

**Marginalization of Social Studies Teacher Preparation for Global Competence and Global Perspectives Pedagogy: A Call for Change**

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**Abstract:**

Few scholars have raised the question: Why are teacher education programs not preparing teachers for global competence and global perspectives pedagogy? The purpose of this article is to explore this question. The study utilizes qualitative and practitioner research methodologies. Four factors marginalizing the preparation of teachers for global competence and global perspectives pedagogy in social studies teacher education are examined: a) competing pedagogical paradigms; b) lack of clarity on global perspectives pedagogy; c) neoliberal ideologies and policies; and d) complicity in new high-stakes teacher licensure assessment. The paper discusses critical implications and recommendations for preparing social studies teachers for global competence and global

**Key words:** social studies, global education, global competence, global perspectives pedagogy, teacher education, marginalization.

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**Introduction**

Today, the phenomenon of globalization and the notion of one interconnected and interdependent world or global “village” has become more omnipresent than ever. Everywhere in the world, people are connected culturally, educationally, politically, economically, environmentally, technologically, transnationally—as well as challenged by pressing common concerns including security (terrorism), trade wars, cyber warfare, wars, refugee and migrant crisis, poverty, human trafficking, climate change, pandemic diseases, and natural disasters, among others. In some Western nations such as Canada, France, Germany, the U.S., the U.K., and Sweden, instances of racism, xenophobia, Islamophobia, anti-Semitism, anti-immigration rhetoric, white nationalism, human rights violations, and violence against the “other” are increasing. Researchers, politicians, educators, activists, and organizations warn about today’s

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compressed world and the existential threats to all humans. They have called for the imperative to prepare the young for global citizenship and remind all people that what happens to one in one location also happens to others. In Michael Apple's (2011) words, "crises in one country have significant effects in others" (p. 223). Specifically, some have warned about the danger of failing or ignoring to prepare the young for a globalized world. Robert Muller's (1985) profound warning stands out:

A child born today will be faced as an adult, almost daily, with problems of a global interdependent nature, be it peace, food, the quality of life, inflation, or scarcity of resources. He will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask, "Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race? It is, therefore, the duty and the self-enlightened interest of governments to educate their children properly about the type of world in which they are going to live. (p.1)

Although the quote above was uttered more than three decades ago, it is as valid today as it was then. Now more than ever, the world faces unprecedented challenges that defy unilateral resolution (Longview Foundation, 2008; United Nations, 2012). For example, migration has become one of the defining challenges in the world. The increasing movement of people across borders means that the workforce will be populated by people of different cultural, linguistic, national, transnational, political, and religious backgrounds. Imperatively, the young must be educated to develop global competence and citizenship they need to enter the "office of global citizen."

Unfortunately, research reveals that many students in U.S. pre-K-12 schools and colleges lack the knowledge, skills, and attitudes needed to become effective global citizens (Apple, 2011; Author, 2010; Banks, 2008, 2015; Council of Foreign Relations [CFR], 2016; Gaudelli, 2010; Kahne & Middaugh, 2010; Longview Foundation, 2008; Merryfield, 2010; Myers, 2006; National Assessment of Educational Progress, 2015; National Association of Foreign Student Affairs [NAFSA], (2014); Noddings, 2006; Parker, 2010; Rapoport, 2013; Zeichner, 2010). Both national and international assessment reports have consistently shown that many U.S. students lack knowledge about the world (Merryfield, 1991, 2000, 2002; National Statistics for Educational Progress, 2010, 2015). Numerous surveys have revealed U.S. students' deficiency in knowledge of world geography, history, and current events, especially when compared with students in other countries (Asia Society, 2018; CFR, 2016; National Geographic-Roper [NGR], 2002, 2016). A

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CFR-NGR survey administered to college students ages 18-26 revealed that few students possess critical knowledge about the world and America's role in it (Gawel, 2016). According to CFR's report, the survey revealed students' deficiencies in geographic understanding and global illiteracy of the increasingly interconnected world they live in and must navigate and negotiate. When students and even adults are uninformed about their world, they are ill-prepared to make responsible decisions for the planet and communicate, interact, and relate effectively across borders and cultures.

Global illiteracy is a critical problem that exposes and subjects individuals to vulnerabilities and embarrassment. I have observed these vulnerabilities and embarrassment among students, adults, and educators. In the U.S., journalists and television staffers regularly quiz people on the street regarding geographic and global literacy; it is not uncommon to see adults and young people confuse Libya with Liberia. Even political leaders mix up the names of countries and heads of states they are referencing—Slovakia with Slovenia, Switzerland with Swaziland (now eSwatini). Imagine the Swiss president, Allain Berset, being mistaken for King Mswati of eSwatini, who has 15 wives. Imagine the embarrassment a presidential candidate felt when he was asked on national television about the city of Aleppo, Syria, at the height of a massive refugee migration crisis, and he did not know. Global literacy matters!

While the above examples of global illiteracy may seem trivial, many scholars, educators, organizations, governments, policymakers, and concerned citizens are deeply troubled. Researchers and other globally-minded educators and organizations have attributed the geographic and global illiteracy and incompetence of students and adults to the inadequate preparation of teachers for global competence and teaching (Apple, 2011; Longview Foundation, 2008; Merryfield, 1998, 2000; Myers, 2010; National Association of International Educators, 2014; Zeichner, 2010). These scholars and organizations indicate that U.S. teachers possess superficial or inadequate knowledge about the world that does not equip them to teach their students about global consciousness, foster their global competence, and engage them in how to participate as active global citizens (Banks, 2015; CFR, 2016; Longview Foundation, 2008). Colleges and schools of education, particularly teacher education programs, have been implicated for their culpability in their disinclination to internationalize their programs (Cogan & Grossman, 2009; O'Connor & Zeichner, 2011; Zeichner, 2010). Pointedly, teacher education programs marginalize the preparation of teachers for global competence teaching. It is for this reason that I examine the marginalization of global education and global perspectives pedagogy in social studies teacher education. In this paper, I engage the literature on global education and

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global perspectives pedagogy and its absence in social studies teacher education. Then, I examine and discuss the climates that marginalize global education and global perspectives pedagogy in social studies teacher education. Finally, I offer suggestions for engaging and integrating global education and global perspectives pedagogy in social studies teacher education. The significance of this inquiry is underscored by the dearth of research on global education and global perspectives pedagogy in social studies teacher education (Merryfield, 2002; Ukpokodu, 2010; Zeichner, 2010; Zhao, 2010; Zong, 2009).

### **Theoretical Perspectives and Literature Review**

This qualitative inquiry is situated in the literature on global education, global citizenship, and global perspectives pedagogy and the imperative of preparing the young for a globalized world in the 21<sup>st</sup> century. I draw on these concepts and discourses to frame the phenomenon of marginalization of global perspectives pedagogy in social studies teacher education.

### **Global Education Matters**

Issues pertaining to globalization and global education have become increasingly pervasive within the last decade. Globalization has become the most powerful force shaping the lives of people and societies across the globe. In 2020, the world woke up to a new reality, with the unprecedented Covid-19 pandemic that has plagued and devastated many communities around the world. Covid-19, a coronavirus respiratory syndrome disease that originated in Wuhan, China, quickly became a global pandemic, leaving no continent (except the continent of Antarctica) untouched. As of the time of this writing the total confirmed cases worldwide, was 650,000, with over 30,000 deaths, and several epicenters. Some cities have recorded about hundreds There is no area of human life that has not been affected. Ironically, people from all spectra of life—race, ethnicity, gender, gender identities, education, age, politics, class, religion, geographic regions, travels, businesses, among others—have been severely disrupted. Food, everyday supplies and medical equipment are in short supplies. Many communities have become ghost spaces, as lockdown policies are in place. What a new world order! For better or worse, the young are the “beneficiaries” of globalization. How well they are prepared to develop the habits of mind and heart to function as globally competent citizens will be the difference between realizing an attainable and sustainable world that is humane, ethical, equitable, socially just, prosperous, and peaceful, and one that is chaotic, uncertain, insecure, inhumane, and unjust. Currently, even as technological advances have made most people’s lives more comfortable, with modern conveniences such as fast and digital travels, communication tools, and medical breakthroughs,

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today's world is simultaneously faced with pressing and unprecedented challenges that threaten human existence. Among these challenges are environmental and ecological degradation, poverty and economic disparity, racial and religious tensions and conflicts, migrant and refugee crises, HIV/AIDS, epidemic and pandemic diseases (Ebola, Zika, Covid-19), natural disasters, terrorism, child exploitation, cyber espionage, cyber stalking, cybercrime, cyberterrorism, drug, sex and human trafficking, banking fraud, e-mail scams, and more. Global migration is one of the critical challenges facing the global community. While migrations within and across nation-states have always been human phenomena, its massive, complicated, and costly effects have never been more terrifying. These events, concerns, and criminal activities defy unilateral resolutions. They require the talents and skills of all humans to work together to solve them (Banks, 2015; CFR, 2016; Ki-moon, 2012; National Council for the Social Studies [NCSS], 2013; Oxfam, 2018). Former U.N. Secretary-General Ban Ki-moon reminded the world of the dire state of the planet. Calling for collective ambition and action, he said in 2012, "We are living through a period of profound turmoil, transition and transformation... insecurity, inequality and intolerance are spreading. Global and national institutions are being put to the test." Specifically, he called for the preparation of global citizens who will be active players and not mere spectators through global education.

Global Education (GE) is a concept that has been conceived, interpreted, and implemented variably (Merryfield, 2010; Zeichner, 2010). Scholars and educators define and conceptualize it differently, which compromises its proper enactment in teachers' practices. Merryfield (1994) defines global education as helping students to develop the knowledge, skills, and attitudes necessary for informed decision-making and participation in a world characterized by cultural pluralism, interconnectedness, and international and economic competition. NCSS (1994, 2013) also states that global education cultivates in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence (p. 38).

A discussion of global education is incomplete without referencing the works of earlier globally-minded scholars like Hanvey (1976), Becker (1982), and Tye and Kniep (1991), who, although varied in their views and approaches to global education, agree that global education is an education that helps the young learn about human diversity, cultures, peoples and their problems, seeing the world through their eyes and minds, and the interconnectedness of cultural,

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ecological, economic, political, and technological systems. Harvey's (1976) seminal work is most referenced in the literature. He presents five dimensions of global education that include: (1) perspective consciousness; (2) "state-of-the-planet awareness"; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) consciousness of global change and awareness of human choices (for details, see Harvey, 1976). In my work, I explain global education as helping students become aware of global diversity and the commonalities in the human experience, equipping them with the capacities and dispositions to understand critical issues and concerns of the human family and the sensibilities to engage and transform the world for humanity, equity, and social justice. Specifically, I view global education as educational experiences that intentionally, explicitly, and systematically orient the young to their identities as global citizens and their rights and responsibilities toward a sustainable world.

The major goal of global education is for students to develop global competence and global citizenship. Merryfield (2010) posits that global competence is about cultivating the knowledge and perception about what we know and how our perspectives of the world affect how we acquire and process new knowledge and its use. Other scholars and professional organizations echo similar views and have made powerful pronouncements that call for developing students' global competence for the 21<sup>st</sup>-century world (Banks, 2008, 2015; Council of Chief State School Officers [CCSSO], 2008; National Education Association, 2012; NCSS, 2010, 2013). Noddings (2005) writes that the purpose of education in today's world is to develop reflective, empathetic, caring, and responsible citizens with critical thinking and problem-solving skills and global competences that empower them to engage and influence the world. She views global competence as a skill essential for humanity. Similarly, Nussbaum (1997) called for an education for cultivating humanity that encompasses three core values: the capacity for critical examination of oneself and critical thinking about one's worldview; the capacity of seeing oneself as not only a citizen of a nation-state but also as a human being who is bounded with other humans and their concerns in a globalized world; and the capacity for a narrative imagination and the ability to empathize and see others in their own light without judgment. Basically, a globally competent citizen possesses the ability to acquire a critical and complex body of knowledge about human diversity, world regions, cultures, and global issues, and a mindset—skills and dispositions—to engage responsibly and effectively in a global environment (Darling-Hammond, 2010; Longview Foundation, 2008; NCSS, 2013; NEA, 2010; Zhao, 2010). The Organization of Economic Cooperation and Development [OECD] (2018) defines global competence as "The capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and

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worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.”

Increasingly, scholars, educators, and organizations—particularly institutions—have been challenged to rethink and transcend the traditional, unidimensional notion of national citizenship and to broaden its forms to include transnational citizenship, multicultural citizenship, and global citizenship. It should also assist the young in recognizing and developing their multiple identities: individual, cultural, national, regional, and global (Banks, 2009; Kymlicka, 1995). National citizenship is gained through birthright or the process of immigration and naturalization, while global citizenship is a right and responsibility that individuals assume as members of the human family. Global citizenship has no specific geographic location; rather, it is our responsibility toward our collective planet and its inhabitants. A person’s allegiance as a global citizen is to the wider world and humanity as a whole.

Fostering students’ global competence and citizenship development does not happen magically. It is possible through purposeful, transformative global citizenship education. While today it is almost a cliché that schools should help students become competent citizens who cultivate a global perspective and a sense of global citizenship (Banks, 2008; Merryfield, 2010; Parker, 2010), little is done to actualize it. This is because much focus is on students learning core subjects such as mathematics, science, and literacy, and the narrowing of the social studies curriculum. Banks (2008, 2015) reminds us that helping students to learn and master core subjects is important, but also emphasizes the danger and fallacy of failing to foster their development of global competency and citizenship. As he explains:

The world’s greatest problems do not result from people being unable to read and write. They result from people in the world—from different cultures, races, religions, and nations—being unable to get along and to work together to solve the world’s intractable problems such as global warming, the HIV/AIDS epidemic, poverty, racism, sexism, and war. (2010, p. 291)

A transformative global citizenship education transcends learning tidbits and trivialities of other countries and cultures and simply knowing that they live in an interconnected and interdependent world. Instead, it is purposeful and helps students to recognize their national and global citizen identity, including their rights and responsibilities to the planet and toward the world’s people, their needs and concerns, and learning to address injustice and inequities worldwide (Banks, 2008, 2015; Gutmann, 2004; Kymlicka, 1995; Parker, 2010; Oxfam, 2018;

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UNESCO, 2015). Apple (2011) characterizes global citizenship education as one that allows students to “think internationally, not only to see the world from below, but to see the social world relationally” (p. 225). Other scholars see global citizenship education as a pedagogical approach that allows students to examine and analyze the relationships between local and global issues, learning to deconstruct the “we/us vs. they/them” binary and, in the process, cultivate empathy, collective consciousness, and solidarity (Banks, 2015; Gaudelli, 2010; Noddings, 2006). Kahne and Middaugh (2010) add that global citizenship education centers on developing justice-oriented global citizens.

In my own work (Ukpokodu, 2010), I have explained transformative global citizenship education as purposeful programming, curricular and pedagogical engagement that intentionally, explicitly, deliberately, and systematically integrates perspectives from across the globe as students study and examine themes, concepts, and issues in the social studies. This approach helps to achieve what Banks (2008) calls pluralist and “global perspectives.” Transformative global citizenship education is encompassing and engages students in learning about national and global civic ideals and responsibilities. In a world that needs healing, reconciliation, and collaboration, students must cultivate a sense of empathy, compassionate caring, humility, and collective activism. Banks (2008) has developed a typology of citizenship identifications that proceeds from cultural, national, and regional to global. Specifically, he identifies six stages of development: cultural captivity, cultural encapsulation, cultural identity, bi-cultural identity, cultural national identity, and global identity (see Banks, 2004). Stage six is perhaps the most relevant to this paper. Banks (2008) explains that individuals at this stage exemplify global identification that imbues sensibilities of global competence and cosmopolitanism. That is, they have a commitment to all human beings in the world community. Banks (2014) characterizes global citizens as those with cosmopolitan identities who have broadened their understanding of public, exude loyalty beyond ethnic and national boundaries, and engage with difference far and near. Further, Banks expands his idea of cosmopolitans as those who view social justice and equality globally and are concerned about the threats to the world community. For a transformative world, global citizenship education should aim to develop students’ identities as cosmopolitans who are knowledgeable about the world in its complexity, concerns, and social issues, and cultivate critical thinking and problem-solving skills and the dispositions for individual and collective agency on behalf of the planet.

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**Global Perspectives Pedagogy and Teacher Education**

Banks' (2008) conception of global perspectives is that it is a way of viewing the world and its people with understanding and concern, possessing a sense of responsibility for the needs of all people, acting to change the world to make it more humane and just. Merryfield (2010) understands it as having a "world-mindedness," and seeing the world through the eyes of the "other." Further, she explains that global perspective is when a person cultivates knowledge of the interconnected world in its complexity, understands the lived realities and experiences of diverse people of the world, and develops perspective consciousness and critical global consciousness. The Asia Society (2005) believes that a person with a global perspective investigates the world beyond their immediate environment, recognizes their own and others' perspectives, communicates ideas effectively with diverse audiences, and acts to improve conditions.

The critical role of the teacher in the education of the young has been well established. In order to properly guide and develop students' critical citizenship education and global identity, teachers must first be grounded in their own development as global citizens imbued with cosmopolitan sensibilities. Hargreaves (1999) conveys this thought, saying:

It is plain that if teachers do not acquire and display [the] capacity to redefine their skills for the task of teaching, and if they do not model in their own conduct the very qualities that are key outcomes for students, then the challenge of schooling in the next millennium will not be met. (p. 123)

The imperative to prepare teachers for globally competent teaching is underscored by the numerous calls and efforts by prominent global education scholars (Apple, 2011; Banks, 2015; Goodwin, 2010; Merryfield, 2010), professional organizations (Asia Society, 2008; CCSSO, 2013; Longview Foundation, 2008) and teacher education accreditation agencies (AACTE, 2013; NEA, 2012). These scholars and organizations call for a seriously concerned teacher education that would make the world its classroom and curriculum. Osler and Starkey (1996) clarify more poignantly the rationale for preparing teachers to develop not only a global perspective and competence, but the pedagogy for global perspective education. They explain:

Teachers are responsible for "transmitting" values. They need to be in a position to help their students be supportive of pluralist democracy and human rights, enjoy cultural diversity and be conscious of their responsibilities to the planet and to all those who live on it. This implies that they should themselves share these values. (p. 105)

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However, as noted previously, research suggests that teacher education programs are doing very little to prepare globally competent teachers (Apple, 2011; Asia Society, 2006; Gaudelli, 2010; Longview Foundation, 2008; Merryfield, 1998, 2001; NAFSA, 2014; NEA, 2012; Zeichner, 2010; Zhao, 2010; Zong, 2009). Much of the research on global education has focused on K-12 schools and classrooms, with little research on teacher education (Asia Society, 2011; Longview Foundation, 2012; NAFSA, 2014). The good news is that professional organizations and research groups are increasingly calling upon teacher education programs to integrate global education and engage in global perspectives pedagogy to ensure that teachers and teacher candidates are prepared to cultivate global competence and become globally competent teachers (Asia Society, 2011; AACTE, 2012; Council for the Accreditation of Educator Preparation [CAEP], 2013; Longview Foundation, 2008; NAFSA, 2014; NEA, 2012).

However, the unfortunate reality is that these are mere value statements that rarely see the light of day in teacher education practice. For example, although AACTE, CCSSO, and CAEP have established standards that reference global awareness, contexts, and issues in teacher preparation, Zhao (2010) observed that teacher education is exclusively focused on local contexts rather than on the global. Zong (2009) noted that even the most current and notable handbooks on teacher education do not mention global education.

#### **Research Methodology**

This paper utilized a qualitative research approach. I situated the inquiry within a practitioner, interpretive case-study design (Creswell, 2013). Case-study research focuses on a phenomenon situated within a particular context to understand events, issues, and their impact (Creswell, 2012; Yin, 2013). For this inquiry, I explored the research question: How do teacher education programs marginalize global education and global perspectives pedagogy in the social studies program? I drew on multiple methodological approaches including existing literature on global education and global perspectives pedagogy and teacher preparation, reviews of teacher education websites and course syllabi, my previous work, and decades-long personal experiences of practice as a teacher educator and scholar of social studies at two institutions. For the past 25 years, I have taught both undergraduate and graduate social studies courses; I have coordinated the secondary social studies program, designed/redesigned programs, and provided general oversight; I have conducted focus group studies with social studies teachers and teacher candidates, analyzed exit survey data, and written both the internal and external assessments and accreditation reports for the social studies program; I have supervised social studies student teachers and conducted conferences with student teachers and cooperating mentor teachers. In

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my course teaching, I have designed specialized courses, activities, assignments, and projects to engage students in critical learning and reflection, and I have kept field notes for reflection and discovery. I have drawn on these multiple data insights to examine and identify the marginalization of global perspectives pedagogy in social studies teacher education. I explain marginalization of global education and global perspectives pedagogy in the social studies as the subtle and overt ways and forms in which teacher education programs undermine the social studies program, resulting in the inadequate preparation of teachers for global competence and global perspectives pedagogy. Using the lens of reflexivity, I reviewed, reflected, and identified four major themes.

### **Findings**

Generally, the study reveals that global education and global perspectives pedagogy are maligned in social studies teacher education. The study confirms some of what many scholars of global education have noted in the literature (Banks, 2008; Gaudelli, 2016; Merryfield, 2002, 2010; Rapport, 2010; Subedi, 2010; Zhao, 2010). Four major themes explain the marginalization of global education and global perspectives pedagogy in social studies teacher education. These are discussed below.

### **Competing Pedagogical Paradigms**

Within the last few decades, emerging theories and pedagogies for preparing teachers and preservice teachers such as culturally responsive teaching, social justice teaching, and multicultural teaching have largely dominated teacher education programs. Due to the increasing diversity in student populations, the demographic mismatch between students and teachers, the achievement disparity between student groups, and the need to prepare highly culturally competent teachers, scholars and professional organizations have popularized these pedagogies (Banks, 2015; Gay, 2013; Ladson-Billings, 2009; NEA, 2012; Nieto, 2016; Sleeter, 2012). Today, teacher education programs emphasize these pedagogies to foster teachers' cultural competence and culturally teaching competency to the exclusion of global competence and global teaching competence. Most teacher education programs offer and require courses on diversity, multicultural education, culturally responsive teaching, and social justice teaching; many self-proclaimed urban-focused teacher education programs emphasize urban teaching. The emphasis on preparing teachers for culturally responsive teaching, social justice teaching, and urban teaching inadvertently undermines preparing teachers for global education, global competence, and global perspectives pedagogy. Few teacher education programs in the U.S.

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offer specific courses in global education. Like many teacher education programs across the U.S., the specialty methods course is the only social studies course experience offered to preservice social studies teachers at my institution. However, when I taught the methods course, I employed a transformative pedagogical stance that integrated global perspectives and modeled global perspectives pedagogy. Although the conceptual program of our teacher education espouses preparing teachers for a diverse and globalized world, and the institution's strategic plan includes multiculturalism and globalism, there is no structural programming in place to prepare social studies teachers for global competence and globally competent teaching. Preservice social studies teachers complete a required course on cultural diversity, but the focus is on topics related to domestic diversity. My analysis of data collected from social studies preservice teachers' focus-group studies in capstone courses, and supervision of student teachers and conferencing with them and their cooperating teachers, revealed the lack of global competence and globally competent teaching. All the student teachers I supervised failed to show integration of global perspectives in their teaching. In their defense, they argued that our program had mainly focused on culturally responsive teaching, which is accurate.

#### **Lack of Clarity on Global Perspectives Pedagogy**

While the concept of global perspectives pedagogy appears in the literature, there is a lack of consensus about what it means and how it is enacted. In most publications that I reviewed, it is rarely defined. In my review of the existing but limited publications, some scholars use the phrase *pedagogy of global perspectives* (Merryfield, 1998). Others use *global perspectives in teacher education* (Zong, 2009) and *global perspectives in curriculum and instruction* (Kirkwood-Tucker, 2009). A review of these publications and others suggests curricular approaches to global education in teacher education such as short-term and long-term international field experiences (Doppen, 2012; Merryfield & Kasai, 2010; Zong, 2009), cross-cultural immersion study abroad experiences (Doppen, 2012; NAFSA, 2012), and technological integration (Gaudelli, 2010; Zong, 2009). While these efforts are laudable, they do not systematically, intentionally, and explicitly foster teachers' global competence or engage and model global education and perspectives pedagogy. Although research documents that some teacher education programs offer international field experiences and other cross-cultural immersion study abroad experiences for preservice teachers, this is often limited as they involve a few students who have the inclination toward overseas adventures and have the means and opportunity to do so. Therefore, short-term study abroad experiences are often privileged occurrences, not intentional and systematic practices in teacher education. In my 25 years of teacher education, I have encountered only one

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graduate student who had a student teaching experience overseas during her undergraduate teacher education program at another institution. My teacher education program has never encouraged or provided opportunities for teacher candidates to experience international study abroad even though the university operates an international study abroad program. In other words, my teacher education program is one of those that Zeichner (2010) indicted for being the least internationalized. As a result of the lack of clarity and understanding of what global perspectives pedagogy is, instructors—especially adjuncts who teach social studies methods courses—do not know what it means, let alone how to integrate and model it for preservice teachers.

### **Neoliberal Ideologies, Policies, and Knowledge Reduction**

Research shows that neoliberal ideologies and value systems are increasingly rendering colleges and universities contested spaces (Camarota, 2014; Case & Ngo, 2017; Ginsberg, 2011). Due to declining enrollments, neoliberal ideologies and values have penetrated colleges and schools of education that proclaim to promote democracy, multiculturalism, globalism, diversity, equity, and social justice. In times of depleting resources, neoliberal ideologies and rationalizations are used to formulate policies and decisions that affect quality preparation of social studies teachers. Sleeter (2012) recognizes that neoliberalism creates agendas that adversely affect teacher education, improving the quality of teaching versus preparing teachers to prepare children for participation in a competitive globalized world. Although teacher education programs may include a vision of preparing teachers for a globalized world, the values and neoliberal reforms malign its realization. Grant and Zwier (2015) observe that neoliberalism “rebuffs programs that promote multicultural education and ideas to improve the public good” (p. 62). Ayers and Ayers (2011) and Martinez and Garcia (2000) contend that institutions governed by neoliberal ideologies and values do not appreciate education committed to critical democracy and so find practices of global education irrelevant to the public good. The assault of neoliberalism on teacher education has become increasingly dire as student enrollment plummets and institutions face difficult financial situations and budget cuts. Given that neoliberalism places emphasis on marketization, competition for students is at the heart of each university’s strategy. Across universities, the strategy is to create and design new programs that reduce completion time to a bare minimum in order to attract students to their programs. Online courses are vigorously pursued, encouraged, or even demanded. In teacher education, programs are being redesigned and fast-tracked so that students complete them in a short timeframe. It is common to see advertisements that claim to assist teacher candidates and teachers to complete programs within

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one year. This is the case at my institution, which has contributed to the marginalization of the secondary social studies program. Recently, a proposal for an “innovative” Master’s in Teaching (MAT) degree program was approved. The program was described as “innovative” because students complete it in a short amount of time. The problem with this program is that it has an adverse impact on the overall quality of teacher preparation and, more importantly, on student development for high-leverage pedagogies as transformative courses have been eliminated. For example, prior to the development of the “innovative” MAT program, I had redesigned the secondary social studies program to embed transformative courses that foster preservice teachers’ development of global competence and globally competent teaching. As part of the redesign, two social science courses—*Global Inequality: Slavery in Historical and Archaeological Perspective* and *Global Issues in a Changing World*—were added to the program requirements. Prior to these additions, the traditional social studies methods course was the only required course in the social studies teacher education program. Informed by data from the focus-group studies and surveys I conducted with preservice teachers that revealed weakness in content knowledge and deficit in multicultural social science literacy, I proposed and developed a new course titled *Seminar in Social Science Curriculum*, which was approved. The course integrated global topics and issues such as global concerns and human rights. This course was significant because it aimed to help preservice teachers bridge the gap in their content knowledge development and foster transformative social science knowledge and global literacy. The course was offered twice, in 2018 and 2019. Students who enrolled in the course expressed tremendous appreciation for it as it not only increased their content knowledge, exposed them to transformative multicultural social science knowledge and global knowledge, but also built their confidence and self-efficacy to enact transformative social studies and global learning. As Geni (pseudonym) noted:

This course created two emotions in me. First, it made me feel that I was dumb, ignorant and knew nothing even after completing my liberal arts and humanities courses. I was embarrassed when I found out that I had located names of fictitious countries on the world map and did not know about the articles of human rights and could not identify countries with democratic government and socialist systems. Second, which is the good part, I am so glad and appreciative that I got the opportunity to develop a transformative social science knowledge and global competence so that I can teach multicultural and global perspectives that will change the hearts of my students. My students deserve the

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truth and I cannot teach lies to my students. This course has changed my educational career!

Unfortunately, the course, along with the two global-focused content courses noted above, have been eliminated to reduce the time needed for completion of the “innovative” MAT program.

Closely related, the use of instructors—mostly adjuncts— to teach social studies methods courses contributes to the marginalization of global perspectives pedagogy. Research shows that more than 70 percent of college courses are taught by adjuncts (American Federation of Teachers, 2010). This is a reality in teacher education, where many courses, particularly methods courses, are taught by adjuncts. While most adjuncts are well-meaning and believe they are committed to preparing preservice teachers for effective teaching, they often lack the transformative knowledge and pedagogical competence to integrate global perspectives into preservice social studies teachers’ curricular experiences (Aydarova & Marquardt, 2016). One consistent and recurring theme from research on teacher education programs is that, like other content areas, social studies methods courses are often taught by adjuncts who may have professional and educational experience that is not directly related or relevant to social studies (Lanahan & Yeager, 2007; Passe, 2006; Owen, 1997), let alone transformative social studies. A few studies reveal that transformative social studies is a rarity in pre-K-12 social studies classrooms (Cornbleth, 2010; Ladson-Billings, 2006; Owen, 1997). At my institution, the only social studies course preservice teachers complete has been taught by an adjunct who, although well-meaning and dedicated, approaches the course from a traditional stance that does not embed global perspectives.

### **Complicity in New Teacher Licensure Assessment**

Like K-12 schools, teacher preparation programs have become targets of high-stakes performance assessment and accountability (Alderman, Carey, Dillon, Miller, & Silva, 2011; Ingersoll, Merrill, & May, 2012). Across the U.S., many states have designed, piloted, and implemented new versions of edTPA (Teacher Performance Assessment). These state assessments are aimed to determine teacher candidates’ instructional capability prior to being awarded a teaching license. Proponents believe that edTPA is a revolutionizing and authentic assessment tool with a high validity and reliability that has the potential to strengthen and professionalize the teaching field (American Association of Colleges and Teacher Education, 2012; Cochran-Smith, Piazza, & Power, 2013; Darling-Hammond, 2012; Ravitch, 2013). High stakes assessment in the form of edTPA has now become a growing reality in many teacher

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education programs. Like pre-K-12 schools, teacher educators are now challenged and pressured to prepare teacher candidates to pass the assessment. Teacher candidates feel apprehensive and pressured to pass the test. As a result, they become exclusively focused on learning how to pass the test. The emotional response to edTPA begins in the social studies methods course where teacher candidates learn the “methods” of teaching. This forces the course instructor to refocus their course facilitation. From my focus group studies with social studies preservice teachers, and my two-time experience teaching the secondary methods course, I learned firsthand the threat that edTPA poses to critical transformative social studies and global perspectives pedagogy. Preservice social studies teachers feel less inclined to pay attention to topics that have nothing to do with edTPA. When I taught the social studies methods course, which I approached from critical transformative and global perspectives pedagogical stances, students openly—in some cases, rudely—told me that they would worry about cultural and global diversity issues when they graduate and have a job. They maintained they were more concerned about the assessment and asked that I focus exclusively on how to prepare them to write commentaries and complete the edTPA tasks. Although I empathized with them, I felt frustrated with their disinclination toward transformative multicultural and global perspectives social studies teaching. I learned firsthand how the pressure of edTPA can undermine the ability of an instructor to teach transformatively, integrating global perspectives.

More troubling, the pressure of edTPA extends beyond the social studies methods course. The edTPA tests are completed during student teaching. During my social studies student teaching supervision, I observed similar anxiety and pressure in the student teachers, which impacted the quality of their teaching. All student teachers I observed were preoccupied with and distracted by the demand of the edTPA to the extent that they taught lessons that lacked complexity, relevance, and integration of critical, multicultural, and global perspectives. The student teachers often used the demand of unit key assessments and edTPA to excuse and rationalize their lack of critical and quality teaching. In both pre-post teaching observation conferences and feedback, the student teachers often complained about the lack of time to research and develop lesson plans that integrated global perspectives and issues. One student teacher expressed this frustration thusly:

Professor, I know your expectation that I integrate multiple and global perspectives into my lesson. However, I am more concerned about passing the edTPA tests and other key unit assessments. If I don't pass the test, I will not be able to get a job. So, I am frustrated

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right now, and I don't have the time to do the kind of work you expect me to demonstrate in my lessons.

Increasingly, studies show that performance assessments such as edTPA and program assessments have adverse impacts on quality teacher preparation (Au, 2013; Ayers & Ayers, 2011; Grant & Zwier, 2015).

### **Discussion and Implications**

This study sought to examine how teacher education marginalizes the preparation of teachers for global competence and perspectives pedagogy in the social studies program. The findings revealed four major ways in which teacher education maligns and marginalizes social studies teacher preparation for global competence and global perspectives pedagogy. It is widely recognized that teacher education programs are not preparing teachers for global competence and globally competent teaching. This study exposes and unpacks the forms of marginalization that must be disrupted if the young are to be prepared for global competence and citizenship in an interconnected, interdependent world in increasingly uncertain and troubled times (Ki-moon, 2012). The findings are significant and serve to elevate and advance critical conversations about global education and teacher preparation for globally competent teaching. The indictment of schools of education as the least internationalized units on college and university campuses and the overwhelming call to prepare teachers for global competence and globally competent teaching (Apple, 2011; Longview Foundations, 2018; Merryfield, 2010; NAFSA, 2014; NEA, 2012; Zeichner, 2010) can no longer be ignored. Teacher education has a critical responsibility to equip teachers with the tools to prepare effective global citizens. It is important to acknowledge that the study may be limited due to the methodological approach and the subjectivity of the personal accounts of events; however, these limitations should not discount the significance of the study and its findings. The threat of neoliberal reforms and hyper-accountability in teacher education are real. In the following paragraphs, I will discuss the implications of the study and offer suggestions for positioning social studies teacher education to prepare teachers to cultivate global competence and the skills and commitment for globally competent teaching.

The first key implication of this is that social studies teacher educators must have clarity regarding global competence and global perspectives pedagogy. In the theoretical perspective and literature review section, I summarized the definitions of these concepts. Personally, I have defined global competence as the ability, commitment, disposition, and will to recognize one's global citizen identity as a human being with a strong knowledge base about human diversity

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across the globe, possessing knowledge of one's own and other nation-states' systems, issues, and human concerns in general, and having a positive disposition toward humanity and commitment to building and sustaining a just, peaceful, and prosperous world. Specifically, a globally competent person possesses cross-cultural skills, perspective consciousness, empathy, advocacy, reflective decision-making skills, and activism needed to live and function responsively and responsibly for human justice in an interconnected and interdependent world. Teacher educators must cultivate this capability if they are to assist teacher candidates in developing such know-how. It is no secret that many teacher educators, including social studies teacher educators, may be challenged with adequate knowledge on global education and global competence due to their own inadequate preparation. They therefore need opportunities to develop and enhance their knowledge base on global education and global perspectives pedagogy, especially given that this is or will be a new responsibility for them. The good news is that today, there is a plethora of resources available to help teacher educators and instructors educate or reeducate themselves. UNESCO, on account of the UN's *global education first initiative*, has developed guidelines for global citizenship education, defining it "as a sense of belonging to a global community and a common humanity; a feeling of global solidarity, identity and responsibility that generates actions based on and respect of universal values." Several organizations and agencies committed to global education have introduced frameworks and guidelines that teacher educators can access to inform and enhance their knowledge base on global education and its integration into social studies teacher preparation curriculum program. For example, UNESCO (2016, 2017, 2018) has developed comprehensive documents, including a template for preparing teachers for global citizenship education. The Asia Society (2018) developed guidelines for teacher development, including fostering global competence with a focus on four domains of knowledge, values, attitudes, and skills. The document addresses how educators can embed global competence into specific disciplines, including social studies. Similarly, in its work on education for global citizenship, Oxfam (2018) provides a guidebook for schools that lays out a curriculum for global citizenship education for different content areas and grade levels. Another informative tool that teacher educators can access to develop their global knowledge and competence is the Longview Foundation-NAFSA (2016) globally competent teaching continuum (GCTC). The GCTC is a self-reflective tool for teachers and teacher educators to use to better understand their current level of global competence and gain ideas on how to progress along the continuum. The tool allows teacher educators and teachers to self-assess their development of global competency in terms of knowledge, dispositions, and skills, and their capacity to act on global issues. These resources will be beneficial to social studies teacher

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educators and instructors and their knowledge of global competence, global citizenship education, curriculum, and pedagogy.

Since educators and teachers often misconceive and conflate educational concepts, paradigms, and pedagogies, I clarify in my courses and scholarship the distinction between multiculturalism and globalism, multicultural citizenship and global citizenship. Most educators' conception is that doing multiculturalism is doing globalism—they assume when they teach about cultures of other groups within a nation-state, they are teaching globalism and so are globally competent. In my work, I have explicated that while there are commonalities between these concepts, and that both national and global citizenship are imperative, there are distinct differences that educators must recognize and understand to ensure that they are addressing each concept and goal. For example, while multiculturalism is focused on ethnic and cultural diversity within a nation-state, understanding and addressing issues of equity and justice aimed at promoting national citizenship, globalism focuses on global diversity of people and cultures, commonality in the human experience, and understanding and addressing issues of humanity, equity, and social justice aimed at fostering global citizenship. I also qualify and define what I call transformative global citizenship education as distinct from traditional global citizenship education that focuses on tokenistic and superficial tidbits: names, capitals, flags, and costumes.

I define transformative global citizenship as an encompassing concept and pedagogical paradigm that engages students in learning about national and global civic ideals and responsibilities, and cultivating skills of perspective consciousness, critical thinking, reflective thinking, problem solving and collaboration, and dispositions such as openness, empathy, compassionate caring, humility, and individual and collective activism for promoting a world of healing, reconciliation, co-existence, equity, and peace. I also define global perspectives pedagogy as systematically integrating concepts, perspectives, events, issues, and themes from diverse world contexts into the curricular experiences of students. To systematically integrate global learning and global perspectives pedagogy in teacher education, teacher educators will need to be deliberate and explicit in their coursework in specific areas: course description and outcomes (develop knowledge, skills, and dispositions for global perspectives competence and global perspectives pedagogy), content integration (modeling an interdisciplinary thematic instructional plan that embeds global perspectives), instructional resources and materials (human rights documents, films, literature), delivery strategies (experiential activities, global citizen identity construction, disorienting dilemma, etc.), and assessment (assessment of level of global competence and self-efficacy to enact global perspectives pedagogy).

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Global perspectives pedagogy is transformative when it challenges learners to question world realities, examine their own experiences, understandings, beliefs, and values, and to reconstruct them so that they come to see some aspect of the world in a new way as well as find new meaning in this aspect of the world (Dewey, 1933).

Some pedagogical approaches I have used to situate global competence and global perspectives pedagogy in the social studies methods courses I have taught include challenging teacher candidates' level of global literacy. As a result of my international orientation and commitment to global education and transformative citizenship education, I administer informal tests that expose teachers and teacher candidates' global illiteracy, causing them to contemplate and internalize the rationale for global perspectives pedagogy. For example, when I ask teacher candidates and teachers to recall former African colonial countries such as Rhodesia (now Zimbabwe), Nyasaland (now Malawi), and Bechuanaland (now Botswana), they draw a blank. They have never heard of them let alone learned about them, for Africa is a part of the world that many U.S. students, social studies preservice teachers, and classroom teachers know very little about. Each time I give students a blank map of Africa on which to identify countries, only a few students are able to accurately locate a maximum of five countries. Indeed, given fictitious African country names such as Zamuda and Nambia, all students attempt to locate them on the map. (Zamuda is the name of a fictitious African country in the 1988 Eddie Murphy film *Coming to America*, and Nambia comes from an American political leader who misidentified the African country of Namibia.) Furthermore, Niger and Nigeria are often confused, as are countries elsewhere in the world such as Austria and Australia. Students often feel embarrassed and frustrated, which leaves them with a memorable experience. I have had some conscientious preservice teachers who felt so inadequate that they deferred their student teaching and went back to retake some humanities courses such as geography, world history, and anthropology in order to be better prepared to teach social studies.

Another impactful activity I have used to foster teachers and teacher candidates' global competence and global perspectives pedagogy is engaging them in writing global identity self-narratives and autobiographies. Students explore their lives within a global reality as they respond to introspective questions: Who are you as a member of the human family? How do you see your life connected or interconnected with the "global other" or to a globalized world? How do you see your role and responsibilities working toward fostering a sustainable globalized world? What global issues do you connect to and how? How would you make teaching global

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perspectives an integral practice in your classroom? If you were to write a poem about your global identity, what would it be? How would you describe yourself as a global citizen?

I have found the *Rethinking Schools* Rethinking Globalization resource extremely beneficial and impactful in fostering teacher candidates' and classroom teachers' global literacy and global perspectives pedagogy. To raise their awareness and consciousness of global concerns and issues, I engage the students in experiential and complex activities that expose them to issues of global inequities, oppression, and economic, political, and environmental injustice. Bigelow and Peterson's (2002) *Rethinking Globalization: Teaching for Justice in an Unjust World* is a powerful book with many scenarios and activities that heighten awareness of global concerns and interconnectedness, providing strategies for enacting them in classrooms.

Finally, I have found the value and power of diverse global literature that presents narratives and stories of diverse children and youth who are immigrants and refugees fleeing from violence, wars, and cultural and political persecution. For example, I have used children's books that narrate experiences of immigration, exclusion, and bullying because of their names and accents. I have used books from diverse societies and countries to engage teacher candidates' thinking and reflection. Systematically and intentionally integrating and engaging teacher candidates and classroom teachers in these activities has been valuable in broadening their knowledge about multiple and global perspectives beyond current events.

Another key implication of this inquiry that needs to be addressed is the complicity of teacher education in the infiltration of neoliberal ideology and policies that undercut transformative pedagogies, including global perspectives pedagogy. Social studies teacher educators and scholars need to be more vigilant and cognizant of these ideologies and neoliberal reforms and how they undercut global education and global perspectives pedagogy. A study on social studies teacher educator demographics and research engagement (Busey & Waters, 2016) shows that only 17 percent of social studies teacher educators are engaged in global education research even though 29 percent believe it is an area of critical need for future research. Most social studies teacher educators are engaged in research that promotes traditional areas of citizenship education, which implies that there is little attention given to global education to warrant studying and responding to issues of its marginalization. Zhao (2010) noted that social studies teacher educators are typically oriented toward local contexts and coursework that is driven by standards and accreditation with a focus on domestic diversity. My challenge to teacher educators and program administrators is that they must rise to their responsibility to prepare teachers to educate for an interconnected and interdependent world as advocated by the Asia

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Society, Longview Foundation, NEA, CCSSO, CFR, and the United Nations. Teacher educators can no longer be spectators when it comes to global education and preparing teachers for globally competent teaching. They must become more aware of the ideologies of neoliberalism and how they undercut teacher preparation in these areas. They must recognize their own complicity in the enforcement of neoliberal policies and practices such as high-stakes assessments that overwhelm and distract them from what matters most. They must resist the complicity in creating microwave programs or fast-track programs that contribute to knowledge reduction that ill-prepare teachers for today's world. Most importantly, they must heed Zeichner's (1983) charge to put the fundamental concerns of democracy and critical citizenship as the central purpose of teacher education and to be "concerned with questions of educational, moral and political commitments" to guide our work rather than practice that merely dwells on procedures and organization arrangements.

### **Conclusion**

This paper has emphasized the need to situate global perspectives education in teacher education for social studies teachers, and teachers in general, as they are least prepared for globally competent teaching (Apple, 2011; Cushner, 2012; Doppen, 2010; Merryfield, 2010; NAFSA, 2014; Zeichner, 2010). Merryfield (2010) noted that only about 4 percent of K-12 teachers have had preparation in global education. The 2009 MetLife Inc. survey of the *American Teacher* revealed that, while only two-thirds of the teachers surveyed rated their students' global knowledge as poor or fair, the students rated their teachers lowest in knowledge, skills, and abilities to teach them about other nations and cultures. This is troubling given the nature of a rapidly interdependent and interconnected world plagued by pressing concerns that require individual and collective action. In this inquiry, I have identified and discussed the conditions and climates that marginalize global perspectives education and pedagogy in teacher education. Teachers cannot teach what they do not know (Rapoport, 2010). Teacher education programs play a critical role in the making of teachers we want and need for a globalized world. As a teacher educator and global education scholar, I lament the culpability and complicity of teacher education programs in matriculating social studies teachers who do not possess global competence and are not globally competent to educate the young for their roles and responsibilities in a globalized world.

At a time in which the world has become more interconnected and interdependent, faced by unprecedented challenges, critical and conscientious educators must resist the closing and narrowing of the minds of the young. The rejection of and backlash against globalism is an

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existential threat. At the 2018 United Nations General Assembly annual meeting in New York, U.S. president Donald Trump emphasized to the entire world that the United States is exclusively committed to American sovereignty and not to globalism. He and his administration view globalism as dangerous; this was evident when he declared, “America is governed by Americans. We reject the ideology of globalism and we embrace the doctrine of patriotism.” Further, he announced to the world that he is a “nationalist” and not a “globalist.” In President Trump’s understanding and imagination, globalism is unpatriotic and undermines America’s sovereignty and national interest. In some way, President Trump may be parroting the rhetoric of conservative historians and educators of the 1990s culture wars who posited that globalism was anti-American (Finn, 1988; Ravitch, 2002).

For better or worse, America is in the world and the world is in America. All nation-states, including the U.S., are intricately intertwined. Thus, in this era of assault on globalism, teacher education programs and teachers must become more vigilant, proactive, and active in their teaching to promote the integration of global perspectives so that the young can be informed and reasoned in their choices and decisions as global citizens. President Trump is not alone in this narrow-mindedness—in Europe, nationalist tendencies are becoming popular. The world has changed dramatically and is changing by the minute. New and unprecedented challenges and concerns have and continue to impact the world and its people like never before. For example, climate change has become the world’s existential threat, contributing to today’s massive worldwide migration crisis. Unprecedented weather patterns, including drought and severe and devastating wind conditions linked to climate change, are affecting food production that contributes to hunger, poverty, and criminal activities that push people to emigrate to the industrialized world. Nicholas Kristof (2019), in a New York Times Op Ed, narrates heart-wrenching stories of Guatemalan migrants who told him that they are migrating because “food does not grow here anymore” due to drought and severe weather created partly by American carbon emissions.

Adequate preparation of teachers for global competency and global perspectives pedagogy cannot be effectively achieved without first understanding the current context of teacher education programs. This makes this inquiry critical and significant. The study contributes to the limited research on social studies teacher education and global perspectives pedagogy. It calls for teacher education to step up to the challenge of preparing teachers for global perspectives pedagogy. Teachers can only teach or practice what they know, and experience and preparation cannot be taken for granted.

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