urged to "start looking at what the ideal world might look like" (interview, February 22, 2022). Evan's goal was to move students out of their comfort zones and explore themes and knowledge using different lenses.

Global Perspectives

Challenging students thinking and encouraging them to reflect is a critical component for social studies educators with global dispositions, especially as they encounter content with their students that tend to reinforce societal norms and narratives that marginalize populations. Global perspective to Evan meant

... allowing my students to be global citizens...giving them a base knowledge, so the way we structured world history is giving them, not necessarily a march through time, but giving them period-ization based on big events that have occurred over time (interview, February 9, 2022).

For example, in the first semester, Evan taught world history from the 19th century by looking at how the time period "shaped the world" (interview, February 9, 2022). In the second

semester, when Evan participated in this research study, he shared that he taught historical revolutions and how they have shaped the world in which we live in today. Evan also emphasized that he taught the following content:

Sub-Saharan Africa, the Islamic world, and now we're looking at Western Europe...[especially] where all of these interconnectedness [of empires] became what we are today and then looking forward as to how we can solve things in the future, and how we can attract this global community (interview, February 9, 2022).

This led him to teach the French Revolution inquiry, which Evan adopted from the C3Teachers website. He discussed the Enlightenment period and had students draw upon prior knowledge from the prior semester, as well as their previous years studying Eastern Asian. When he taught about the Enlightenment period, which occurred prior to the French Revolution period, Evan discussed how the Enlightenment “occurred first in Western Europe [but] other times in history and other parts of the world also could have been considered enlightened” (Teaching Reflection, February 2, 2022). Although the context of the Enlightenment was connected to Western Europe, Evan directed his students to discuss and explore how other parts of the world experienced enlightenments in different times throughout history. His students came up with examples from “the Islamic World, China, Japan, and the Americas (Aztecs, Incas, Maya)” (Teaching Reflection, January 27, 2022).

Process of Inquiry. When Evan was participating in this research study, he was in the process of completing the inquiry on the enlightenment period and transitioning to the French Revolution inquiry. As Evan introduced the French Revolution inquiry, his class looked at “how Europe kind of, sort of, influenced certain parts of the world” (interview, February 22, 2022). The French Revolution was taught as a structured inquiry because the Islamic world unit was

also a structured inquiry last semester; therefore, it gave him a chance to reiterate context. During the second semester of the school year, he moved into the free inquiry part of teaching, and Evan noted the scaffolded learning strategy:

Student-directed inquiry [looked] into any part of the world, any time in history - they're able to explore it using the same skill set we've established...mainly from Eastern Asia...going back to the Islamic revolution that is connected to the Arab uprising to now to even looking at any other revolutions, a feminist movement to the Black Lives Matter movement" (interview, February 22, 2022).

Evan reflected that his students were aware that while they will be studying the French Revolution, they are able to choose another revolution or movement. Exploring the French Revolution through multiple perspectives allowed his students to connect pieces on how a revolution influences a global society and "puts democracy back on the table...we can look at first successes or failures" of revolutions and movements (interview, February 9, 2022). Evan believed students needed to reflect on "democratic privileges and ideas that are taken for granted today in their home countries" (Teaching Reflection, February 11, 2022). This allowed them to see things using a global perspective. The unit on French Revolution tied into students personal lives as Evan provided his students with opportunities to explore other movements and revolutions in history or "anytime anywhere in the world" (interview, February 9, 2022). His students applied the "same skill set and same knowledge and [applied] that to something they're more interested in" (interview, February 9, 2022). For example, "they can start looking at the Black Lives Movement, women's rights in any parts of the world...they can explore deeper...hopefully for [them] to transfer [those skills] to their lives beyond the classroom walls" (interview, February 9, 2022).

According to Evan, this allowed them to think outside the box and not just think about a topic from one perspective as he aimed to have his students constantly think “across space and time, which allows things to not just isolate the French Revolution in a time or country, but also leading them to the point where they’re going to be able to have that agency, that free inquiry at the end” (interview, February 22, 2022). When discussing global perspectives and guiding students through learning, Evan views his teaching leading from one thing to another through interconnectivity. He teaches how things work and asserted, “that’s how we teach world history...also the influence [on present day] ... so how you’re also in a globalized society, able to interact with different cultures languages, religions, and people in a way that will impact our future” (interview, February 22, 2022). Integrating global citizenship education into Evan’s teaching was described as a “loop...it’s not a march through time...you’re bringing it back to the present” (interview, February 22, 2022). Infusing global perspectives meant the following to Evan:

Connecting it to current news...being able to analyze contemporary global issues into what we consider to be historical issues and seeing how those contemporary global issues are global, even though they seem to be isolated in these regions, times, and periods...we have this modern globalized technology, where they didn’t have that in the past, even though, [it] was the interconnectedness (interview, February 22, 2022).

The way in which Evan incorporated global perspectives on topics such as hegemony, race, prejudice, discrimination fostered a better understanding of cross-cultural awareness (Merryfield, 2002). Evan also explored events from diversified view points and shares multiple perspectives using the sources and even directed contact with local and global resources (Merryfield, 2002) as he discussed the rights and responsibilities for the good of the world

(Steenburgen, 1994) as one concept in his teaching. Evan incorporated global perspectives by instilling in his students the will “to expand, interrogate, revise, or reaffirm one’s perspective based on information from a variety of sources” (Mathews, 2022, p. 213). Thus, at the center of Evan’s world history class is the concept of global citizenship where his students responded, critiqued, discussed, and learned about the impact of globalization (Landorf & Doscher, 2015; Mathews, 2022) through multiple perspectives.

Inquiry-Based Learning

Global learning can be seen as missing or superficial in K-12 level (Mitchum et al., 2020); however, Evan worked as an instructional coach and built the capacity of other teachers from PK-12 grade at his school to design and implement inquiry in their classrooms. Evan nurtured the idea of providing a safe environment for students to learn through inquiry. He relayed the following when asked about his favorite story to share about what he taught:

The impact when I see the smile on my kids’ faces when they come into my class. I had a few students do this to me at the beginning of the year and say, ‘I hate history,’ because they always open with this...that safe environment...just to be honest with me, I’m honest with them, and they say, ‘I don’t like history, I never liked it,’ and I’m like, ‘Fine,’ [and] I got two particular kids in mind, and I said, ‘Well I’m going to change that perspective,’ [and] by the end of the school year, I started seeing those kids and others that don’t say anything at all...raise [their] hands (interview, February 9, 2022).

Evan did not dictate to his students what they need to do: “I think that is key, not being the sage on the stage...being able to allow them [to express themselves] ... explore that and apply knowledge and skills to where [they] want” (interview, February 22, 2022). He was fully equipped and confident in his use of the C3 Framework and the Inquiry Design Model based on

his training through the Inquiry Design Model (IDM) Institute and professional development that he took part in through his own professional development.

C3 Framework. Evan appreciated the “openness of the C3 framework” (interview, February 9, 2022) and the extent to which the international school allowed it. To him, the standards in the C3 Framework were broad and powerful. Evan shared that his students were:

.... applying [knowledge and concepts] to the real world, and I say real world, obviously, we’re all in the real world, but the world outside the four walls of the classroom...and beyond high school, so that hopefully, taking those ideas and those skills outside of just even the 10th grade...[and] in different subject areas (interview, February 9, 2022).

When asked why is he using inquiry as a teaching method, Evan responded,

I’ve always been doing it to some degree...the C3 allowed me to really move forward in understanding that the pedagogy that I’ve adopted is good and helped me to improve...and so what happened was I started to see that I was not locked into a curriculum per se, but you can still teach content, but it is also the skill set that really pushed the C3 forward. And so, it was like, I was freed up a little bit from having to hit certain standards...and allow my students and facilitate their learning...so not to lecture...that’s how I would want to learn (interview, February 9, 2022).

He worked with experts such as Kathy Swan, Trevor MacKenzie, and Julie Stern to spread inquiry through professional development. Focusing on the ‘how’ was critical to Evan’s development of inquiries. In the inquiry for this research study, he asked his students “How was the French Revolution successful” instead of “Was the French Revolution successful?”

In Evan’s experience, he preferred to use open-ended questions, because “kids can come to their own conclusions and have their own arguments as to whether or not...based on certain

supporting questions” (interview, February 9, 2022). Evan added four supporting questions to the French Revolution inquiry:

SQ1: What were the social, economic, and political problems in pre-revolutionary France?

SQ2: How did the relationship between the French people and the king change in the early stages of the Revolution?

SQ3: How did Robespierre justify the Reign of Terror?

SQ4: Did Napoleon’s rise to power represent a continuation of or an end to revolutionary ideals?

Inquiry Instruction Process. Evan shared that he always guided his instruction with “a quick, inquiry question [as] I use the question formulation technique all the time” (interview, February 9, 2022). He staged the compelling question, but also noted that he was purposeful in providing students with an opportunity to develop their questions. When his students asked questions, he developed small and large groups to deliberate and discuss, and asked students what they noticed about ‘how this [certain events]’ happened and asked open-ended questions (Hess & McAvoy, 2014). After he continued to guide his instruction through inquiry, Evan shared he had a student last year say: “I’m asking more questions — exactly, you’re not telling people things, you’re simply opening up the discourse by allowing yourself to ask questions and by doing that, you’re having a conversation and more questions arise” (interview, February 9, 2022). Evan utilized ideas he learned from MacKenzi and Stern in regards to moving between a guided inquiry to a more student-led inquiry, which first emphasized the use of structured inquiry and then free inquiry.

The digital platform, *Atlas*, which is a curriculum mapping tool developed in the United States, was used at Evan's school. However, Evan shared that he had "the opportunity to develop what is good for Korea's school" (interview, February 9, 2022). The curriculum development team at his school came together to establish what their school curriculum looked like, versus what a "suitcase curriculum" is, and from there, Evan believed he had "the opportunity to meet the standards with the flexibility of the students we have at the time" (interview, February 9, 2022). Although the written curriculum "stays the same," he asserted that "how you teach that written curriculum is the most flexible and adaptable" (interview, February 9, 2022).

Differentiating Teaching through Inquiry. Evan witnessed his students flourish and succeed using differentiating learning methods. He believed that if he used only one method to assess students, he would not see students succeed in their learning. Evan focused on the outcome of his student learning by meeting their needs through equitable practice. For example, he offered a student in his 10th grade world history class an opportunity to write a song since this student is "a musician and a very talented one" (interview, February 9, 2022). His student wrote a song related to the content and Evan proudly shared his student's work with the principals, administration, and counselors. Evan noted that his student was "exemplary, [and] he got an A" (interview, February 9, 2022).

Challenges in Implementing Inquiry. Yet, the challenges Evan faced in using inquiry-based instruction was limited only by the "buy-in from the rest of the department" (interview, February 9, 2022). He asked himself, "To what extent is my department adopting the same strategies, the same pedagogical methods? I think that is something that is still a challenge at our school right now." (interview, February 9, 2022). He further asserted, "We have more traditional teachers, and we have other teachers who are more flexible, and we have other teachers who are

more, I guess I would say, progressive, in a sense they're adopting some more of the [inquiry] strategy" (interview, February 9, 2022). As Evan was preparing for his next teaching endeavor in Nigeria, he was training a new teacher and collaborated with her to "think about [students' learning through] the C3 standards [and how it] allow[ed] for that extension of knowledge and understanding" (interview, February 22, 2022). Evan finds that teaching through the C3 Framework is "more liberating" (interview, February 22, 2022). He tends to provide students with a structured inquiry through a compelling question and the supporting questions, as well as provide some sources, but "at the end of it, they come down to their own argument and conclusion" (interview, February 22, 2022).

An Inquiry of Revolutions and Movements Across Space & Time		
Inquiry Design Blueprint		
Compelling Question	<i>Develop a Compelling (open-ended) Question</i>	
Skills	<i>What historical thinking or other academic skills are necessary for participants to complete this inquiry?</i>	
The Hook	<i>What is an effective and engaging way to get participants interested in and introduced to this inquiry?</i>	
Supporting Question 1		
<p><i>Develop a supporting question</i></p> <p>Supporting questions are essential to helping to answer the compelling question. They are more specific, content-related, and seek to curate evidence from the provided sources..</p> <p>Think SPICE T</p>		
Performance Task 1		
<i>Design a performance task that helps the participants learn the content and skills necessary to answer the supporting question. Build the knowledge!</i>		
Featured Sources Set 1		
<p>Source A: <i>Curate another source that put the name of your required curated source here</i></p> <p>Source B: <i>Curate another source that put the name of your required curated source here</i></p> <p>Source C: (?)</p>		
Final Assessment (Summative Performance Task)	Argument	<i>Construct an argument that discusses the compelling question using specific claims and evidence from historical sources while acknowledging competing views and counterclaims.</i>

Figure 6. Evan's Inquiry Blueprint Prototype

Making Use of the Evidence and Sources. Evan's inquiry work focused on the sources and he encouraged students to form differing opinions to claim their arguments. While studying historical revolutions, students explored various uprisings or a movement they learned about previously in the school year. Evan noted that his students explored

... different ways in which people can create a movement or have a revolution, and the difference between a revolution versus some movements...as well as making sure that a movement can be a revolution, but not necessarily, or are they — so having an open-ended question, ‘Is [this] a movement a revolution?’ or vice versa (interview, February 22, 2022).

By teaching the French Revolution unit through a structured inquiry, students analyzed primary and secondary sources to answer the compelling and supporting questions. They analyzed “how civil society drew upon the principles of the Enlightenment to spread rebellions and call for revolutions” (Teaching Log, February 9, 2022). Students worked collaboratively to assist their analysis and were “personally responsible for their answers to the [2nd] supporting question” (Teaching Log, February 11, 2022). Students continued to analyze historical sources and developed claims using evidence from the sources and continued to analyze how civil society influenced the principles of the enlightenment through the third supporting question. Throughout Evan’s teaching logs and teacher reflections, he continued to reflect on the discussions in class through activities (e.g. guided discussions, arguments, collaborative groups during analysis, role playing). When asked which part of the inquiry were his students most engaged in, he relayed the following:

I feel like the summative performance task was the one, and not just because of a grade, but I think it was because they are at this point in the school year that they are able to know... [and be] confident to show that their argument doesn’t have a correct or wrong answer (interview, February 22, 2022).

Students responded to his teaching through inquiry positively and since he had already established the foundation of inquiry instruction, his students felt “that freedom to feel like they

can ask me whatever questions they want” and “ask more questions” (interview, February 22, 2022). Evan shared the following reflection,

Some kids who didn’t talk that much during the first semester are really speaking up now, which is kind of nice to see, and they’re only sophomores in this class, so it is kind of a transition from ninth grade into the upper years of high school (interview, February 22, 2022).

Research indicates that teachers who tend to teach through inquiry “see that students who typically didn’t participate started to respond eagerly and enthusiastically” (Wafa, 2019, p. 23). Overall, Evan’s students built more connections between history and their personal lives, and he was “happy to see the outcome” (interview, February 22, 2022) that he expected.

Michael: A Teacher Leader (Austria)

Michael is a highly-skilled educator at an international school which encompasses a diverse population in regards to culture and nationality. Michael has been teaching internationally for 17 years as he taught 12 years in Shanghai, China and this is his 5th year at an American international school in Austria. He identifies as an American from Madison, Wisconsin and “very proud of that fact...very proud of being from a smaller town in Wisconsin, in terms of the value system...like niceness of Midwest people, and openness” (interview, February 17, 2022). Michael alluded to spending more time abroad than in the United States, but he “will forever feel” like he is from Madison, Wisconsin (interview, February 17, 2022).

Dynamic of the International School. Michael’s leadership qualities and roles presented him as a strong team leader at his school. He was an instructional coach, and also served on several committees to advance the structure, standards, and curricula of the international school. Michael stated that the populations at his school was composed of “Austrians and Germans...all

over the EU, lots of Turkish families, Russian families, Ukrainian families, which is certainly interesting right now...we have Americans too obviously, we have about 20% Americans” (interview, February 17, 2022). Nonetheless, he noted his school population “are not very diverse in terms of race, but very diverse in terms of nationality” (interview, February 17, 2022). The values of his school are woven into the system as “open mindedness and acceptance of diverse views” and Michael believes they “very purposely teach those values” through their instruction and they “require demonstration of those values” (interview, February 17, 2022). Michael also believed that the “mere fact of the view sitting in a classroom with people from 10 different countries, holding different family backgrounds, cultural backgrounds, I think that in and of itself creates an international community” (interview, February 17, 2022).

Michael felt that diversity and inclusion was recognized at the international school because it seemed to be a default mode at their school given that they are an international school that encompasses students from a variety of backgrounds. He shared that his students have “grown up with only an orientation towards internationalism and diversity and acceptance and realization of different perspectives” and it is their “way of being in the world, which is a beautiful sort of place to be” (interview, February 17, 2022).

International Teacher Reflection. As Michael engaged in two interviews and the data collection process of teaching logs and reflections, he provided a description of the way he designed and implemented inquiry that was purposeful through global perspectives. Michael was reflective in his process, and appreciated giving his students the “space to explore” historical issues. Michael viewed himself as a history teacher who “de-emphasize[d] content and emphasize[d] skills and understandings [through] connections, patterns, and use of evidence” (interview, February 17, 2022). Michael believed that “being educated means asking why do you

think that or how do you know” (interview, February 17, 2022). As the head department at his school, he designed and taught a standard based curriculum that focused on skills, as well as content. He worked toward leading programs and policy changes throughout the international school. Michael’s leadership, passion for teaching, and sense of enjoyment when collaborating with other educators was evident through his reflections and the ways in which he structured learning experiences for his students.

Cultural Competency

Michael’s cultural competency was responsive to the needs of his students as he was reflective of his practice through teaching students from diverse backgrounds. He instilled the concepts of cultural competency in his classroom and facilitated critical thinking and reflections, as well as teaching the importance of respecting and being open-minded. Michael purposely integrated the values of acceptance of diverse views and open-mindedness through the different cultural backgrounds in his classroom. Michael was on his school’s mission and vision committee. Throughout the year, he developed a process that the school went through in changing the mission and vision of the school, and he believed what came out of it was the “realization and appreciation for the fact that we do think our students culturally and intrinsically have the internationalism within them” (interview, February 17, 2022). He further asserted, “we could, and probably should, do a better job of being more overt about it...how can we be more blatant about internationalism and more purposeful in being explicit about internationalism and recognizing the different communities” (interview, February 17, 2022).

After the changes in the mission and vision at the international school, Michael became more purposeful in his teaching as he focused on creating a culturally responsive classroom. He provided his students with the space to explore historical context, as well as “human behavior

issues that are relevant to them and meaningful to them” (interview, February 17, 2022). For example, Michael’s class was discussing which governments oppress their citizens and the topic of Japanese internment camps was discussed in class. Michael shared the following narrative of one of his students who shared a connection with her family to the school curriculum,

She is a direct relative to Kokomo Joe, who is the first Japanese American horse jockey...we learned this all through the student engaging in a deeper inquiry into Japanese internment, and her great-great grandfather [Kokomo Joe] was for three years in California’s internment camp, and [the student said], when he came out, he was never the same and he lost a great deal of wealth...he faced a great deal of discrimination, abuse, verbal, and even, at times physical, and she was able to explore the story and family history through our curriculum (interview, February 17, 2022).

Michael’s reflection of valuing his students capacities, abilities, and honoring their histories, cultures, and backgrounds was prominent and addressed through the topics he taught. Michael mentioned he had a lot of Russian students in his class, and “maybe they are not into Hitler, I mean that is certainly relevant to our Austrians, but maybe they’re more intrigued how Stalin came to power” (interview, February 17, 2022). He shared that he provided the opportunity in learning about authoritarian regimes, and his goal for students was to recognize “that democracy and liberal values are not an on and off switch but rather like a dial that can be turned up or down, sort of slowly over time” (interview, February 17, 2022). Michael reflected that as a teacher, he needed to understand that students do not necessarily share the same content knowledge, but the same conceptual understandings and skills they gain from his class make them connect the content to their personally lives. This approach to teaching allowed his students

to investigate various factors, including opportunities to make meaningful connections to their everyday lives.

Creating a Safe Environment for Learning Through Inquiry. Michael further emphasized that his Russian students were facing a “distrust of institutions...in news agencies, even from the West” (interview, February 17, 2022). He asserted that it may “come from the fact that in Russia there is a great distrust of their own internal news agencies and [this creates a] certain [level of] apathy” (interview, February 17, 2022). Through Michael’s cultural competency, he had his students share their personal experiences in regard to media. His Russian students talked about the way they consume knowledge through technology now-a-days versus “the way their parents and even grandparents, and in Moscow, [and how they] consumed knowledge” (interview, March 21, 2022). Michael’s way of teaching in bringing in students interest allowed his students to become engaged. As Gay (2010) suggested, once the interest and engagement are present, learning increases when educators use pedagogies that connect to students’ knowledge and experiences.

Michael provided a safe environment for his students to share these experiences and thoughts within the classroom, and continued to emphasize the importance of content relevancy for his students when being a culturally competent educator. For example, he discussed with other teachers, particularly the Language Arts teachers,

Does it make sense for our students to read, *To Kill a Mockingbird*, does it even make sense to them, culturally, because it’s such a unique dynamic expressed in there...the themes and ideas are so uniquely American, does that resonate with a Russian or Swede or Austrian or a Turkish person?” (interview, February 17, 2022).

Michael further asserted that American racism was a unique discussion in his classroom because European students from other countries have a different view of what racism or race issues look like. In his class, Michael discussed language and the issues around the N-word.

Michael's reflected:

It was sort of surprising to me the lack of understanding or confusion on the part of many European students in regard to what is the big deal...like they weren't really getting the significance of America [who] have issues that Americans think are very significant in regard to race relation (interview, February 17, 2022).

Justice-oriented Global Perspectives. Nonetheless, when asked if Michael felt worried or anxious about a particular culture or diverse population when teaching content, he responded "definitely...you want to be sensitive" (interview, February 17, 2022) when discussing particular issues. In Austria, Michael relayed that the power dynamics play a role in the education at their school. He shared:

The Palestinian Israel dynamics are sensitive, also we have a large Jewish population, the Jewish Israeli ambassadors' children go to our school. There is a large Islamic, Muslim population in our school, the Turkish students...so that is an interesting dynamic to discuss (interview, February 17, 2022).

Michael asserted he does not shy away from discussion, but it was necessary to be sensitive to the school population. Yet, because this study was focused on his teaching the US history class, he discussed that it is "American-centric in this course" and emphasized,

I think for me it is the biggest when we talk about issues of oppression...in terms of liberalism...democratic liberalism, but it's liberalism, in terms of values of freedom...I find value in teaching about [those issues] of oppression, how government suppressed,

how citizens throw off the shackles of oppression or resist oppression, how do cultures suppress themselves (interview, February 17, 2022).

Michael focused on the ways culture can be changed and questioned his students: “is culture the driving cause of oppression or our political mechanism? And then the flip side of that, is culture the lead driving of change of political mechanism” (interview, February 17, 2022). Michael reflected that his students generally conclude that change needed to come from the bottom up rather than top down. His teaching also focused on “civil rights movement, women’s suffrage movement, LGBTQ fight for equality...all in [an] American context because this is an American course” (interview, February 17, 2022).

While global citizenship education provides opportunities for students to think critically about the world, there is a lack of scholarship about justice-oriented global education (Andreotti, 2014). The curriculum goals for a justice-oriented global perspective allows students to “explore and critique universal and inevitable experiences of oppression and exploitation” (Gaudelli & Heilman, 2009, p. 2660). Michael shared that as a US history teacher, he appreciated the opportunities to discuss with his students’ topics of injustices to voice multiple perspectives and understandings, even as he continued to share that it was from an American perspective.

He focused on building relationships with his colleagues and lead them to teach skills that brought in the concepts of inclusivity into their everyday teaching. Although he continually emphasized that the US history course is taught using solely an American perspective, it was apparent by the second interview that Michael had reflected that the content was aligned with global perspectives through the inquiry teaching. The inquiry unit topic was about ‘Equality,’ in particular to the oppressions presented United States, and looking in the past at World War II oppression.

Global Perspectives

When I asked Michael how global perspectives are used in his teaching method of inquiry, Michael responded:

To be fair, this inquiry, in the context of this course, probably isn't that global, although it could be, if you consider American-Europe sort of global. The knowledge they have, the case studies and sort of content they have to use for this class, they have been taught explicitly, it is focused on World War II oppression and ways governments removed equality from the Jewish people in a German context and then American movements of equality in regards to civil rights movement and how people fought back against governments means of oppression (interview, February 17, 2022).

The content for the inquiry unit taught during this study had some freedom for students to discover and explore other case studies aside from the World War II oppression and civil rights movements. Michael identified this inquiry as one of the larger units that students had done throughout the year. As a result, Michael emphasized that "most of their evidence will come from these two regions of the world [North America and Europe] ...it certainly is very Western in its scope" (interview, February 17, 2022). His reflection toward the connections to global understandings after teaching the inquiry slightly shifted from the following statement, "to be fair, this inquiry, in the context of this course, probably isn't that global" (interview, February 17, 2022) to "so I suppose that [the content taught] is global in its reach because it was Germany and America" (Interview, March 21, 2022).

When I asked about the type of learning that occurred in his US history class, Michael shared two topics that are critically important in understanding how he incorporated global perspectives - 1) He discussed with his students the Tulsa Massacre and his students generated

questions with a partner as they had to narrow it down to one research question in which they needed to answer it through a presentation; and b) He taught through inquiry about the civil rights movement and teaching it had come up organically in his class as he shared the following experience:

We were talking about Malcom X and the black panthers...I don't know much about Malcom X or the black panthers...so we chose something about Malcom X, it was just at the time when they published on exonerating Malcom X murderers... [Another student] investigated the role of the FBI...and harassing the black panthers (interview, February 17, 2022).

Students would come up with different conclusions based on their research and Michael encouraged students to ask questions that vary among perspectives, views, and interests. Michael reflected and emphasized that his students

... were using components from Hitler's rise and then comparing and contrasting that with the efficacy of the civil rights movement, and why Hitler was able to be immediately successful and the civil rights movement was not immediately successful...what did Hitler have that Martin Luther King didn't?" (interview, March 21, 2022).

Michael's opportunity to bring in perspectives through teachings about the Tulsa Massacre and the Civil Rights Movement can enable global learning in his classroom environment. When asked to define global perspectives in his own words, Michael shared it "is openness...it's acknowledging...it's openness to hearing a variety of perspectives" (interview, February 17, 2022). Through a historical context, Michael asserted that it is "teaching a variety of stories, right, history is biased, but based on the stories; we decide to tell whose stories are we telling" (interview, February 17, 2022). As a result, the multiple perspective would include

stories from what he described as: “A female perspective, a male perspective, rich perspective, poor perspective, white perspective, black perspective, the Chinese perspective...these are what global perspectives [are]” (interview, February 17, 2022).

One of Michael’s favorite phrases was: “Everyone has a right to their own opinion, but not all opinions are right” (interview, February 17, 2022). This was something that he continued to articulate to his students because he sensed that it is critical for students to not reach a point of apathy because there were ideas “that are dangerous and it’s not fine...[and] with global perspectives, you want to emphasize inclusion...you need to teach the skill of evaluating [resources] and point of view...through evidence” (interview, February 17, 2022). For example, in Michael’s 10th grade US history class while learning about WWI, the idea of decolonization was brought up through his teaching, including how this affected communities in Africa, Asia, and the Middle East. This is where Michael believed

... it’s really important for students to understand the history of the Palestine-Israeli conflict, for lack of a better term...what was that region like, who did live there, what was going on...we can include more perspectives...do it in a way that tells more stories than just the European story” (interview, February 17, 2022).

It is not only that Michael connected historical periods, but he incorporated the future as he emphasized, “if we’re talking about nationalism in understanding World War I, [then] I’m talking about nationalism now and understanding the Ukraine-Russia crisis” (interview, February 17, 2022). The ideas of open-mindedness, empathy, perspective-taking, understanding, exploring alternative points of view are foundational to his teaching. However, Michael asserted that he felt “obliged to limit it to US because it is a US history course” (interview, March 21, 2022).

Although there was a focus on comparing and contrasting multiple critical historical events in the

United States and Europe, he continued to nurture the values of openness, empathy, and perspective-taking as he felt “like it might be” part of global perspectives (interview, March 21, 2022). A narrative between Michael and me about integrating global citizenship education was:

Michael: “I feel like I am responsible to teach that [in] US history context”

Me: “But you’re also bringing in the way the US is interconnected with everything else.”

Michael: Exactly, like World War II, for example, like you cannot, and [I] will do Vietnam in a different unit where we’ll look at perspectives of the Vietnamese look at the Declaration of Independence...actually I have them compare Martin Luther King’s writings to those of Ho Chi Minh...so we look outward and as American, we get into the Cold War and we look at like American dimension in Guatemala and Nicaragua, start getting into looking at the world from the perspective of other people that America affected...they will become more global as we move through this semester (interview, March 17, 2022)

Michael’s students “non-American evidence [is something] that they could select” and resources about post-World War I Germany and the rise of Hitler informed his students about topics they had not discussed in American context. For example, Michael shared: “Some students did use the Black Lives Matter movement, LGBTQ movement...so these are things that were not explicitly taught in class, but they were American...because it is an American history course” (interview, March 21, 2022). When asked if Michael could explain his thoughts on infusing global education through inquiry teaching, he shared it is about “stories” (interview, March 21, 2022). The example in which Michael noted showed a meaning of teaching inquiry using a global education:

[I taught about] American interventionism in post-World War II and from the

perspectives of an American versus from the perspective of someone in countries [such as] in Iran, in Nicaragua, in Guatemala, in Ukraine today, or in all the other countries, Vietnam...South Korea” (interview, March 21, 2022).

Michael saw that it was important to look at events from multiple perspectives because this helped “students develop softer character traits like empathy” (interview, March 21, 2022).

Michael did not just focus solely on the curriculum when teaching his students. He also focused on equitable teaching practices and brought stories, experiences, and knowledge that students had and created an awareness of the various cultures in his classroom. Michael acknowledged and deeply understood the ways of living of his international school students. He was a culturally competent educator who ensured that he learned alongside his students.

Michael was reflective of his teaching a US history course in comparison with a world history course, as he implies, “it is American-centric in this course, in particular, although I have taught world history” (interview, February 17, 2022). He drew the following comparison: “Now, in a world history course...that would be a different context...this is a struggle with doing it with any US context...I feel obliged to limit it to US” (interview, March 21, 2022). Nonetheless, Michael’s idea that his students chose research questions allowed “for the integration of global perspectives as they are comparative in nature and this meets the requirements for a culturally responsive classroom” (Teaching Reflection, February 1, 2022).

Essential Questions versus Compelling Questions. Michael’s US history class was structured around essential questions; therefore, it was “structured purposely to facilitate an inquiry approach on the regular” (interview, February 17, 2022). Based on Michael’s inquiry structure, essential questions were the foundation of the ‘Equality’ inquiry. His students had two options: (1) They could formulate a ‘driving’ question focused on Equality or (2) Choose from

the ‘essential’ questions list. Some of the essential questions were: (a) What drives the change in concepts of equality over time? (b) Is equality a function of economics, culture, or policy? (c) To what extent can individuals create change in equality within a society. However, in inquiry-based learning, particularly through the C3 Framework, it is critical to emphasize the slight difference between essential and compelling questions. Both types of questions are significant. Essential questions in social studies disciplines focus more on the reflection of the foundational human conditions. Compelling questions reach those goals, but they are personalized to the student population. Compelling questions are also designed with a particular group of students in mind and it places a strong emphasis on the need to develop questions that are relevant to students lives (Swan, Grant, & Lee, 2017).

Inquiry-Based Learning

Michael is a confident educator and he emphasized that teaching inquiry “was natural” to him since it was how he structured all his classes for a while. The process of teaching through inquiry “felt really great, [and] it was smooth” (interview, March 21, 2022). Michael used inquiry because to him, “it [was] more fun and because it’s skill based” (interview, February 17, 2022). Michael did face challenges when teaching using inquiry as he felt his students were not getting enough content. He noticed there was confusion, because students experienced a lot of “bouncing around because we’re trying to make those connections between ideas and use examples from different times, cultures, and places, and to show that commonality and those patterns” (interview, February 17, 2022). As a result, Michael found that creating more guided inquiry would help when using a chronological approach to the content. Therefore, Michael shared:

A chronological inquiry - where I'm moving with the past sort of forward, but I'm always pulling from the future, and by the future, I mean like if we're talking about nationalism in understanding World War I, then I'm talking about nationalism now and understanding the Ukraine-Russia crisis (interview, February 17, 2022).

Michael further emphasized the way he built content in connections with the past,

My method is like, okay, let's talk about what is similar between the Black Lives Matter movement now and the Civil Rights movement, what are the differences? We look at redlining practice, we read in Ta-Nehisi Coates article in the Atlantic, 'Why Reparations are Necessary,' and the students debate whether reparations are necessary. We're always pulling from the present and connecting the past, but I've taken a more chronological approach to the past (interview, February 17, 2022).

Inquiry Curricula. Michael asserted that he had autonomy and flexibility in regards to what he taught in class. He shared, "that's why I became a teacher, I didn't ever want to be a boss" (interview, February 17, 2022). However, Michael shared the following insight and perspective about curricula that integrate inquiry:

Teachers can feel like their boss is the written curriculum or the documented curriculum or the standards - well, and then they feel limited that they can't pursue their passions or their students' passions, but inquiry allows for all of that (interview, February 17, 2022).

A curriculum is a guided instructional tool for teachers to utilize through their teaching. Some administrators may see that curricula are a way to provide new teachers with something tangible for them to launch their teachings. Other administrators may see that curricula are not necessary and teachers can utilize external resources to supplement. While curricula are foundational to schools, managing a curriculum that will fit the school culture can sometimes be

challenging. Teachers and students will always need to continuously instill the creative skills to engage with students' curiosity, global awareness, and mutual understandings. Michael, as head department, led his team through the ways of thinking about the benefit of the student. For example, he shared with me the way he collaborated with his colleagues:

I am trying to shift the grade 10 course to mirror mine in terms of its [inquiry] structure, [and] to move away from chronological and toward conceptual base guided by essential questions. Some colleagues were concerned, very concerned, that this would result in a lack of content knowledge. I said, 'well okay, what would be the worst case scenario, if a student left grade 12, which again is about the 20th century European history...what if they didn't know about the rise of Hitler or the dropping of the atomic bombs, like okay well, first of all, I don't know if that'd be so terrible, but let's just make a list as a team of what we think is the most essential knowledge from this time period that an educated human being would have' and we made a list, and at the end, I think my colleagues were surprised that list of like must have knowledge was not that big. For the guided inquiry, we just agreed that we're going to do more...that will necessitate inclusion of this content that you think is core and non-negotiable must have content...so we guarantee every student gets this content, and then we can have openness with other things (interview, February 17, 2022).

Michael encouraged his colleagues to use inquiry, as he shared, "I tell them, look, you can still do your same old stuff, but if we're doing inquiry, it allows you to react to the moment and make things relevant" (interview, February 17, 2022). As a result, for Michael, if there is a documented, scripted curriculum that is strictly chronological, then teachers are limited and are

not provided with the opportunity to make the subject relevant to their students. Switching the structure to inquiry “allows you the freedom to do both” (interview, February 17, 2022).

Michael shared that the inquiry content changes every year because of world events and students interests. He noted how content changed this year to meet the needs of his student’s curiosity:

The BLM didn’t exist until it did, the Ukraine-Russia crisis didn’t exist until it did. The other day...my Russian and Ukrainians were having a debate about this crisis right now, and Ukraine stealing Russia’s gas and America wanting to destroy the Nord Stream pipeline, and this is [an] American propaganda...they [made] connections between the Cuban missile crisis and what America is trying to do with Ukraine right now...every day is something new and different and that is the beauty of inquiry (interview, February 17, 2022).

Michael worked at a school that focused on category-based assessment rather than a standard based assessment. Therefore, Michael and his team chose standards purposely that reflected the instruction they were implementing in class. The focus was on the “big idea[s]” and “skill based” instruction in the classroom. The categories that assessed students’ work were: (a) Knowledge, (b) Evaluation, (c) Application, and (d) Analysis. Michael shared, “we align our [category-based] assessments and inquiry beautifully with those” (interview, February 17, 2022). Michael emphasized that skill-based assessments were foundational to his instruction since it was significant for his students to critical examine, evaluate, analyze, and apply what they have learned; therefore, Michael shared, “All of the C3 is skill based” (interview, February 17, 2022) and this made it simple for him to align with the inquiry approach in social studies education.

C3 Framework. As an international teacher, Michael stated that he had the opportunity to work with people from diverse cultures. After learning from Carly Muetterties (2021) about the C3 inquiry through workshops that he attended, he began to adopt the standards into his teaching. Michael appreciated the skill-based teaching and found the C3 Framework to be in alignment with his vision of inquiry-based learning. He incorporated the arrow standards into his curriculum, and the school recently adopted the C3 Framework. As a result, they used three arrow standards and three C3 Framework standards.

Table 6. Michael's Sample of Arrow and C3 Framework Standards

Communicating Conclusions and Taking Informed Action	D4.1	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and/or evidentiary weaknesses
Applying Disciplinary Concepts and Tools	D2.His.5	Analyze how historical contexts and/or *sociological circumstances (race, gender, ethnicity, class, etc)* shaped and continue to shape people's perspectives *this was added
Applying Disciplinary Concepts and Tools	D2.His.11	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
Applying Disciplinary Concepts and Tools	D2.Civ.14	Analyze your understanding of historical, contemporary, or emerging means of changing societies, promoting the common good, and protecting rights.
Evaluation	1.12.a	Identify and apply your understanding of how long-term changes, enduring influences, or recurring patterns in world history operate in a contemporary context
Evaluation	6.12.e	Evaluate how groups, individuals and institutions work to meet needs and address necessary social changes.
Analysis	1.12.e	*Analyze how ideals of freedom, equality, justice, and citizenship have changed over time and contribute to conflict and cooperation in the political, economic and/or social sphere(s).
		*edited via combination of 1.12.e and 2.12.b
*top 3 = C3; bottom 3 = Aero		

Michael acknowledged that “less is more...you should be teaching and assessing the skills and competencies that are most meaningful” (interview, February 17, 2022). Michael shared that teachers can add twenty or thirty standards, but it was important for him to focus on what he called “power standards.” He advised the following: “If schools did an audit of which ones they actually were assessing, every teacher in that department in that school, you’d find it was actually just like 6 to 12 of the 20 some standards” (interview, February 17, 2022). Choosing the right standards was critical for Michael’s department. Michael focused on the content that

mattered most and helped guide the department to focus their teaching on the skills and knowledge intended for students to evaluate evidence and present their claims.

Personality types and Inquiry Teaching. When discussing the C3 Framework and inquiry-based instruction, Michael shared that it would be interesting to investigate personality types in relation to teaching styles. Michael noted some teachers' biggest fears were more than just providing students with autonomy:

I've led as a teacher leader [and] other teachers through reconfiguring courses to an inquiry model, and there is a real fear of losing control over content and that is the biggest hurdles anecdotally [that] I've found when you're trying to move over a reluctant inquiry teacher toward an inquiry model, [and it] is acknowledging and getting them to be okay with the unknown in regards to content (interview, March 21, 2022).

Michael discussed with his department that it was important to rename the units in the chronological course for 10th grade US History. As a result, he led his team through the process of renaming the units. For example, instead of the World War II unit, he suggested and implemented the following change:

It's called the rise of authoritarian states or the rise of authoritarian regimes, and now, while you could cover Hitler and the other World War II leaders - Japanese authoritarian governance, you could cover Putin, you can do anyone, and then you have those two cases studies to do a comparative analysis, which is really where the critical thinking exists (interview, March 21, 2022).

Michael addressed the fears of those who find that losing content will occur if inquiry is driven, and suggested: "We [can] do more structured inquiry and agree on some case studies that are must haves, so we made a list as a team of the explicit knowledge that every student must

have” (interview, March 21, 2022). After compiling the list, teachers can agree on particular case studies and address particular essential questions. If the teachers agree on eight themes, then the “rest of it is open, and so we decide we do more structured inquiries of those non-negotiable content areas, then we do more open inquiry for other components of the course” (interview, March 21, 2022). The outcome of his leadership had convinced his colleagues to use guided inquiry on specific core contents which Michael called “non-negotiable topics,” such as the Holocaust and slavery. This is how Michael led through a collaborative approach to restructuring the US history course to make it more geared toward inquiry instruction. For example, a non-negotiable topic which was taught through inquiry was the rise of Hitler. Michael noted:

That [topic] was something that we decided was non-negotiable...documents would be given to students and that is the structured element, and this case study of Hitler’s rise would be direct instruction more so, whereas an open inquiry, the students would be allowed to choose any case study in service of the [essential] question (interview, March 21, 2022).

For this research study, Michael taught an Equality Inquiry. He provided his students with the task, process, and assessment (Inquiry, February 15, 2022). The students’ task was to answer a question regarding equality and using historical evidence to support their claims. Students could formulate their own driving question or choose one of the essential questions listed in the inquiry. For example, some essential questions were:

- What drives the change in concepts of equality over time
- Is equality a function of economics, culture or policy?
- Are governments or culture the major engines of societal change in regard to equality?

- To what extent can individuals create change in equality within a society?

The process was to formulate or choose a question, break the question into smaller questions, and link the sources containing evidence to support their claims. The smaller questions would be, for example, “do governments suppress? ... or, do economic systems suppress or reduce equality” (interview, March 21, 2022). Students then needed to turn the claims into perspectives and develop argumentative statements to write a rough draft essay. The part of the inquiry which Michael would keep for the future was breaking down the larger inquiry question because he saw it significant to his teaching (Teaching Reflection, February 1, 2022). As Michael progressed through teaching the inquiry, the only thing he suggested to modify was to have his students go through short formative tasks where they could take a claim and attach evidence to that particular claim. Michael would then provide them with feedback “regarding the competency with which the students were able to achieve this skill outcome” (Teaching Reflection, February 8, 2022).

When asked if this is an open inquiry, Michael shared “it depends...it was more or less open, except for the requirement of evidence coming from an American sort of framework” (interview, March 21, 2022). The way in which Michael felt when teaching inquiry was confident, as he implied, “I felt really confident. It was natural to me, and it is how I structure all my classes, and have for a while, so I felt really great, it was smooth” (interview, March 21, 2022). Students were found to be most engaged in the research process and finding answers to the questions because “they cared about [the questions]” and Michael informed his students to choose questions that matter to them, their society, and their country. He also suggested that if students were struggling in answering the essential questions, then they needed to choose a different question and find something they cared about. He found that students were used to

completing busy work; however, he intended to continue on making it “emotionally connecting as possible...[it] is really important and does a lot towards motivation” (interview, March 21, 2022).

Flexibility in Teaching through Inquiry. Michael provided flexibility in his teaching, as he mentioned there are two high level students and they asked “if they could do a debate” and “they planned out what they’re going to say...so it’s more of a performance, like a live impromptu debate, and it was absolutely phenomenal...really engaging...incredible performers” (interview, March 21, 2022). Nonetheless, the rest of the students did an essay format, but they were sophomores, so the “writing wasn’t all at any level in terms of structure...so where the students lacked was not in evidence presented, but rather the explicit use of that evidence...so it was structural issues and not content based or knowledge based” (interview, March 21, 2022). Overall, Michael perceived that his students learned through various approaches. He also perceived that they kept “building and enlightening our concept of equality to be more inclusive” (interview, March 21, 2022). Therefore, through Michael's teaching, moving beyond the “superficial to profound” knowledge by “de-[emphasizing] explicit knowledge and emphasiz[ing] skills” that focused on themes and patterns which are seen through “trans-cultural and trans-time” (interview, March 21, 2022) was seen as way that creates deeper understanding of the content for his students.

Kareem: A Leader in Weaving a Bright Future (Lebanon)

Kareem is a dedicated educator who wholeheartedly believes in infusing perspectives through inquiry-based instruction in the classroom. He is currently a teacher in private and public schools in Southern Lebanon, including a side job of managing an electric company. Kareem cares a lot about the history of Lebanon, especially since the 1800s to 1900s because those

specific periods of history lack the deserving attention and he finds value in understanding the establishment of Lebanon in 1920. He expressed the following: “It is important for me to understand how Lebanon started, and why it started” (interview, February 5, 2022). Kareem continued to share with me the current instability situation in Lebanon. As an educator, he aimed

...to study and better understand to discover where are the weaknesses when it comes to establishing the country and why do we have such political and economic systems that are going toward corruption and not rising to the betterment of the nation?

Kareem worked tirelessly to ensure his students were continuously engaged in discussions “to better understand the past, to better understand the present” (interview, February 5, 2022). Living and residing in the southern part of Lebanon, Kareem acknowledged there is a rich history there; however, “no one reads [our] history as it should be read” (interview, February 5, 2022). He mentioned that it is his responsibility as a high school history teacher “to do my best and utilize and bring to light the truth and resources and how they came up with these conclusions to issues” (interview, February 5, 2022). Through our semi-structured interviews, Kareem portrayed significance in his path toward inquiry-based learning. He came to embrace inquiry as part of his teaching through global perspectives, as well as playing a major role in his own cultural competency. When I asked Kareem how he would answer the question, *Who am I?* he responded with:

I am Kareem who says that I don't want to be stuck in the past. This country happened and was established, and thinking if I can split Lebanon and go back to Syria? For sure, no. It's too late. So, what is the benefit? How about holding on to the idea that I don't want this nation or I don't want to be a part of it and that this nation does not fulfill my hopes and dreams? What is the benefit of thinking this way? Nothing. We are living in

the present, and we have to live in the present we are in now, as it is. That means, as a Lebanese citizen, I have to live as a Lebanese citizen, not as a Christian or a Muslim or a Shi'a or a Sunni, rather live in this country as a proud Lebanese citizen (interview, February 5, 2022).

Kareem is dedicated to changing the way learning occurs in Lebanon and surrounding countries, such as Egypt, Tunisia, and Jordan. He is an instructional coach for teaching history through the Lebanese Association for History (LAH) and trains teachers to teach in new ways based on his expertise. He also worked on developing units using the C3 Framework through the Lebanese Association for History (LAH) to present to the Ministry of Education in Lebanon. As part of the association, he co-presented a project to the Ministry of Education to help train teachers in bringing in multiple perspectives through history. The methods he focused on were critical historical thinking and critical reasoning, as he noted:

We connect it [the units] to two things: 1) critical thinking because history is not one narrative, it is more than one narrative and perspective, and it depends on how the people perceive their thinking based on the environment and society, and 2) we teach history through reasoning in diverse ways (interview, February 5, 2022).

Kareem taught history for 55 minutes a week in Lebanon. He was strongly proposing to the Ministry of Education to have one day a week of teaching the national curriculum, and one day of social studies that would be geared toward themes such as women's right, starvation in Lebanon, and various global issues through inquiries using the C3 Framework. He continues to strive toward making educational policy changes in Lebanon.

While this study was taking place, the public school where Kareem worked was having a salary strike. Teachers had already been out of school for two weeks prior to his participation in

this study. As a result, he designed and taught lessons using the C3 Framework and Inquiry Design Model to the 12th grade students at the private school. Kareem was introduced to the C3 Framework when he visited North Carolina State University and attended professional developments - one of which included a C3 Framework workshop with Dr. Meghan Manfra. A statement from Dr. Meghan Manfra resonated with him: “I can’t tell you everything, but I can give you everything.” From then on, he was inspired to move forward with inquiry teaching. Despite the pushback he received after his return to his school pre-pandemic, he continued to persevere and has shown great resilience in his belief in doing what is best for his students.

Kareem is committed to the betterment of teaching this generation and the generations to come. He is instilling the idea in his students to be open to perspectives and to seek out reliable sources and evidence on topics they are hearing, particularly from the media. He described his understanding about the actions needed to change curricula in Lebanon and surrounding areas, as well as the implementation and purpose of the inquiry method through the lenses of cultural competency and global perspectives.

Cultural Competency

When discussing cultures, Kareem shared that one cannot live in isolation in Lebanon. He elaborated that they have “seventeen sects in Lebanon...yes, we have Muslims and Christians, but we also have Sunni, Shi’a, Druuz, and others. We have Christians who also have many sects, like Maronites, which are the largest sect; the Catholics, Orthodox, and more” (interview, February 5, 2022). Kareem asserts that because there are so many sects, one needs to be open to other perspectives “because the ‘other’ has already gained a certain perspective about you that is not true” (interview, February 5, 2022). Those perspectives come from cultural and

external influences, which he suggested are from a) Family and b) Media, fake news, and biased articles.

Kareem's patterns of behavior, ideas, and emotions are directed by the cultural norms in which he lives. He is family-oriented and affected emotionally by the injustices, interferences, and corruption in the country. He strives hard to provide opportunities to build unification and understanding, as well as examine the different perspectives that students carry. Ultimately, he wants his students to create their own ideologies based on reliable evidences they examine in their lives, instead of just saying, "Well, because my father said this" (interview, February 14, 2022) then it must be true. Kareem relayed the following:

I kept thinking about how I can always improve and grow through my pedagogical skills, and how can I attract students to listen to me, but also [this reminded me to] focus on teaching and learning through a combination of three things: 1) The teacher is a guide, 2) The student as an active learner, 3) The environment that teachers provide for their students, whether it is through organizing the class, the sources, and not instilling that you have to get a 20/20 on an exam. Sadly, our assessments are scored out of 20 points. That means, if you get a 20/20, you are brilliant and if you get a 5/20, then you are an idiot. But that's not it.

Kareem further elaborated:

I focus on my students showing me their work, what they understand, how they are solving the issue, and as a student in 12th grade, are you able to create your own ideology? Are you able to build your own perspective? Are you able to take a stand and a perspective and adopt a particular issue to better understand the present? Or not? At this point, my students are going to go to college, and if they don't have these skills, they

will face so many problems.

Kareem also focused his practice on inclusivity. He believed it is critical to “move away from the idea of sects, and that building a nation is not by dividing people, rather it is by bringing them together through citizenship” (interview, February 5, 2022). He acknowledged that with so many religious choices, it can get really complex:

We can definitely discuss and talk and say, even as a history teacher in the classroom, that you can't tell a student in your class ‘My dear student, you are in a nation that doesn't stand by you, or look like you, or is a part of you, so you're forced to be here’ - same thing if you go to the Christian parts of Lebanon, you will find that they teach history like this: ‘We are Lebanese, we are the ones who established Lebanon, and we are the foundation of this country.’ So, what is the teacher here trying to teach? The teacher is trying to say that the rest of the people here are just guests in [our] country (interview, February 5, 2022).

Kareem has vast amounts of knowledge and expertise about the establishment of Lebanon. He shared the deep history of Lebanon and the various perspectives of the people in Lebanon that divide more than unify them as a nation.

Professional Development Opportunities. When asked about opportunities for professional developments, Kareem responded, “in general, in Lebanon, we have many teachers who don't attend many workshops” (interview, February 5, 2022). However, Kareem is dedicated to his professional development because he values gaining “knowledge and connection to historical knowledge” (interview, February 5, 2022). Because of his commitment to advancing his teaching practice, attending workshops and professional developments are all “individual efforts - even the cost of the effort, it was all personal” (interview, February 5, 2022). Kareem's

dedication to teaching history is an individualized effort and, sometimes, it can feel isolating. As a culturally competent teacher, he understands his work is challenging, and he faces pushback from various stakeholders.

Teaching about the Past to Improve the Future. When I asked to Kareem to share his favorite story to share with family and friends who want to know more about what he teaches, Kareem stated:

Honestly, there are a lot of stories, especially when I teach about the establishment of Lebanon and when I teach about the celebration of 1920. I share stories and things that happened in the past. When students ask me, because we currently live in an economic crisis in Lebanon, and for a long time, we have lived in a political crisis since 2005 till today, my students start saying ‘they [the government] are the reason in making us the nation we are today, we don’t want to live in Lebanon, we [the citizens] don’t want to be under this rule’” (interview, February 5, 2022).

Kareem related scenarios in which his students wished to live in the past instead of living in the present or even wanting to create a better future. Kareem further elaborated:

I tell them that in Lebanon, we used to have a train, or that we used to have a tramway...we used to have electricity 24 hours a day. My students start to think, ‘Really! We used to have electricity 24 hours a day! We love France,’ but also, there are so many stories and things, we talk about that students begin to think that they want to live in the past and not in the future (interview, February 5, 2022).

He found most of his students preferred to live in the past, but he pushed them to discuss and think about the future in a way to solve political, social, and economic problems. When connecting to present day, Kareem’s students asked:

What will happen to us? Why don't we have electricity 24 hours a day? Why? So, I simply discuss the topic of corruption and political parties who forcefully steal from the people, but is that it? Is that all that I tell them? If I am teaching them through historical critical thinking, should I just tell them that there is only one person responsible? Of course not. I would teach them that there are more perspectives and there are more contributors to the reasoning of why we are struggling this way (interview, February 5, 2022).

As discussions occurred in his class, he shared with his students the ways that change occurs - elections windows. It was a challenge for him to instill the idea of voting because Kareem discussed the general mindset of the population is divided among sects and political parties, and "that is why students see that there is no hope for a positive change in their future" (interview, February 5, 2022).

Kareem has the willingness to advance history learning in his class for the betterment of the present and the future through presenting inquiries, such as the inquiry about Lebanon and WWII, from a global perspective.

Global Perspectives

The political, social, economic, and cultural climate of Lebanon empowered Kareem to infuse global perspectives through his teaching. At the private school where Kareem taught, the students and parents were supportive of his methodological use of inquiry. Recently, the private school administration extended an offer to Kareem to teach more classes using the inquiry instruction across all high school grade levels (rather than just 9th and 12th grade). This occurred right after the positive results observed after teaching the inquiry that Kareem recently designed for this research study.

When we discussed more about culture, Kareem shared his appreciation for listening to other perspectives when discussing historical events. He noted that the geographical location where he lives in Southern Lebanon is composed of rich history,

...because it is very close to Palestine, and [Lebanon and its people have] faced so much violence and discrimination from the Israeli Zionist occupation. We are only 15 kilometers from Palestine's borders, so we faced occupation in Southern Lebanon from 1982 to 2000. We faced a lot of air strikes, refugee crises, fleeing away from our homes, blockades, and sieges. And even with all of that, I say that we have achieved victory and it wasn't through diplomatic affairs, rather it was through resilience (interview, February 9, 2022).

Kareem elaborated that students told him they are an independent nation, but he challenged their thoughts and asked,

How do you suppose we are part of an independent nation when the Israeli Zionists were here in 1982 through 2000? How is Lebanon an independent state when France interferes in its political and governmental issues or when America interferes in Lebanon's issues? (interview, February, 9, 2022).

He shared with his students that there "isn't only one perspective, and if I am being an open-minded teacher, then I need to hear and listen to the other perspectives" (interview, February 5, 2022). For example, Christians in Lebanon believe they have established the nation, while Muslims in Lebanon believe that they have established the nation. He emphasized, "Today, our students will then attend Beirut University, and there, problems will occur. It's not supposed to be like that" (interview, February 5, 2022). He emphasized that "it's hard in history to show that there is only one truth...there are multiple truths" (interview, February 5, 2022),

Kareem defended his thought process by addressing that citizens need to come “to the middle point, and ask, what is the benefit of us saying that the Lebanese Civil War in 1975 to 1997 is because of this person or group or religious affiliation?” (interview, February 5, 2022). When he taught about the Lebanese Civil War, he focused on teaching the through the broader picture and instead of his students listing reasons for the downfall of Britain in World War II, Kareem focused on asking the ‘why’ questions. For example, he mentioned that his students said, “The [only] cause of Britain's resistance in the war was not Lebanon’s geographical location, because it is an island, but the question is asking, why is the geographical location important” (interview, February 5, 2022).

Another example of how Kareem focused on various perspectives through inquiry was by persuading students through historical critical thinking: “Did Lebanon in fact gain its independence in 1943? Who are the victims of war? Or, how did Lebanon gain its independence? Or who helped with Lebanese independence?” (interview, February 5, 2022). He included reliable sources and limited images from his database to show students the evidence to show the whole picture of those who helped Lebanon gain its independence. For example, Kareem shared: “There are the people - the journalists, women, [and] different types of groups, who helped aid in Lebanon’s independence...now we have multiple visions, people, and resources that contributed to Lebanon’s independence” (interview, February 5, 2022). When he asked his students about which nations helped Lebanon gain its independence from France, he provided them with excerpts from the “United States’ letters, Egypt letters, Algeria’s letters, Saudi Arabia’s letters - and these letters were sent to help with Lebanon’s independence. We have nations that helped Lebanon gain its independence” (interview, February 5, 2022). Further, utilizing the compare and contrast method was one of Kareem’s strengths in teaching. When teaching about diversity,

Kareem defined diversity as “Black, White, or Brown...some would, like Lebanon, say diversity is within sects - Sunna, Shi’as, Al-Awiyeh, Christians, Mawareneh, Orthodox, Catholics...Diversity can also be seen as [someone who is] intellectual or not” (interview, February 14, 2022). Kareem continued to bring in a broad perspective, then he narrowed down his thoughts to Lebanon, as he emphasized the following idea to define diversity:

Some say Lebanon is the Switzerland of the Middle East, but some would say ‘No, it never was.’ We did an entire unit about this through evidence and sources, and came to the conclusion that Lebanon was never the Switzerland of the Middle East. You could say Beirut, to a certain extent, but only to a certain extent. Beirut went through 15 to 20 years as Switzerland of the Middle East, but we say that Lebanon, from 1950s to 1960s to the beginning of the 1970s, had major issues. That is when the title of Switzerland of the Middle East was just Beirut. This is where I come in to teach and ask, was all of Lebanon labeled Switzerland of the Middle East or was it just Beirut and Jabal Lebanon? (interview, February 14, 2022).

When asked to define global perspectives, Kareem showed a strong connection to what he meant by instilling historical critical thinking skills to help his students see “the relationship of Lebanon with other nations, and the interconnectedness of nations, and also because they are studying this issue, they are looking at things from political, economic, and social structures” (interview, February 5, 2022). Kareem directed the attention to not generalize a population because once a person generalizes, he acknowledged that “they are weak because they are not talking about this [issue] through historical context” (interview, February 5, 2022). However, when students discuss and share multiple perspectives, it allows them to “research and see the

why and how and not only the ‘what’ as I always have ‘how’ and ‘why’ and the ‘why’ is what I want my students to reach through their learning” (interview, February 5, 2022).

Influence of the Media through Inquiry Teaching. Media impacted Kareem’s teaching and students’ knowledge base because his students come to class assuming that they know everything about a specific topic because they heard it on the news or social media platforms such as Instagram, TikTok, and Facebook, “but those are not really where the truths lies” (interview, February 5, 2022). Kareem shared,

Usually students listen to their fathers or their family members and from that, they build their ideology. And when they come into my classroom, they truly believe the knowledge they come in with in the classroom is right, but they never ask their parents about evidence or their friends. They trust their friends (interview, February 5, 2022).

Kareem observed the media’s influence on his students. Based on his observations from his experience in North Carolina pre-pandemic, he was shown a film about Apollo 11. He understood that Americans all have formed a unified idea that they have reached the moon. He observed and analyzed that it was a concept that has always been powerfully highlighted through many forms of media coverage. Kareem believed that everyone in the United States agreed that they were the first to go to the moon and every American is proud to say that America went to the moon. Kareem further stated: “For example, if someone in Lebanon went to the moon, you will have people say, ‘No, a Lebanese person did not go to the moon.’ Maybe that it is just [how] Lebanese people [are] in general” (interview, February 14, 2022). Kareem's goal is to breakthrough this skepticism, and he continues to seek opportunities for his students to examine evidence critically before adopting a belief to determine if the context is true.

Inquiry-Based Learning

Kareem's purpose in using inquiry-based teaching is to integrate the C3 Framework. Although when asked if he had previously used inquiry, he responded that "it's been 14 years since I started teaching history, and I'm not saying that I started out like this [as proficient] at all, I started as a beginner teacher, just like everyone else" (interview, February 5, 2022). He reflected that he was always attentive to the lessons when teaching. Through experience, he began adding resources, maps, videos, and images and engaged his students through discussions and conversations. Teaching one class a week played a major role in Kareem's motivation. At the private school,

... the teacher who teaches social studies only teaches once a week. Maybe one week, the teacher focuses on geography, another week on history, and another week on ethics, and so forth. If I were to split it, they teach seven classes (different grades). Say the school has 25 classes, you will find 4 or 7 teachers teaching there. In a public school, it is different, we have 27 classes, which means there are only 2 teachers in the entire school who teach history. In public school, I can't teach more than one subject, it's either civics, history, or geography. But in the private school, I can teach civics, history, and geography in the same class to the same grade (interview, February 14, 2022).

He addressed his "desire and need to learn and know more about [the ways in which he can advance and learn more about] the Inquiry Design Model" (interview, February 5, 2022). He faced such questions: "Why are you doing this? What is this? And where did you get this from? What certifications and qualifications do you have as a teacher to teach using this framework?" (interview, February 5, 2022) He further implied: "The simplest question I get asked is, 'Who are you to adapt this project and framework?'" (interview, February 5, 2022) He expanded his

thinking process while sharing these questions and responded with the following: “I have to take ownership of my work and build on my strong foundational skills” (interview, February 5, 2022). His hope is that “possibly, someone will say this is excellent, and the positives will outweigh the negatives, and that this [the inquiry teaching method] is far better than what is available today” (interview, February 5, 2022).

Students Motivation through Inquiry Learning. Through his years of experience in teaching history, Kareem noticed the “majority of them tell their parents that ‘today, we took this in history class, and we had a discussion’ about this topic” (interview, February 5, 2022). At the private school, they usually have three parent-teacher conferences a year, and the principal told Kareem that in previous years, parents do not usually meet with history teachers. The principal handed Kareem a few blank sheets of papers to take notes if needed. Kareem recalled this experience and shared,

This was my first- or second-year teaching...I said, okay, that’s not a problem. I don’t really worry about what others say, whether it’s negative or positive, it will not influence my vision or project, especially when I am confident in my work (interview, February 5, 2022).

Kareem noticed that the moderator/observer walked around the rooms where the teachers were holding the conferences was surprised to find

... a long line in front of my room...and the principal calls me in so I can get more papers because I needed to take more notes. He was shocked about how parents wanted to learn more about their children in my history class (interview, February 5, 2022).

The parents had informed Kareem and the principal they have never seen their kids interested in history until they took Kareem’s class. Throughout the years, Kareem continued to adjust his

teaching style, and he shared a profound reflection: “Parents are now coming to me and telling me that my students are teaching their own parents about the things that happened in Lebanon that they were not aware of” (interview, February 5, 2022).

Overcoming Challenges to Teach Using Inquiry. He reflected that it is challenging for a teacher to “start teaching history using the C3 Framework if the teacher is not accepting of others and they don’t have an open-mind and understandings of the other, or the knowledge, will, or freedom to teach” (interview, February 5, 2022). Kareem emphasized that he observed colleagues teach through lecturing and this “bores the children, and that is why if you come to ask students in Lebanon if they like history, they will say it is very boring” (interview, February 5, 2022). In Lebanon, a mandatory national curriculum is in place and official examinations are administered in 9th and 12th grade in which students must memorize over a hundred pages to obtain a grade out of 20 points. He shared, “Sometimes I feel so bad and sorry for the students because they finish the exam, and they haven’t learned anything” (interview, February 5, 2022).

Nonetheless, due to the limitations in teaching the mandated curriculum, Kareem found ways to integrate C3 inquiries in his instruction. First, he reduced the amount of resources that students explored. Second, he used time in between units to teach inquiry. Therefore, he would re-structure the content and focus on teaching the expected information that is mandated for examination, which ultimately, provided more time to integrate inquiry. Third, he pulled some resources from the national curriculum for students to analyze when he taught using inquiry instruction. Perhaps, this was due to limited access to resources in Lebanon, but Kareem saw it as an opportunity to expand learning opportunities for students.

Flexibility and Administration Challenges to teach using the Inquiry Approach.

When I asked about the amount of flexibility he has in deciding what he is going to teach,

Kareem shared that it was challenging to find any flexibility given their national curriculum. Since there was a lack of awareness about the C3 Framework, he used selective wording to explain to administration what his intent was when teaching through inquiry: “I am actively teaching my students through a strategy that will engage them to become active learners, and not just listeners, but participants...I present a compelling question...students need to investigate...[and] answer how and why” (interview, February 5, 2022). The response from administration was that he needed a lot of time to use this type of learning structure; thus, Kareem thought about strategies to make the C3 Framework applicable. He suggested that instead of using three or four sources, he would use one or two sources for students to examine and analyze in class. Second, Kareem found there was more flexibility in integrating the C3 Framework in private schools instead of public schools. The schedules in private schools were different

...as they have 27 classes a year and 15 lessons, so in 9th grade, they can take the class they need, but we can also add in C3 in between and expand. Instead of two classes on a specific topic, I can extend the [mandated] topic and add C3 and make the unit into three classes (interview, February 14, 2022).

Teaching Controversial Issues. When teaching about controversial issues, such as the Civil War in Lebanon, Kareem mentioned the pushback and how it looked - “No, it’s forbidden [to teach controversial topics], because it tends to bring a lot of problems in the classroom” (interview, February 5, 2022). Yet, he challenged this assumption and thought about asking policy makers, “Did you ever teach about it and it caused a lot of problems? No. Tell me one piece of evidence that if we teach our students some information about it, would it cause any problems?” (interview, February 5, 2022). He continued to share that it is important to be placed

in a supportive environment where the teacher's supervisor or principal would accept teaching controversial subjects in history through inquiry. Some pushback statements Kareem witnessed from administration about teaching through inquiry were: "It takes time...It goes against the curriculum...It doesn't provide a positive outcome" (interview, February 5, 2022). Kareem had open communication with his principal and proposed to start with one or two inquiries throughout the year. He then proposed they can do an evaluation to see the results of using an inquiry. This would be the first step toward infusing inquiry into the classroom. Then, Kareem suggested that the following school year (2023-2024), they would begin to integrate more inquiries. Kareem concluded, "That is why we are saying that we are hopeful that curricula will change next year in Lebanon" (interview, February 5, 2022).

C3 Framework. Kareem continued to strive in building connections and challenging his students' ideologies that they have obtained from the out-of-school environments. He shared that students do not ask deep questions to their parents or their friends about evidence in regards to a specific ideology:

Especially here in Lebanon [students blindly trust opinions], because in general, in Lebanon the curricula don't push students to think. They don't even give them the opportunity to invent or create their own ideology. Our curricula are always factual and present facts...they never challenge those facts (interview, February 5, 2022).

Kareem designed the inquiry following the Inquiry Design Model (IDM) blueprint in Arabic, and it was translated to English for data analysis.

تاريخ الحرب العالمية الثانية - لبنان
History of WWII- Lebanon

الصف الثاني عشر - المرحلة الثانوية.
12th Grade - High School Level

2022/1/2

إلى أي مدى غير سقوط باريس خلال الحرب العالمية الثانية الأوضاع السياسية والاقتصادية في لبنان؟

To what extent did the fall of Paris during WWII change the political and economical conditions in Lebanon?



الأسئلة المساعدة

Supporting Questions

1. ما علاقة سقوط باريس خلال الحرب العالمية الثانية بالأوضاع في لبنان؟

1. What is the relationship between the fall of Paris during WWII with the situations in Lebanon?

2. ماذا طرأ على الأوضاع السياسية والاقتصادية اللبنانية بعد سقوط فرنسا؟

2. What happened to the Lebanese political and economic situations after the fall of France?

3. ماذا تخبرنا الصور التاريخية عن الأوضاع الاقتصادية في لبنان خلال الحرب العالمية الثانية بين عامي 1940-1941؟

3. What do historical sources and photographs tell us about the economic conditions in Lebanon during WWII between 1940 - 1941?

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Figure 7. Kareem's Inquiry Design Model Blueprint

The compelling question for this inquiry was: To what extent did the fall of Paris during WWII change the political and economic conditions in Lebanon? Three supporting questions were derived from this inquiry:

- Supporting Question 1: What is the relationship between the fall of Paris during WWII with the situations in Lebanon?
- Supporting Question 2: What happened to the Lebanese political and economic situation after the fall of Paris?
- Supporting Question 3: What do historical sources and photographs tell us about the economic conditions in Lebanon during WWII between 1940 - 1941?

The standards and staging the compelling question were as follows:

إلى أي مدى غيّر سقوط باريس خلال الحرب العالمية الثانية الأوضاع السياسية والاقتصادية في لبنان؟ To what extent did the fall of Paris during WWII change the political and economical conditions in Lebanon?	
12th Grade	<ul style="list-style-type: none"> ● التحليل الجغرافي: يتعرف الطلاب على العلاقة بين اللبنانيين وفرنسا وأثر البعد الجغرافي، ويفهمونها ويطبّقون معرفتهم في مواقف الحياة الواقعية والحالية. ● Geographical Analysis: Students learn about the relationship between the Lebanese and France and the impact of the geographical dimension, understand it and apply their knowledge in real and current life situations. ● التحليل التاريخي: يفهم الطلاب، ويحللون ويفسرون الأحداث التاريخية والظروف والاتجاهات والقضايا لتطوير منظور تاريخي، من خلال المصادر التاريخية. ● Historical Analysis: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop a historical perspective through historical sources
التمهيد لطرح السؤال Staging the Compelling Question	<ul style="list-style-type: none"> ● أنظر الى الصورتين اللتين تصوران مجلس النواب اللبناني والجيش الألماني امام قوس النصر في باريس. وقم بإجراء حوار مشترك مع الطلاب حول تاريخ العلاقة والأثر بين فرنسا ولبنان، وتأثيرات أحداث الحرب العالمية الثانية في فرنسا على لبنان. ● Look at the two images that depict the Lebanese Parliament and the German army in front of the Arc de Triomphe in Paris. Begin a collaborative discussion/dialogue with students about the relationship and impact of France and Lebanon, and the impact/effects of the WWII events in France on Lebanon.

Figure 8. Kareem's Standards and Staging the Compelling Question Activity

When Kareem taught using the C3 Framework, he designed the inquiry through a series of timelines in Lebanon where he showed the external and internal influences of the country. He shared: “Students see that anything that is happening externally can have a direct impact on Lebanon ... It is all interconnected and all affects one another...students [began] to understand the connections between Lebanon and the external world” (interview, February 5, 2022). Kareem used the “how” and “why” format of inquiry questions often, which allowed his students to think

about power and truth through history (Figure 9).

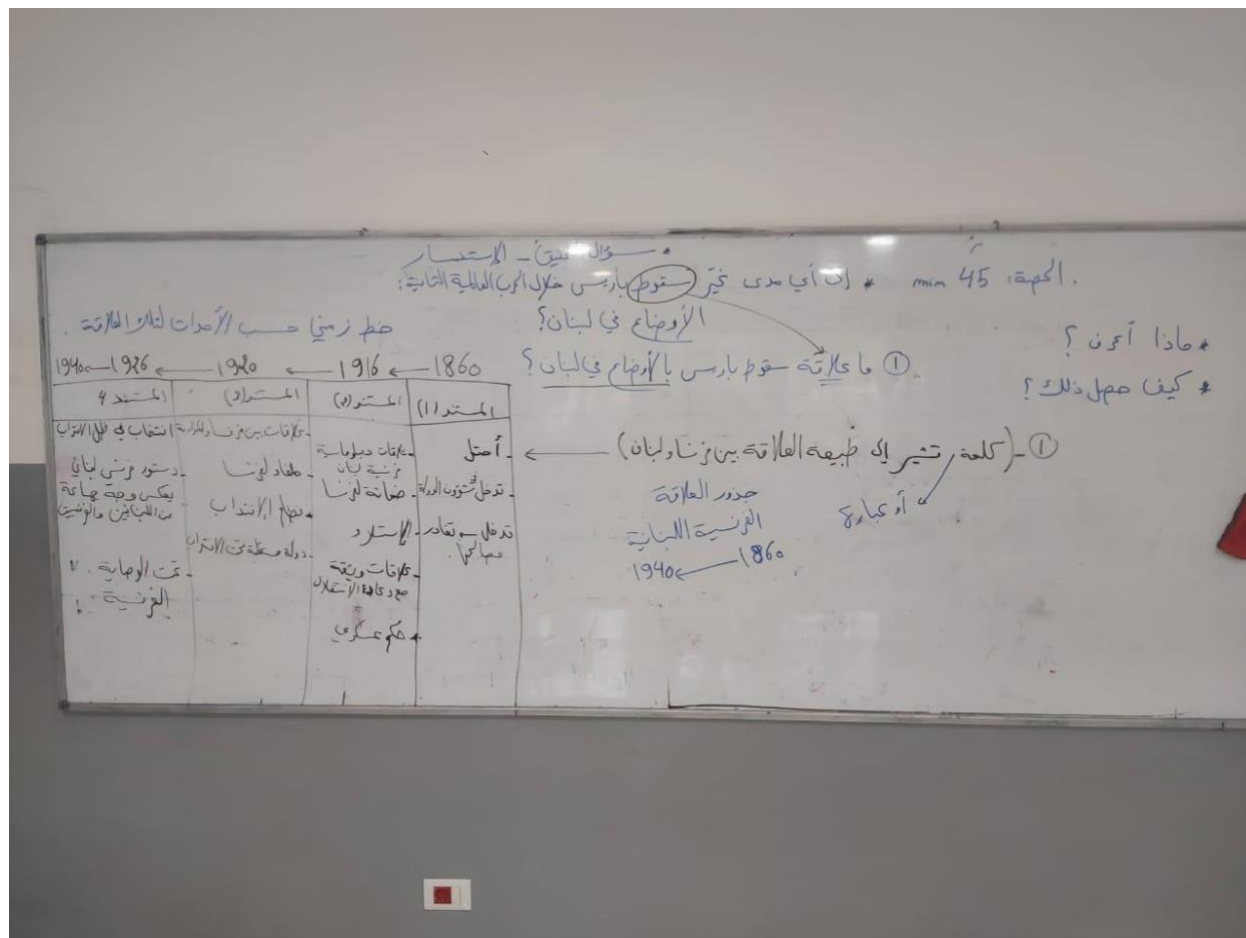


Figure 9. Kareem's Whiteboard Depicting Connections and Explanations

Kareem explained teaching about the inquiry, “Fall of Paris” as:

I can tell a student, ‘Well, in 1940, Lebanon lost its power after WWII to the Germans.’

Okay, what is significant about that fact? Why is it important? Because the French split between Liberated France and Vichy France. Here, my role as a teacher comes into the picture and [I begin to] plants the seeds: 1) How did that happen and why? 2) This left an impact on Lebanon, so why did it leave an impact? What changed in Lebanon? We want to zoom into Lebanon...so students can be provided with the opportunity to think critically about the issues and think about its impact till today. In the 2020 harbor

bombing, the first country that cared and gave attention to Lebanon was France. This is where I am applying the third supporting question, where students will then answer the big compelling question, “Does France still interfere in Lebanon today and why?” (interview, February 5, 2022).

Kareem connected the history of Lebanon with the present. He believed there are two foundational strategies that allow teachers to use new teaching methods: 1) Knowing and understanding content, and 2) Acquiring and learning the pedagogical skills. He concluded, “How can teachers teach if they feel trapped, whether they are trapped geographically or through a particular sect?” (interview, February 5, 2022). Therefore, offering ways to incorporate an inclusive social studies curriculum in schools would require the following: (a) administration support, (b) dedicated time for social studies, (c) the need to equip teachers with both the content and skills to discuss challenging topics with their students, and (d) ways to empower social studies teachers to advocate for engaging and authentic social studies curricula that promote discussions and civic engagement.

Kareem found his students most engaged in the discussions as “they tore down the walls of fear and the novice” in the experience (interview, February 14, 2022). Kareem reassured his students that “it is not the end of the world [if you make a mistake], and those who make mistakes, it’s okay, we [can] fix each other’s mistakes” (interview, February 14, 2022). He informed his students that they do not have to memorize content for an exam when teaching through inquiry, instead he emphasized that they need to analyze, discuss, and organize knowledge. Kareem found an opportunity to teach through the C3 Framework which included his students completing a summative assessment that required them to actively participate in a group discussion and share out with the class.

Kareem shared the following feedback about the C3 Framework:

When I was introduced to the C3, I found it to be practical and this framework is applicable and suitable to my vision in teaching history. It very much merged with my philosophy of teaching, especially since teaching history in Lebanon has been the same for the past 70 years. Any change that would happen here would help me take a big leap forward instead of backward, and the C3 was a big leap forward. Even the teachers and principals at the school received positive reactions and feedback from students.

Teachers like this idea but they are still scared of the challenges...this all depends on the teacher. In my experience and point of view, the C3 Framework made a shift forward [in] our thinking and I can only think of the ways this practice will help us discover the ways we can change our teaching. I also have the mindset and I am convinced that the flexibility that the teacher has when developing inquiries will help other teachers, it will make things a lot easier” (interview, February 14, 2022).

Challenges through the C3 Framework. A few challenges Kareem faced when he utilized the C3 Framework were: 1) Integrating inquiry in the first place due to the requirement to teach the national curriculum, 2) Finding and obtaining sources due to the limited access to resources in the country. Kareem shared, “Here in Lebanon, the sources are very limited, and obtaining the sources is not easy, it requires one’s own will and manpower” (interview, February 14, 2022). However, “it is fun to work with different sources” (Teaching Log, February 10, 2022). He also faced the issue of preparations, as he noted it was time consuming and felt it was a new way to prepare the materials. He asserted, “It is new to me...I found C3 mid-way through my teaching experience” (interview, February 14, 2022). Coming up with the compelling and supporting questions also brought another layer of challenges. Kareem believed that once the

teacher understood the format of inquiry teaching, the work in the classroom became “easier for the teacher...With C3...the teacher preparation occurs and then I come in and present the question, provide students with tasks based on evidence and sources, and after they analyze the content, we have an open discussion” (interview, February 14, 2022).

In the beginning, students were hesitant to learn through inquiry and asked Kareem to use a familiar method of teaching from the textbook. He shared:

Our students never worked extensively with sources, evidence and facts through pictures and videos...they did find it different...it was their first time changing the classroom to a workshop setting...they never had the opportunity from the beginning of the school year to sit and discuss and have a conversation (interview, February 14, 2022).

Overall Engagement with Inquiry. Kareem observed that the overall engagement was high and his students were asking questions and engaged in discussion (Teaching Log, February 3, 2022). He mentioned “at the beginning, the students were surprised, and not sure how they will be doing” (Teaching Log, February 3, 2022). Kareem viewed that implementing a new methodological approach and instilling values such as “respect, diversity, respecting elders, helping the young and old, and cooperation...will help” (interview, February 14, 2022). At the end of the day, “there is value in teaching, you are benefiting humanity, regardless of the subject I teach” (interview, February 14, 2022). Kareem reflected that as teachers, we can help facilitate students learning to create their own ideologies, and “they can get used to it, just like how they got used to the traditional way of learning. Instead of being the listeners, they are now active learners” (interview, February 14, 2022). He found his students benefited from discussions and collaboration. Kareem acknowledged that the resources and evidence shared with his students sparked questions like, “What do you see? What do you not see?” (interview, February 14,

2022). He found the overall engagement was much higher than a non-inquiry lesson (Teacher Reflection, February 10, 2022). Kareem commented:

After the second question was explained, I felt that I was getting closer to answering the inquiry question. And I was more comfortable dealing with the preparations within the class. The explanation was clearer and the students were more responsive than the first time. I also managed time better. I also began to delve into the framework well.

(Teacher Reflection, February 8, 2022).

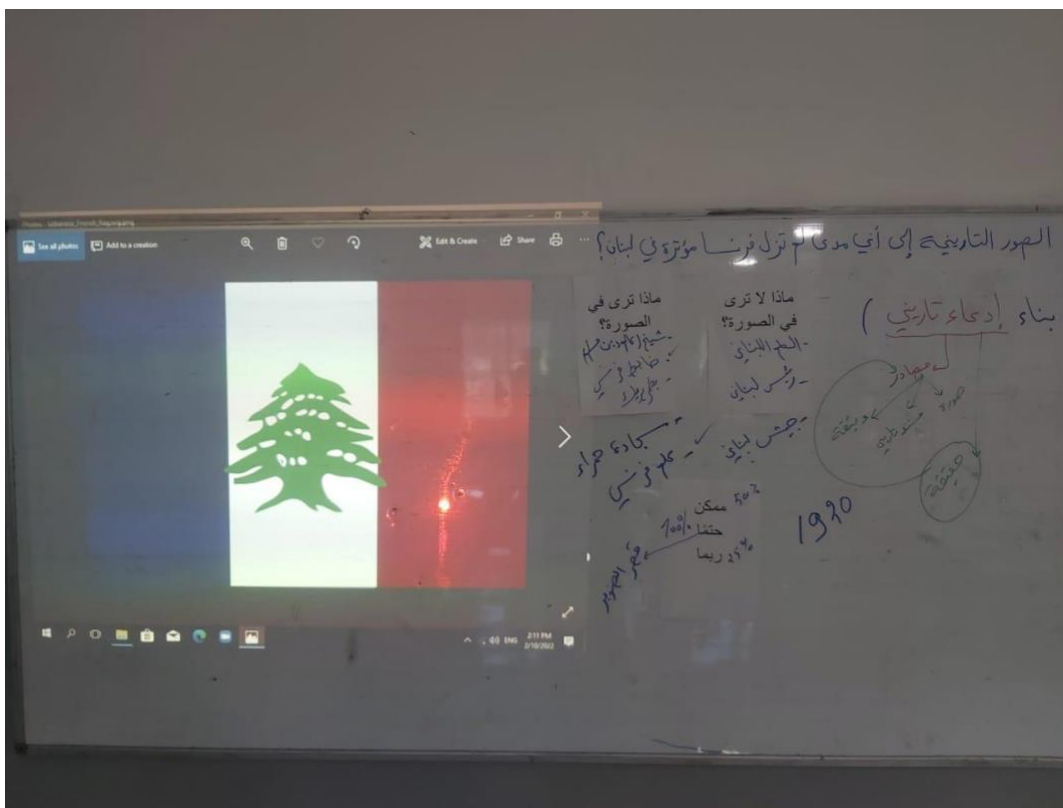


Figure 10. Formative Task Through Kareem's Inquiry

Overall, Kareem designed inquiries with a global perspective based on the structure of the compelling and supporting questions, where he portrayed the relationship between France and Lebanon. He believed that “the formative performance task is the most important to infuse global perspectives” into his teaching instruction (Teaching Reflection, February 8, 2022). The

varied activities presented events and actions which students analyzed and understood the impact it had on their present lives. When teaching the unit, Kareem reflected on modifying the formative performance activity and noted, “By adding another activity or diversifying the documents...I would also like to keep the section on supporting questions. And I prefer to add more supporting questions if the time of period is available” (Teaching Reflection, February 8, 2022). When working through the second supporting question, Kareem felt his students were “getting closer to answering the inquiry question” (Teaching Reflection, February 8, 2022). By the time Kareem taught the third supporting question, he felt his students were able to answer the question of the inquiry “and the issue has become clearer and [there was a] consolidation of knowledge” based on the outcome of his students work (Teaching Reflection, February 10, 2022).

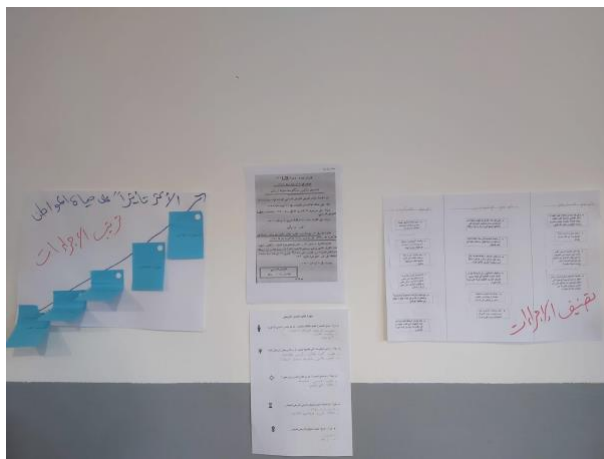


Figure 11. Formative Tasks through Kareem's Inquiry - Part 2.1



Figure 12. Formative Tasks through Kareem's Inquiry - Part 2.2

The amount of dedication and openness Kareem presented when teaching through inquiry proved that he provided the reassurance that students do not have to agree with each other, but can contribute meaningfully to class discussions (Barton, 2015). The formative tasks contributed to the knowledge and insight students learned to answer the compelling questions. These tasks allowed students to view Lebanon from multiple perspectives. Kareem realized that the work in developing the inquiries was more extensive than teaching the inquiry. He concluded that the curriculum was the core of the changes needed in their education. Inquiry is not meant to console the learners, it is meant to challenge the learner to think critically, historically, and purposefully about the topic. This could not be truer and more applicable to the need to improve social studies education.

CHAPTER 5: CROSS-CASE ANALYSIS

Over the course of this study, the six teacher participants all designed and implemented an inquiry project using global perspectives. Table 7 shows the number of teaching logs, teaching reflections, interview dates, and the name of the inquiry unit made by each of the six teacher participants for this study.

Table 7. Summary of Data Collection

Name	Grade/Subject	Location	Teaching Logs	Teaching Reflection	Interview 1	Interview 2	Inquiry Unit
Angela	8th Humanities	Malaysia	3	3	2/16/22	2/23/22	African Colonization
Ayla	9th World History	Maine	1	1	2/21/22	3/14/22	Forms of Government
Sarah	9th Western Civilizations	Wyoming	2	3	2/9/22	3/3/22	Middle East Unit
Evan	10th World History	South Korea	4	5	2/9/22	2/22/22	French Revolution
Michael	10th US History	Austria	2	2	2/17/22	3/21/22	Equality
Kareem	12th History	Lebanon	1	3	2/5/22	2/14/22	Lebanon & WWII

Findings for the six teacher participants were based on my analysis of their interviews, teaching logs, teaching reflections, and the inquiry unit plans. This study examined the experiences of six social studies teachers as they described their understanding toward their design of inquiries with global perspectives; the way they implemented inquiry-based instruction that incorporated global citizenship education; and how they illustrated purposeful ways in

teaching inquiries through global perspectives that aligned with their cultural competency. The teachers taught in different locations, environments, school structures, and settings. Their teaching contexts varied due to the wide range of schools, communities, student populations, teaching schedules, and the lingering impact of the global pandemic. I examined how these teachers designed and implemented inquiries, as well as the way they illustrated their purpose in teaching through global perspectives and organized the findings into three themes:

- 1) Teachers' experiences in designing inquiries with global perspectives
- 2) Teachers' implementation of inquiries in connection with global citizenship education
- 3) Teachers' purposeful ways in teaching through global perspectives in alignment with their cultural competency

Theme 1: Teachers' Experiences in Designing Inquiries with Global Perspectives

Teachers followed an approach to designing inquiries with global perspectives using either the C3 Framework and/or the Inquiry Design Model (IDM). The teachers who found it challenging to design inquiries with global perspectives identified influencing factors, such as the academic language and terminologies in developing inquiries and the need to teach honest history and truth-telling about the past and present.

Emphasizing academic language helps students build knowledge in an inquiry

Angela's inquiry was developed with a team of educators in the Humanities department at an international school in Malaysia. Her experience in designing the inquiry, *The Ugly Truth: Colonization in Africa*, through global perspectives was challenging since using a curriculum mapping tool, such as *Atlas*, made it clear to her that they are "not expected to make major changes" (interview, February 16, 2022). In designing the inquiry, the dimensions of the C3 Framework were used, as well as the Common Core State Standards for English Language Arts.

However, Angela reflected that in order for an inquiry to allow for exploration through global perspectives, the key is to have “that openness to asking why and how...[and] the process is driven by genuine deep curiosity to want to know the answer” (interview, February 16, 2022). Ayla set a goal to allow her students “to discover for themselves” (interview, February 21, 2022) by researching the forms of government of different nations around the world. Sarah’s inquiry about foreign policies in the Middle East was developed to present an “eye [to eye] ...culture to culture... [and the idea that] we’re not up here, they’re not down there” (interview, February 9, 2022). Evan suggested asking students the how and what types of questions about the French Revolution to “allow the curriculum to open up a little bit” and bring in global perspectives (interview, February 22, 2022). Michael asserted that in order for an individual to be globally educated, it would mean “asking why do you think that or how do you know that and then using skills to evaluate the evidence...in support of your claims” (interview, February 17, 2022) as he taught the Equality inquiry. Kareem focused on “to what extent,” and furthering the inquiry process to discover “*how* did that happen and *why* did it happen” (interview, February 23, 2022) as that allowed his students to “research and see the why and how and not only the what” (interview, February 5, 2022) specifically in regard to the inquiry about Lebanon during World War II. Social studies disciplines tend to ask the big questions of why people do the things they do (Swan, Grant, & Lee, 2017). Looking at the human relationships through the economic, geographical, historical, and political are some examples of the disciplinary lenses through social studies education. Crafting compelling and supporting questions present an academic value as the questions must speak to the critical ideas and issues that are worth examining around the world (Swan, Grant, & Lee, 2017).

A compelling question creates a solid frame to the inquiry, while supporting questions provide a scaffolding approach that allows the inquiry to unfold based (Grant, Swan, & Lee, 2017). As inquiry questions are developed, teachers can then begin to establish an academic language for their students to engage through the inquiry process. Students can begin to inquire, discover, analyze, discuss, present, share, and take informed action. Teachers such as Ayla, emphasized to her students that they are ‘doing inquiry,’ and students were able to grasp on the terminology. Kareem’s students also understood that they are learning through inquiry. Establishing an academic language for teachers to guide their students through inquiry will help their students examine, reflect, and communicate their conclusions about the process.

Teaching honest history and truth-telling strengthens the education system and students’ global education

When teachers teach something that challenges the existing narrative that has always been taught, students will come up with questions and wonder why they did not know of it sooner. The teacher participants in this study made it their work to help their students connect the past and present to challenge the existing narratives. For example, Angela felt the whole year has been about

... truth and what truth mean and who gets to define truth and this unit [the African colonization] in particular was one where they really got to grapple with the idea of global perspectives being influenced by mass media and who controls that mass media (interview, February 23, 2022).

Ayla also emphasized that her approach to teaching and education was to have students uncover “the truth, finding the truth...as opposed to telling what the answer” (interview, February 21, 2022) was in the aspects of the forms of governments around the world. Evan’s

passionate moments in teaching was, “breaking down the perception that the Western world is the most dominant and the most progressive” (interview, February 9, 2022). Therefore, Evan provided the opportunity that students never had this school year - which he implied was trying to “blow up their perception of what is hegemony” (interview, February 9, 2022). Kareem also tried to “bring to light the truth” (interview, February 5, 2022) into his teaching as he challenged his students to explore reliable sources to provide evidence for their claims.

Michael acknowledged the course he taught was an American-centric course, but he found value in “teaching about oppression...so how government[s] [suppress] and how citizens throw off the shackles of oppression...how do cultures suppress themselves” (interview, February 17, 2022). His particular joy was teaching about the “civil rights movement, women’s suffrage movement, [and] LGBTQ fight for equality” (interview, February 17, 2022) this academic school year. Sarah hoped that her inquiry instruction allowed her students to “respect other nations sovereignty” and allowed them to create “humility as an American to see, as we tend to be judgmental of other countries, that [not everyone does] things like we do” (interview, March 3, 2022). The six teacher participants' willingness to incorporate the honest histories, truth-telling content, and hidden histories among their teaching, as well as connecting the past to present allowed students to grapple with the global issues.

As teachers worry about teaching politics in class due to the highly polarized spectrum, having an open discourse is the first step for a democracy to thrive (McAvoy & Hess, 2014). Structuring discussions in a classroom is part of engaging students in the inquiry process. Factual storytelling and sparking conversations by carefully reading, evaluating, and respectfully agreeing or disagreeing with one another based on claims backed up by evidence is significant for designing inquiries that infuse global perspectives. The teacher participants in this study

cultivated dispositions that allowed their students to create their own ideologies as opposed to sharing their personal beliefs. Teaching students to consider the perspectives of the oppressed can be seen as doing something political or shifting students to liberal thinking. However, it seemed that the teachers in this study viewed their method of teaching through discussions as teaching the *truth*.

Students were active participants in the process of inquiry learning and teachers facilitated their students' discussions as they helped them develop ideas and solutions to a global issue. Teachers in this study taught various themes that can be identified as controversial *topics*, such as: African colonialism, Types of Governments, Middle Eastern Policies, Revolution, Equality, and WWII and Lebanon. Although controversial topics "refer to elements of the curriculum that could be seen as inappropriate or objectionable by parents, administrators, or the larger public" (McAvoy & Ho, 2020, p. 28), these topics provided opportunities to discuss controversial *issues* in the classroom. Controversial issues within literature "are questions that require students to investigate, evaluate, or deliberate multiple and competing views" (McAvoy & Ho, 2020, p. 28).

When teaching about the Middle Eastern policies, Sarah's students began the inquiry by researching various types of policies in the Middle East. Students discussed the policies they had researched and narrowed down the type of foreign policies they wanted to further focus on in their groups. Students were then guided through different sets of inquiry questions to answer based on the foreign policy. Evan used a different approach to teach about the French Revolution. After completing the French Revolution inquiry, he created an open inquiry where his students explored other types of revolutions that were of interest to them. The guided discussions through the inquiries led to discussing the Black Lives Movement through textual

evidence and his students “were able to come with their own conclusions” (Teaching Reflection, February 11, 2022). Michael developed the Equality inquiry in a way that required his students to identify a problem and solution that was derived by either choosing an essential question for the unit or developing their own. His students came up with a variety of issues such as reparations and wealth redistributions. Since he taught a US History class, he was intentional in scaffolding the resources that provided multicultural perspectives in US history. He identified the Equality inquiry as a mix between structured inquiry and an open inquiry because he scaffolded his students through the essential questions, discussions, and resources, yet, he was also open to having his students generate their questions, discuss in groups, and find resources to answer their essential question. Kareem connected history to the nation they live in. He structured the classroom discussions in a way that pushed his students thinking further through the formative tasks.

Angela mainly focused on teaching truths, and she kept a strong emphasis on offering resources as a starting point, but allowing the students to explore on their own. She noted, “I would change the statement to a question in line with true inquiry” (Teaching Reflection, January 20, 2022). Angela also focused on teaching for discussion as she wanted her students to develop the skills to become people who inquire (Parker & Hess, 2001). Her students reflected on the experience of having a Socratic seminar and responded to the prompt “I used to think...but now I think...so...” (Teaching Log, January 20, 2022). Ayla identified that her students “used teacher-provided authoritative resources and were charged with making a determination about what kind of government was in place in that country” (Teaching Reflection, March 14, 2022). She noted that the resources were ones that were “widely regarded as trustworthy and authoritative, to find accurate information so that students can make their own determination

about that country's form of government” (Teaching Log, March 14, 2022). Ayla's reflection identified that students felt constrained using specific resources, but they continued to inquire and have fruitful discussions in class based on their research. Good discussions in class have lots of preparations. This includes teachers creating the discussion questions, students researching and reading from a variety of sources, teachers incorporating discussions into the inquiry process, and making sure that students are discussing in groups with each other (McAvoy & Hess, 2014). Further, discussion strategies such as role-playing were widely used with the six teacher participants. They continued to emphasize that students supported their statements with evidence and research. Global learning through inquiry-based instruction and creating a safe environment for students to deliberate, respond, and critique can help us reimagine social studies education and place global learning at the core of the curriculum. As McAvoy and Hess (2014) assert strongly for more student opportunities to engage in deliberations that prepare young people for democratic participation, teachers should create classrooms that develop the skills, knowledge, and dispositions that allow them to make a decision about how we should live together in a democracy.

Theme 2: Teachers' Implementation of Inquiries in Connection with Global Citizenship Education

Teachers create learning opportunities for students that inspire the hope, activism, and change needed to establish stronger goals that contribute to a compassionate world. A classroom environment that values “belonging” and cultural competence can set the foundation to have the safe space and time to grapple with the concept of interconnectivity and can reduce the imbalances and injustices that currently exist today. Global citizenship education can be seen as a concept or a state of mind, but it is also action-oriented and rooted in knowing we are lifelong

learners (Schattle, 2008). Global citizenship education has struggled to find its place in social studies inquiries. One of the reasons is because teachers' beliefs about global education influence their decisions and hesitation to teach it due to cultural or political climates (Merryfield, 1998; Rapoport, 2013). The move to incorporate global citizenship into inquiry to lead curriculum changes is important because there has been a massive shift in the way humans interact and communicate with people from other parts of the world today. Our classrooms are becoming increasingly diverse. As a result, implementing inquiries in connection with global citizenship education can encompass an outward awareness and opportunities to understand complex issues by looking beyond one's inner circle, but also the outer dimensions of our world. The teacher participants in this study identified the way they connected with global citizenship education in three major ways. The first way included the need to move across space and time while implementing inquiries through global citizenship education. The second way involved connecting inquiries to students lives and identities.

Global citizenship education requires inquiries to move across space and time

All the teacher participants acknowledged that moving the teaching content across space and time is needed to implement inquiry in their classrooms. Angela's form of inquiry was "cycles within cycles within cycles" (interview, February 16, 2022) as her students learned the social, political, and economic impacts of colonialism in Africa. In terms of connections across time and space, and even cultures, Angela shared about teaching the Dark Ages, which a traditional curriculum would teach, but also infusing the way the Islamic Revolution was going on, including the Islamic Enlightenment and how their scholarship lifted the European continent out of its Dark Ages. Evan also viewed the integration of global citizenship education through inquiry as the following:

[Inquiry is taught as a] loop... [it is] not a march through time...you're bringing it back to different times in history to show that...just because it happened in the past...things can be repeated and things are interconnected and it is going to influence our decision now and in the future (interview, February 22, 2022).

Evan taught the French Revolution but also made it relevant to his students in Eastern Asia. For example, Evan goes back to teaching about the “Islamic revolution that is connected to the Arab uprising to now even looking at any other revolutions, [for example], a feminist movement to the Black Lives Matter movement” (interview, February 22, 2022). As a result, students in his class were moving across time in history based on what they have learned about a specific revolution, such as the French Revolution inquiry, but also looked at “other revolutions before and after...so it [gave] them the opportunity to really explore” (interview, February 22, 2022) the past and present. Michael reconfigured his approach to teaching history from a chronological approach to one that was inquiry-based. For example, moving across space and time led him to rename the inquiry units, as he shared:

Instead of the unit called World War II, it's called like, [the] rise of authoritarian states or the rise of authoritarian regimes...and now, while you could cover Hitler and other World War II leaders...you could also cover any other dictator, you can cover Saddam Hussein...Putin...you can do anyone...you have those two sorts of case studies to do comparative analysis which is really where the critical thinking exists” (interview, March 21, 2022).

Sarah incorporated global citizenship education by developing inquiries that value community resources and involvement. She shared: “We go from the Industrial Revolution and the Scramble for Africa into global economic and interdependence and then into this inquiry unit

on the Middle East” (interview, March 3, 2022). The process of inquiry required her students to “find the answer instead of us telling them” (interview, March 3, 2022).

Some of the teacher participants in this study focused on skill-based learning which allows students to examine sources and use evidence that will help them find the answer to their questions. When students gather evidence and continue to ask more deeper questions along the way, the inquiry progress further develops and students come up with solutions to an issue. The goal is for students to develop their argument using the evidence from the sources gathered through the inquiry process. The students’ evidence-based answers from the sources are connected to the curricular inquiry; however, sources are a challenging inquiry tool in developing an inquiry that encompasses global citizenship education. In this research study, the sources in the teacher participants' inquiries varied. Based on the data, there were three types of teachers emerged: a) Teachers who held tightly to the sources and expected students to analyze the given sources and come up with an argument and conclusion, b) Teachers who provided full autonomy to students to research, explore, analyze, evaluate, and come up with their own conclusions, c) Teachers who were limited with the types of resources, predominately due to accessibility based on geographical location.

Angela, Ayla, and Sarah were the teachers who provided students with the sources, which were selected so that their students would be exposed to a range of reliable primary and secondary sources. This approach ensured that the students were reading high-quality materials, but it also limited student-driven inquiry. Sarah was comfortable with this level of control and felt that when she compiled informative and reliable secondary sources, her students were better prepared to complete the formative and summative asks. Angela used a similar approach, but also noticed that her students would often come up with the same conclusion because they were

provided with the same resources. She worried that too much control over the resources made it more challenging for students' to develop their own perspectives. Ayla found a middle ground between this tension by providing students with a set of reliable primary and secondary sources, and then giving her students the option to use other resources after her approval to earn extra credit points. Ayla's hope was that beginning with well vetted teachers sources would put students in a better position to evaluate the sources they find in a Google search.

On the extreme, teachers such as Evan and Michael provided full autonomy to their students to research, explore, and analyze sources. For these teachers, teaching students how to inquire, including identifying and evaluating sources, is essential to engaging in inquiry. Evan felt that his students could ask him questions openly and even utilize his knowledge, identity, background, race, and ethnicity as a primary source. He provided his students with sources through a structured inquiry, but then ensured the opportunity to provide students with an open inquiry after teaching a structured inquiry. This allowed his students to explore further the content they were most curious about during the school year. Michael focused on skill-based learning in which his students were at a point where they could naturally do inquiry and be comfortable in pursuing content and context that was relevant to them. He began the school year with more structured and guided inquiries to help with the chronological approach expected based on his collaboration with their PLT in social studies. He followed the method of using that structured inquiry to connect history with the present to allow his students to practice constructing meaning and understanding in regards to the inquiry questions. Michael then transitioned his students toward mid-school year to an open inquiry. This allowed his students to choose specific history they want to explore. They decided on the global issue they want to solve

and researched their own content. As a result, this goes a step beyond the structured inquiry and allowed his students to create their perspectives about how to pursue civic and social action.

Last, Kareem's situation demonstrates how essential it is for teacher to have access to a wider range of resources, if they want to engage in the inquiry process. Based on Kareem's geographical location, there is limited access to electricity, internet, libraries, books, archives, newspapers, and articles. Most of his students' perception of the world comes from their home and family life. Teaching this generation to take ownership of their learning to pursue reliable and factual sources and to create ideologies are just some of Kareem's goals for his students. He pulled resources and images from the national curriculum textbook for students to analyze during this study because of the limited access to resources. Students were aware of the resource because it was part of their curriculum; thus, Kareem may have felt that they were not as challenged when analyzing sources. Students also do not have access to Chromebooks or laptops in their classrooms, resulting in no internet access to research in the classroom. Electricity is limited to four hours a day, and there are very minimal libraries that are open to the public. Kareem noted that there is a limited access archive that he was able to access through a friend who provided him with a hand-drawn colored map to teach his students historical content. Kareem shared that he kept this map safe with him since there were no other places where he could access this map. Despite these challenges, Kareem was still able to shape his instruction around inquiry by finding creative ways to bring in multiple perspectives and allow his students to think out of the box. In this way, his inquiries look to fall into the category of "teacher controlled" to a certain extent, but this was a decision made out of necessity due to limited access to resources and technology in the classroom, not out of a desire to limit student autonomy.

It is critical to teach the past to improve the future, and the six teacher participants were dedicated and committed to teaching these histories in their classrooms. Thus, global citizenship education can provide educational opportunities that influence the development of students' personal growth, but ultimately, the necessity to act on issues that genuinely matter to them.

Global inquiry can help students' make connections to their lives and identities

Teachers find personal pathways and connections across cultures in their classroom. The ability to cherish individuals coming from diverse cultural backgrounds can allow for the integration of global citizenship education through inquiry. Yet, a common problem in social studies is connecting the content to students' lives. The inquiry design model (IDM) is designed so that teachers can make the connection between the content and students' personal lives. For example, a student in Michael's class in Austria was able to connect directly to her family history when they were learning about the Japanese internment camps. Michael identified her as a Japanese-American student who shared her knowledge about a direct relative to her, Kokomo Joe, the first Japanese American horse jockey. Furthermore, Michael pulled content from the present to connect to the future, and he shared, "by future, I mean like if we're talking about nationalism and understanding World War I, [then] I'm talking about nationalism now and understanding the Ukraine-Russia crisis" (interview, February 17, 2022).

Ayla focused on her students learning about the Universal Declaration of Human Rights and connected it to the current events of the Ukraine-Russia conflict as well. She asked her students, "but what should people in Ukraine have [in regards to human rights]?" (interview, March 17, 2022) She also focused on empowering students' identities and promoted gender acceptance and gender diversity this school year since it was important to her to "get the

information out to teachers and counselors at the school so that they could be appropriately addressed” (interview, February 21, 2022).

Students in Angela and Evan’s schools were able to research, learn, discuss, and further elaborate using their home language. This allowed two things: (1) The ability to see that speaking another language was seen as an advantage since they had access to a whole new level of resources. Thus, speaking English as a second language was not seen as a disadvantage; (2) The initiation and ability to research and see things from multiple perspective.

Sarah also focused on bringing in her students’ ethnic history as she felt that she broadened her students experiences in learning about a variety of resources. She relayed the following:

In Wyoming, because we don’t have some of the different groups [of people], the biggest impact was like having [our] Hispanic students in class quietly come and tell me, I’ve never learned my ethnic history in school before...we learned today [about our history] ...having some dialogues where the students [share their personal experiences and knowledge impacted their learning greatly] (interview, February 9, 2022).

Kareem looked at situational connections and helped his students look at the distance between the past and present events using inquiry-based instruction. As he focused on storytelling and events of Lebanon during World War II, his students thought about living in the past rather than the future. As a result, he shared:

Most of the students say no, let’s go back in the past, but when we have a discussion and talk about what changes we can do to solve issues, we see that we have a small opportunity, that in which we call the elections, and we can change the people who govern [our nation] (interview, February 5, 2022).

The practice of connecting the inquires through global perspectives requires students to contextual social studies in a way that connects to their civic lives and in that way, it can inspire their curiosity to move forward in informed action.

Theme 3: Teachers' Purposeful Decisions in Teaching through Global Perspectives in Alignment with their Cultural Competency

When teachers are purposeful about bringing in global perspectives into their classrooms, they correspond to their behaviors and attitudes in cross-cultural environments. Teaching superficially about the world is not the ultimate solution as it doesn't necessarily seem as a way to advance students understanding of stereotypes, discrimination, prejudice, inequality, injustices, and exclusivity. The intent is to be purposeful in teaching about the world by utilizing one's cultural competency and bridging it with students' cultural backgrounds to bring and share global perspectives. This opens the door to learn, discuss, share, and have a conversation about each other's experiences, worldviews, and understandings. The six teacher participants' in this study made purposeful decisions in teaching through global perspectives in alignment with their cultural competency based on their personal and professional experiences in two ways. The first way included creating a safe environment for students to question their curiosity and knowledge. The second way involved teachers as leaders in making a difference in students learning through global education.

Purposeful teachers create a safe environment for students' to question their curiosity and knowledge

Many of the teacher participants emphasized the importance of creating a safe, comfortable, and respectful environments for students to learn through inquiry and global

perspectives. Angela asserted that students were able to grapple with hard questions because she provided a “safe space” for them. She allowed her students

...to explore whatever ways they want to explore and we want them to have their own interpretations...an open inquiry [allows students to] have time and space to follow their questions and their curiosities, rather than us imposing a view that they have to support through research (interview, February 23, 2022).

Evan created an environment where his students had “the ability to share their own personal experiences with creating that safe environment” (interview, February 9, 2022). Evan asserted that his students were encouraged to research content that they find value in and this allowed his students to express themselves in a safe and comfortable environment. He acknowledged that his students “always open up... [and they know] that [it] is safe to just be honest with me...I’m honest with them” (interview, February 9, 2022). For example, Evan shared the following scenario:

If one of my Chinese students wants to talk about the Maoist revolution or communist revolution in China, that student finds value in that, whereas the student from Korea or Japan, or even say California, would not, but why does that student find value in that ...that to me allows that student to express themselves comfortably in a safe environment and allows other students to realize [other perspectives] (interview, February 9, 2022).

Ayla discussed “openly” and “proudly” about her own background in hopes of setting “the stage for [students] to feel like they can have their own backgrounds that might be different and unique from other people in the school community” (interview, March 17, 2022). Kareem’s students were intrigued about learning their history in Lebanon. Based on Kareem’s experience, parents shared their feedback in regards to how they noticed their children were interested to

discuss politics at home. Parents provided feedback to Kareem that their children were teaching them about things that happened in Lebanon that they were not aware of in the past. Sarah created connection with her students and appreciated working with students in a manner that allowed them to ask deep questions about their local community, in particular to the Indian Reservations in Wyoming. Michael shared that it is critical to be purposeful in teaching internationalism because as an international school teacher, he recognized the value of diversity at their school. He acknowledged the core values they instill through global perspectives, which were: openness, empathy, perspective-taking, and understanding alternative points of view. He engaged his students through questions they sparked their curiosity through inquiry and believed his students “were most engaged in [the research] process because it was their questions that they chose... [they had to] choose a question that mattered [to them]” (interview, March 21, 2022). Thus, the Inquiry Design Model (IDM) centers students’ agency through their learning process as it allows them to explore deep questions. All the teacher participants were aware that inquiries allowed them to restructure learning in a way that focused on conversations through multiple perspectives.

As teachers fostered positive relationships with their students, they encouraged them to strive in their way of presenting their work. Evan recognized a strength in one of his students and worked closely with this student to discuss other ways to submit the summative task for the French Revolution inquiry. Evan shared,

He is a musician, and a very talented one. So he shared with me a song that he wrote, and I said, ‘perfect, let’s do another song, let’s capture the content [we learned in class through inquiry] ...he was able to create a song, and I shared it with the principal, the admin, the counselors...he got an A (interview, February 9, 2022).

Michael also differentiated an assignment and provided an opportunity for his students to express the way they learned inquiry. He shared: “Two students did a debate... [it was] more of a performance...it was absolutely phenomenal...it was really engaging...the other students all did [the assignment] in [an] essay form and the content was strong” (interview, March 21, 2022). In addition to differentiating learning outcomes, social-emotional learning can create safe school spaces for students. As teachers prioritize relationships and encourage self-reflection and mindfulness, students reach their full potential as engaged and empowered learners. Supporting teachers’ and students’ well-being, which includes inclusivity, sense of belonging, agency, as well as stress management are some habits that need to be addressed for successful social-emotional learning through inquiry teaching (Muetterties & Wright, 2022). When teachers create opportunities for social-emotional learning, it provides students with the practice to apply social skills in an effectively holistic way (Morris et al., 2017).

Evan’s students from different parts of the world found common ground and built their social-emotional structure by processing information in their home language. This helped students self-express in a way that worked for them. Angela’s students studied hard topics about Africa’s colonization. She shared the following experience: “It is almost like...they’re out there at the threshold of adulthood when they realize the world isn’t all sunshine sparkly unicorns” (interview, February 23, 2022). Her students finished each class with some mindfulness activity and meditation so they did not walk “around thinking of comfort camps or like children being ripped away from their parents” since “we have to acknowledge this can be quite traumatic” to learn about (interview, February 23, 2022). Teachers need the tools to ensure they prepare students to engage in civic spaces given the honest history (Sondel et al., 2018). It is not only about the global awareness and discussing topics that may trigger trauma, but also engaging

students in an academic environment that addresses their social-emotional needs to provide them with an opportunity to take informed action based on their perceived perspectives and ideologies developed through their learning. As Michael shared, “making [content] real and trying to make it as emotionally connecting as possible, I think, is really important, and does a lot toward motivation” (interview, March 21, 2022). Learning and discussing painful events not only trigger trauma or unfold uncomfortable feelings and truths from diverse perspectives, it prepares students to look deeper into creating a better future - one that is built upon empathy and inclusivity.

Teachers as leaders make a difference in students global learning

Each teacher participant had an external leadership role that enhanced their experiences in being more purposeful in teaching through global perspectives. Table 8 provides a chart of their leadership roles at their schools:

Table 8. Summary of Participants Leadership Roles

Teacher's Name	Grade/Subject	Leadership Role
Angela	8th Humanities	Data Leader in DEIJ (Diversity, Equity, Inclusion, and Justice) Committee
Ayla	9th World History	Civil Rights Team Leader
Sarah	9th Western Civilization	Head of the Department
Evan	10th World History	Lead Instructional Coach
Michael	10th US History	Lead Instructional Coach
Kareem	12th History	Team Lead/Trainer at the Lebanese Association of History

The teacher participants had the opportunity to succeed since their form of leadership benefitted various stakeholders, “but most [importantly], it benefits the students in the building”

(Katzenmeyer & Moller, 2009, p. 98). Teachers, such as Sarah, participated in a national level, Teachers for Global Classrooms. Angela, Evan, Michael, and Kareem all work internationally, and although they work in different countries and environments, they are able to articulate to their students, parents, administrators, and even policy makers on why educating for global competence is important in a school setting. Schools do not necessarily need the term international in their school name to offer a foundational global education framework. Schools in the United States and across the world can utilize a global education approach and become a source for global learning, teaching, and practice. Globally competent teachers and students can continue to develop the competencies and dispositions that allow them to empathize, collaborate, and take action with people who have very different worldviews than their own. As teachers' grow into leaders at their schools, the need to work collaboratively with people beyond the school is a way to build global connections. As leadership continues to evolve, teacher leaders strive to design and facilitate professional learning opportunities for their school teams and develop a shared vision for a global education among various stakeholders to provide an idea of what global education can look and feel like in a school environment. Teacher leaders can also think of ways to work closely with principals and other leaders at the school to see the intersections between global education and other priorities, policies, and bylaws at the school – such as the Common Core State Standards (CCSS), C3 Framework, Learning for Justice, Arrow Standards, National Standards, standardized testing, and even teacher evaluations.

Conclusion

Overall, there were three themes that emerged from the findings that aligned with the research questions:

- 1) Teachers' experiences in designing inquiries with global perspectives

- 2) Teachers' implementation of inquiries in connection with global citizenship education
- 3) Teachers' purposeful decisions in teaching through global perspectives in alignment with their cultural competency

Findings indicated that the teacher participants in this study designed and implemented inquiry-based learning infused in global perspectives in their content areas. The teacher participants were purposeful in teaching through global perspectives given their ideas in creating a safe environment for their students and utilizing their leadership skills to make a difference in students learning outcomes. Teachers were also driven by motivation as they participated in this research study, which asserted the power of action research since collaboration drives motivation. It is not only by using action research that we are able to explore strategies to improve the effectiveness of teaching and student learning in the classroom, but connecting with researchers and global educators around the world can continue to positively impact practice in the field of education (Wafa & Manfra, 2021).

CHAPTER 6: DISCUSSION AND IMPLICATIONS

The purpose of this study was to discover how teachers described their understanding of the design, implementation, and purpose of inquiry-based instruction in their social studies classrooms. The research question for this narrative inquiry was:

How do teachers describe their understanding of the design, implementation, and purpose of inquiry-based instruction in a World History class?

- Sub-Question #1: How do teachers design inquiries with global perspectives and use them in their lessons?
- Sub-Question #2: How do teachers implement inquiry-based instruction that incorporates global citizenship education?
- Sub-Question #3: How are teachers purposeful in teaching through global perspectives that align with their cultural competency?

Three themes emerged from the cross-analysis findings of the data:

- 1) Teachers' experiences in designing inquiries with global perspectives
 - a) Emphasizing academic language helps students build knowledge in an inquiry
 - b) Teaching honest history and truth-telling strengthens the education system and students' global education
- 2) Teachers' implementation of inquiries in connection with global citizenship education
 - a) Global Citizenship Education requires inquiries to move across space and time
 - b) Global inquiry can help students make connections to their lives and identities
- 3) Teachers' purposeful decisions in teaching through global perspectives in alignment with their cultural competency

- a) Purposeful teachers create a safe environment for students to question their curiosity and knowledge
- b) Teachers as leaders make a difference in students global learning

The findings contribute to the field's understanding of the design, implementation, and purpose of inquiry as a method for introducing students to global perspectives. Establishing a solid foundation in the beginning of the school year, which includes using academic language that aligns with inquiry instruction that allow students to experience the process of doing inquiry is necessary in the classroom. Furthering that experience in utilizing inquiry instruction also builds on to creating inquiries that require students to ask further questions to identify and articulate their perspectives to a problem and discover solutions that are inspired by asking deep questions. When asking those questions that spark curiosity, it is important to turn to sources that portray global perspectives to guide inquiries for students. The teacher is the decision-maker in regard to presenting the sources, whether through a structured inquiry where sources are preselected and information is presented to the students or an open inquiry where students research their own resources and generate further inquiry questions. As a result, the acquired evidence, whether through structured or open inquiry, should provide a variety of perspectives that focus on teaching honest history and truth-telling since this strengthens students global education. As students navigate through the sources in analyzing and constructing meaning, teachers and students can work together to move the content across space and time. Some of the teacher participants in this study sought ways to connect historical themes and content to current events. Other teachers renamed units to reconfigure their teaching to an inquiry approach. Some teachers focused on bringing in the community into the classrooms or centered their teaching on identity and sense of belonging through historical context. When teachers encourage reflection as

a part of their students global inquiry process, students make connections to their lives and identities. Thus, global inquiry allows teachers to create an environment where students learning can be differentiated to meet their own cultural identity and investigate content that they find relevant, and most importantly, make informed decisions and actions that matter to them.

When teachers are purposeful about creating an environment for students to question their curiosity and knowledge, inquiry is used with an intention to bridge curiosity with a high level of cognition, resulting in teaching skills that students need to acquire through their lives. The beauty of inquiry is that it empowers teachers to model skills for purposeful and authentic learning to increase curiosity, ask questions, explore evidence, make claims, and take informed action. The teacher participants in this study live in inquiry themselves as they pave the pathway for their students and provide them with the safe environment to satisfy their curiosities and understandings of the past, present, and future. The teacher participants in this study continue to strengthen their leadership skills by being global educators who pursue opportunities to engage collaboratively with diverse backgrounds, attend professional developments that nurture their personal and professional growth, collaborate on initiatives that get them out of their comfort zone, and travel to other places in the world to expand their perspectives and build their cultural understanding to bring back to their students. It is not only that the six teacher participants in this study were leaders at their school, but they extended their leadership skills and influence beyond their classrooms and school environment. Nonetheless, these findings reveal important implications for stakeholders in the field of social studies, as well as opportunities for future research.

Implications for Stakeholders

These findings have implications for stakeholders in the field of social studies education. Findings were centered around the cross-case analysis, particularly through the way teachers were able to describe their understanding of design, implementation, and purpose of inquiry-based instruction. As discussed in the literature review, preparing teachers to teach using a global perspective can be challenging and preparing students for global citizenship can also be complex. Since social studies as a field is seen as “the most natural home for global education” (Grossman, 2017, p. 532), the expansion of global citizenship education throughout the decades is still being advocated for in the field. The findings in this study relay implications for social studies educators, teacher educators, and the field of social studies.

Social Studies Educators

Social studies educators who want to continue the work of transforming education and offering global citizenship to students should model inquiry-based instruction with a focus on global education. Teachers are lifelong learners and creating confidence in teachers to provide their students the opportunity to understand that as a teacher, growth will happen together with their students. This will allow preservice and inservice teachers to feel more comfortable in taking risks and ownership of their own teaching and learning (Paetkau, 2020).

Opening discussions and deliberations with students to utilize the best practices through classroom strategies will offer the opportunities to creating more democratic societies. As a result, Hess and McAvoy (2015) asserted that “democratic education requires teachers to create a political classroom in which young people develop the skills, knowledge, and dispositions that allow them to collectively make decisions about how we ought to live together” (p. 11). The proper use of the IDM inquiries promotes structured discussions and encourage voicing different

perspectives. Teachers can use various methods of structured discussions, such as the Structured Academic Controversy (SAC) or Fishbowl. These methods of discussions can provide a way to have students understand varying perspectives and interpret political policies and deliberations in a safe environment.

Social studies teachers can also take inquiry to the next level and target informed action toward the end of the inquiry process. Taking action is not simple. Making change can also seem frightening. Providing students with an action plan and keeping in mind from the beginning of the inquiry that an action will be sought toward the end can be a rewarding experience for both, teachers and students. Preparing letters of permission to parents and the school to enable them to better understand how action will be considered is important because it establishes the trust among all stakeholders. However, the challenge is when teachers themselves are not modeling how to become active members in their own community. Therefore, joining together with students in developing an action plan can be a solution and this can attain the goal of taking informed action through inquiry.

Furthermore, creating safe spaces in which teachers explore, discuss, and discover stories together in the classroom can be powerful. Engaging students in a way of thinking who we are and how to be who you are in our world can allow students to communicate and share their knowledge and experiences. Students come into the classroom having their own ideas, thoughts, and perception of the world based on their surroundings and societal influences. Levinson and Brantmeier (2006), share that “communities of practice are seen as social sites for the most powerful and lasting kinds of learning. Because they involve the co-production of identity, communities of practice anchor learning in [an] enduring structure of the self” (p. 325). Therefore, creating the safe space and time in building the connection with the local community

can lead to greater involvement toward an established global community. Students who become more involved within their communities represent a sphere in which could create a greater sense of identity (Castro & Knowles, 2017). This helps students' cultural dispositions toward global citizenship become woven into their identity formation. Therefore, inquiries can help teachers connect the learning content to their students' civic lives by bridging identities and communities into the lessons.

Several of the teachers in this study demonstrate that inquiry-based teaching and learning is a skill that can be handed over to student. These teachers believe that aiming to develop the dispositions to inquire provides students with skills that move with the students beyond the classroom and into their college, career, and civic life (C3 Framework). As this study found, teachers were purposeful in teaching the skills of inquiry in such a way that students learned to question knowledge and develop the curiosity to investigate beyond just an assignment, project, or an essay. To that end, they scaffolded their students' inquiry learning from the beginning of the school year and cultivated the dispositions to create and respect multiple perspectives in a safe environment. This supported their students' inquiry skills and nurtured open-mindedness. Teachers reported that mid-way through the school year, they had created a sense of trust and openness among their students. Teachers felt that student trust was an essential foundation for learning to question, apply disciplinary concepts and tools, evaluate sources, communicate conclusions, and take informed action (NCSS, 2013). Toward the end of the school year, teachers who aimed toward the skill of inquiry felt comfortable allowing students to follow their curiosity by handing over more control of the questions and resources.

As discussed earlier, collaboration is a motivation of shared interests, particularly through action research. Action research is a systematic and intentional inquiry design that brings about

change through practice and action (Manfra, 2020). By engaging in collaboration in action research, university-based researchers and teachers can improve practice and become active participants throughout the study design process. Through on-going collaboration, teachers and researchers can pursue sequential approaches to improving inquiry practice, particularly through the C3 inquiry design process (Wafa & Manfra, 2021).

Teacher Educators

Teacher educators can provide opportunities for preservice and inservice teachers to experience and train through the use of inquiry that infuses global perspectives. As the world continues to accelerate with all of its changes through social, technological, and political developments, we face the challenge of teaching social studies from a global lens. To do this, teacher educators need to engage teachers with the challenges that our world faces, and advancing global citizenship education in our schools is a fundamental part of this. Based on the six teacher's reflections (Figure 13), the majority of the global teachers in this research study noticed their students' engagement using inquiry was much higher than a non-inquiry lesson.

Teacher Daily Reflection

Q12 - How was today's student engagement level compared to a non-inquiry based lesson?

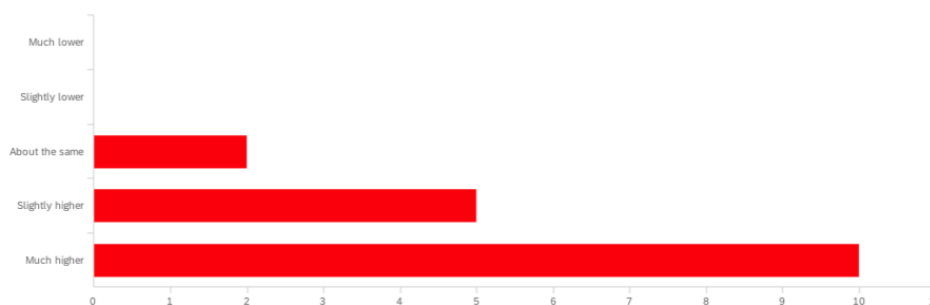


Figure 13. Summary of Teachers' Reflection on Students Engagement Levels

Therefore, the need to utilize global education as an approach to become well-informed is necessary to make their classrooms more relevant and inclusive. The metaphor and guidance of the head, hand, and heart (Martorella & Beal, 1994) create a foundation to prepare reflective, competent, and globally minded educators. Therefore, “the head represents reflection; the hand, competencies (skills); and the heart, concern” (Martorella & Beal, 1994, p. 11). Fundamentally, social studies teacher educators who focus on the three areas of reflection, skills, and concern would be able to create a balance in social studies preparation programs that promote democratic ideals and instructional practice through inquiry.

This study focused on a set of teachers who are fairly atypical. First, they self-identified as being in favor of using inquiry-based practices and had all previously used inquiry and had professional developments on how to use the IDM framework. Inquiry is a growing practice in US classrooms and is recently being adopted internationally. Second, these teachers have all traveled and taught in other countries or regions of the US, giving them a variety of perspectives to draw upon as they design instruction. It is clear from the interviews that their life experiences influence what issues they care about and whose perspectives are introduced. For these teachers, it was important to include counter narratives to history and highlight diverse voices. This suggests that one way in which teachers who gravitate toward inquiry is to experience contexts that make them ask questions about justice and fairness.

As this study demonstrates, teachers are in favor of inquiry-based practices. Focusing on a scaffolded process that allows students to learn through inquiry and providing them with the power to generate questions can increase motivation and engage everyone in acquiring various new skills. Teachers are lifelong learners, and travel is an integral component to a lifelong-learning process as it brings in new perspectives. It can also provide opportunities for

collaboration and engagement back into the classroom. However, when travel opportunities are challenged or limited, our technological advances have affected the way we communicate, collaborate, learn, and teach as global learning is widely accessible. Global collaboration can change teachers entire experience, and preparing teachers to innovate, connect, and learn new technologies can provide better teaching and learning outcomes in the classroom and beyond.

The Social Studies Education Field

How does global citizenship education and global perspectives impact the social studies field? Helping teachers and students to think about the world is a key to their development of global awareness and understanding. As mentioned earlier, having an “awareness” is not enough. Having a sense of acceptance is not enough either. The fundamental idea is to take action, and more importantly, informed action toward inclusivity. Every generation of youth comes into this world being more involved than the last one, especially in our “shrinking world and [a] more complex international society” (Metzger, 1988, p. 15). The knowledge that is taught in schools represents the past, and it is selective about the present. It may also predict the future to a certain extent. However, there should always be an opportunity to integrate opinions and perspectives on how the past influences the present, and how the future should be developed (Becker, 1988). Thus, we are more open-minded if we actively seek out challenges that object to our positions. Having an open-mind does not infer a *right* or *true* position on every problem or global issue, rather it is the willingness to reassess views in the rise of new claims and evidence in a constructed argument (Case, 1993). As Hanvey (1982) asserts, we are unlikely to be open-minded unless we fully understand that people see the world differently based on personal and cultural perspectives. As open-mindedness plays a more ambitious role in inquiry-based instruction, the social studies field can provide a greater lens on promoting global citizenship

education that infuse global perspectives to help students cope with the emerging global realities - which potentially is a powerful informed action to improving the quality of the social studies education field generally. As we move further into the 21st century, we should accept the responsibility for the development of more inclusive, globally perspective classrooms that involve our teachers and students to engage in multiple perspectives to inquire and create a global worldview. When we seek global learning as how disciplinary knowledge is understood and used in the social studies field, we will see positive change and new knowledge. Perhaps, embracing global education through policy making decisions and centering global learning in the social studies curriculum needs substantial support in the field of social studies.

Recommendation for Future Research

Although there are risks associated with engaging inquiry through global perspectives, there are strong potentials for inquiry to be driven by the idea of global perspectives through teachers' knowledge, motivation, and cultural competency. Researchers in social studies can continue to create action research opportunities based on the findings of how teachers design and implement purposeful inquiry instruction in their social studies classrooms. The approach toward diversity, equity, inclusion, and justice require researchers and teachers to rethink and reexamine education through empathy and inclusivity. As social studies educators, we need to continue to strive toward the establishment of solid curricula, teacher education programs, professional developments, and ultimately, schools that give students opportunities for inclusive classrooms and learning through inquiry learning and global citizenship education. As a social studies educator and researcher, I will continue to work toward justice and sustainable solutions to face the challenges in our education world today - out of respect, humbleness, and value for humanity and the future generations.

Conclusion

This study examined through a narrative inquiry the way teachers described their understanding of the design, implementation, and purpose of inquiry-based instruction in their social studies classrooms. The findings confirmed theoretical aspects of inquiry and its attainable potential through global perspectives. Though there are challenges and obstacles, there are also connections and purposes toward designing and implementing inquiries with global perspectives and global citizenship education based on teachers' cultural competency. In *Democracy and Education*, Dewey (1916) described education as the “process of forming fundamental dispositions, intellectual and emotional, toward nature and fellow men” (p. 328). Thus, we learn based on how we experience our world. For Dewey, incorporating real-world issues in the classroom is seen as a significant component of learning, especially as it becomes connected with the content in a discipline with students lived experiences and identities. As ancient philosophers, such as Socrates emphasize, “Wonder is the beginning of wisdom,” and curiosity to ask about anything begins with a wonder. Humans are born endlessly curious about their world, and curiosity encompasses a large set of behaviors that are natural. The intensity of curiosity drives humans to understand reasoning and meaning. As Swan, Grant, & Lee (2020) argue, “inquiry is happening all around us and by recognizing and supporting this natural inquiry mindset, you are doing inquiry” (p. 159).

The personal and professional lived experiences of these six teacher participants' illustrate that teaching with inquiry requires scaffolding to develop the skills of inquiry. Teaching with inquiry also has dispositional aims. These teachers wanted to use engagement with global perspectives to cultivate open-mindedness, empathy, perspective-taking, and opportunities for teachers and students to question their curiosities. This is what it means to do inquiry well.

Teachers who provide opportunity for students to practice inquiry-based learning, then facilitate inquiry instruction later in the school year to provide students the space and time to explore content that they find most meaningful to them are the ones who find value in teaching through inquiry. The findings also show there are implications for social studies teachers, teacher educators, as well as social studies as a field. Yet, global citizenship education can be driven by inquiry instruction as teachers create the safe space and time in their classrooms to do so. This study revealed how teachers designed, implemented, and were purposeful in using the C3 Framework to support global citizenship education. Ultimately, inquiry holds positiveness, growth, and potential to continue to be an effective pedagogical method toward teaching global citizenship education in social studies classrooms around the world.

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APPENDICES

Appendix A – Informed Consent Form for Teacher

Informed Consent Form for Teacher North Carolina State University INFORMED CONSENT FORM for RESEARCH

Title of Study: Infusing Global Perspectives Through Inquiry in Social Studies Classrooms
Around the World: A Narrative Inquiry from Global Teachers
Principal Investigator: Nada Wafa
Faculty Sponsor (if applicable): Meghan M. Manfra

What are some general things you should know about research studies?

You are invited to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of this research study is to gain a better understanding of World History teacher's and the way in which they infuse global perspectives through inquiry in their social studies classrooms. I will do this through a narrative inquiry, as well as through interviews, collecting teacher's reflections and logs, and the inquiries.

You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those who participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher.

What is the purpose of this study?

The purpose of the study is to listen to the stories of teachers and see how teachers utilize inquiry-based instruction in their classrooms to infuse global education in social studies.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to adapt an existing inquiry for implementation in your class. You will be interviewed two times via Zoom (one before and one after the implementation of the inquiry). Each interview should take about 45 minutes and video will be recorded via Zoom. You will share your inquiry with the researcher. Also, you will complete a daily reflective journal of your thoughts and feelings during the duration of your inquiry teaching. You will complete a daily teaching log which will show the process of your pedagogy in the classroom and the way the lessons were implemented during the duration of your teaching. You will be asked to provide feedback on the findings to make sure they are accurate and reflect what happened during the study

Risks and Benefits

There are minimal risks associated with participation in this research. There are no direct benefits to your participation in the research, but the knowledge gained from this study will help global education teachers who wish to implement inquiry-based teaching and learning into the classroom. The indirect benefits are related to the professional growth you gain as a teacher

participating in this research study and in the students learning outcome coming from this pedagogy.

The total amount of time that you will be participating actively in this study will be dependent upon how long your inquiry takes to complete. It should be no longer than 4 to 5 weeks and approximately between 7-10 hours total.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Video, written documents, and curriculum/inquiries will be stored securely in a password protected electronic device, such as a laptop. No reference will be made in oral or written reports which could link you to the study. You will have a chance to review all descriptions and quotes that are attributed to your pseudonym to minimize any chances for indirect identification.

Compensation

For participating in this study, you will receive a \$150 incentive for your time and effort in this study as you complete all research activities.

If you withdraw from the study prior to its completion, you will be eligible to receive partial compensation if you complete one formal interview, provide your inquiry, one reflection and teaching log, before you withdraw from the study. In those cases, you will receive \$75. If you withdraw from the study before your first interview, you will receive no compensation.

What if you are an employee?

Participation in this study is not a requirement of your employment, and your participation or lack thereof, will not affect your job.

Sponsorship and Funding

This research is funded by North Carolina State University's Gerald Fund. This means that the sponsor is paying the research team to complete this research. The researcher does not, however, have a direct financial interest with the sponsor or in the final results of the study. If you would like more information, please ask the researcher listed in the first page about the funding and sponsorship.

What if you have questions about this study?

If you have questions at any time about the study itself or the procedures implemented in this study, you may contact the researcher, Nada Z. Wafa, 4001 Campbell Rd, Raleigh, NC, 27606, nzwafa@ncsu.edu, 919-522-6374, or the faculty advisor, Dr. Meghan Manfra, mmmanfra@ncsu.edu

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the NC State IRB Office via email at irb-director@ncsu.edu or via phone at 919-515-4514. You can also find out more information about research, why you would or would not want to be in

research, questions to ask as a research participant, and more information about your rights by going to this website: <http://go.ncsu.edu/research-participant>

Consent to Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Teacher’s signature _____ Date _____

Investigator's signature _____ Date _____

Appendix B – Teacher Interview Protocol – Before Implementing the Unit

Teacher Interview Protocol – Before Implementing the Unit

Initial Interview – Conducted before teaching the unit

Teacher: _____ Course/Section: _____
Date: _____ Time: _____ Location: _____

Purpose:

- To gather baseline information aligned with the research questions in regards to infusing global perspectives through inquiry in teacher's world history class.
- To understand any assumptions, beliefs, or experiences that might serve as a reference point to learn about world history teachers and how global knowledge is infused in social studies classrooms.
- To receive narratives/stories from world history teachers on how they define themselves, their work, and their pedagogy.

Introduction

Thank you for agreeing to talk with me today about infusing global perspectives through inquiry in your social studies classroom. I am excited to listen to your stories and hear from you about your experience through teaching world history. My goal in this study is to mainly listen to the stories you would like to share, and how you define yourself as a global educator, and how you infuse global perspectives into your world history class. I'm interested in learning more about the way you bring the world to your classroom through inquiry. The purpose of this particular interview is to gather baseline data and use it later for analysis. I will ask you a set of questions designed to gather this data, and the conversation will be structured while also being flexible enough to probe for understanding based on our conversation.

Interview Questions (targeted research question)
Please tell me a little about yourself, your background, and your culture.
How do you answer the question, where are you from?
How did you get started teaching World History at your school?
What is your favorite story to share with your friends and family who want to know more about what you teach?
Can you think of some times when you felt challenged teaching World History?
How will you use this upcoming inquiry through global perspectives in your classroom and what are some ways you have used inquiry in the past?

How do you think you are able to address cultural diversity and competency in your classroom?

Was there a time that your students background and/or behaviors seemed as something other than what you had thought due to cultural differences? And how did you address it in terms of inclusivity?

Are there any times that you feel worried or anxious about a particular culture or diverse population that is addressed through your inquiry teaching? (e.g. from other teachers, the school, parents, and/or administration)

Are there any times that you feel fulfillment and joy when teaching about a particular culture or a diverse population that is addressed in your inquiry teaching?

To what extend do your national standards reflect global competence/global education?

Are there any standards that are driving your teaching and the way of infusing global perspectives?

How much flexibility do you have as a teacher in deciding what to teach?

Appendix C – Teacher Interview Protocol – After Teaching the Complete Unit

Teacher Interview Protocol – After Teaching the Complete Unit

Final Interview – Conducted after teaching the full unit

Teacher: _____ Course/Section: _____
Date: _____ Time: _____ Location: _____

Purpose:

- To gather summative data regarding the research questions in ways in which the unit was taught through global perspectives using inquiry.

Introduction

Thank you for agreeing to talk with me today about infusing global perspectives through inquiry in your social studies classroom. I am looking forward to listening to your experiences in teaching the inquiry in your world history classroom. The purpose of this interview is to reflect on the process of the inquiry, especially how you infused global perspectives, as well as your students' global perspectives through inquiry-based learning in your class. I will ask you a set of questions designed to gather this data, and the conversation will be structured while also being flexible enough to probe for understanding based on our conversation.

Interview Questions (targeted research question)
Please tell me a little about how you felt teaching the inquiry unit.
What are some ways that you saw global perspectives being infused in the inquiry?
Which part of the inquiry did you think the students were most engaged in? Why?
If you were teaching this unit again, what would you do differently and why?
How do you feel your students responded to the inquiry designed in the lessons?
How did your predictions about how your student's outcome of understanding compare to what they have ultimately learned?
What were some significant things your students learned as a result of this inquiry?
How do you think your experiences affect the development of the inquiry you taught?
Could you work on projects or attend professional developments that involve interactions with people from different cultures? If so, please share your experience.
What is your favorite part about teaching World History through inquiry?
How often do you integrate global education into your World History inquiries?

Explain your thoughts on infusing global education through inquiry into your social studies classroom?

Appendix D – Teacher Daily Reflection

Teacher Daily Reflection

1. What is your reflection on today's lesson and the C3 inquiry that you integrated into your instruction today?
2. What part of your inquiry today infused global perspectives into your teaching instruction?
3. Which part of the inquiry would you keep or modify in the future? Why?
4. What evidence do you have of students learning through a global perspective in your inquiry teaching today?

Appendix E – Teacher’s Log

Teacher’s Log

Teacher: _____ Course/Section: _____ Location: _____

DATE	CLASS/LEARNING ENVIRONMENT	ACTIVITIES/DESCRIPTION OF WORK COMPLETED IN CLASS	SKILLS LEARNT	FEEDBACK

Appendix F – Member Checking Email Template

Member Checking Email Template

Hello,

I hope this e-mail finds you well. I am contacting you to request that you review the interview transcriptions, themes identified in your interview transcript, as well as your narratives that will be shared in my dissertation. This process is referred to as “member checking” and will involve the following steps:

1. I will share your Google Drive Folder that contains all of our documents (the consent forms, interview transcriptions, teacher reflection, teaching logs, and your narrative via my private North Carolina University Google Drive folder.
2. You are asked to gain access to the document(s) using your personal computer and a secure network. Both of us will be the only ones to be able to access this private folder. I suggest completing this activity in a private location, on a private internet connection, and accessing this folder using a web browser that is in private/incognito mode.
3. You will read through the document(s) in the private folder and comment in the document if you agree, disagree, or would like to clarify or change the content in each document and how you would like to do so. I expect this will take about 3-4 hours of your time.
4. You will e-mail me to inform me that you have completed reading through your document(s) and commenting in them as appropriate. I am requesting that you do this within three to four weeks of this email. **Please do not provide information or feedback in the email you send to me regarding your completion of the task.**
5. Once the verification process by you is completed, I will remove your access to the private NC State University Google Drive folder with your document(s) in it.

I expect that the member-checking activities will take about 3 to 4 hours of your time. Please let me know if you have any questions.

Thank you!

Sincerely,

Nada Wafa