

Ideology and Instruction in Global Education: Case Studies of International and Local Schools in Hong Kong, New York, and Singapore

Protocol for Teacher Interview

Read aloud: This interview is being conducted as part of a study of teachers' conceptions and practice related to global education. The information collected from this interview will be recorded and analyzed. Your identity will be kept confidential. There are no direct benefits to participating in this study, but the process may help you reflect upon your pedagogical beliefs relating to teaching about the world. It is your prerogative to refuse to answer any questions or withdraw from the study at any time.

Background Information
Name:
School and number of years teaching in this school:
Grade level/s taught:
A brief description of job responsibilities:

Section 1: Teachers' values, experiences, and other influential factors*

- 1) Please tell us about your teaching background. Where have you taught before?
- 3) Would you consider yourself to have an international background? In what ways?
- 2) What led you to become a teacher?
- 4) Is there any reason why you chose to teach in this particular school?

*See items 11 and 12.

Section 2: Teacher and school conceptions of GE

Elicitation Task 1: Photo-array of global education (a copy of the photos are included in Appendix 1).

- 5a) When you hear the phrase, "global education," what comes to mind?
- 5b) Here are some photos. Please choose 3 photos that best represent your definition of global education. Explain what you see and why you chose the 3 photos.

(Give the participants time to look at photos and ask questions. Follow-up questions to elicit reasons behind choices.)

5c) Aside from these photos, do you have any other ideas about global education that you'd like to share?

5d) Let's look at those photos again. Please choose 3 photos that best represent your school's definition of global education.

(Follow-up questions on similar or different choices for personal and school definitions of GE.)

6) Looking at your school program, in what ways does it attend to global awareness?

7) Do you think that your school places importance on teaching about global issues? What makes you say this?

8) Do you think that this school is preparing students to become global citizens? In what way?

Elicitation Task 2

9) Please read the following expectations and rate them according to the level of importance to global education in this school, with 4 = most important and 1= least important.

As a teacher in this school, I am expected to help my students...				
a. Gain self-confidence.	4	3	2	1
b. Strengthen their self-awareness.	4	3	2	1
c. Do well in examinations.	4	3	2	1
d. Enter a reputable university.	4	3	2	1
e. Succeed in their chosen career.	4	3	2	1
f. Think innovatively.	4	3	2	1
g. Strengthen their national identity.	4	3	2	1
h. Build respect for people from different cultures and backgrounds.	4	3	2	1
i. Learn about the commonalities that can be found across different nations.	4	3	2	1
j. Learn different worldviews.	4	3	2	1
k. Learn skills to critically appraise texts, media, and other sources of knowledge.	4	3	2	1
l. Broaden their awareness about environmental issues.	4	3	2	1
m. Investigate issues that they feel are important.	4	3	2	1
n. Develop skills to act on problems facing our world.	4	3	2	1
o. Become aware of entrenched inequalities in society.	4	3	2	1
p. Build a sense of social justice.	4	3	2	1
q. Strengthen their awareness of human rights.	4	3	2	1
r. Reflect on their roles as global citizens.	4	3	2	1

10) Looking at the list above, what would you personally consider the most important goals of a global education program? Is there any other aim that is not covered in the list that you feel is an important aim of global education? Please explain.

*11) It seems that --- are important to you. In what ways has your personal experience shaped what you feel are important aims of global education?

*12) Have you always thought these goals to be important? Were there any life experiences that changed your beliefs about global education?

Section 3: Teachers' perceptions of institutional and societal contextual factors

13) Given what you believe about global education, do you feel that working in this school makes it easy or difficult for you to teach according to your beliefs? Please explain.

Elicitation Task 3

14) Please read the following while keeping in mind your beliefs about global education. This is a list of potential constraints that teachers face when teaching about the world. Do you agree that the following are constraints to your teaching about global education in this school?

1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree

a) students' level of maturity	4	3	2	1
b) students' socio-economic background	4	3	2	1
c) students' cultural background	4	3	2	1
d) students' language ability	4	3	2	1
e) students' apathy	4	3	2	1
f) limited curriculum materials	4	3	2	1
g) limited curriculum time	4	3	2	1
h) narrow focus of curriculum content	4	3	2	1
i) lack of support from parents	4	3	2	1
j) lack of support from other teachers	4	3	2	1
k) lack of support from school administration	4	3	2	1
l) focus on examinations	4	3	2	1
m) limited global awareness in the local community	4	3	2	1

Review rankings and have teachers elaborate on the highest ranked items.

15) Looking at the strongest constraints, what policies or programs are implemented in this school that help you overcome these constraints?

16) Who are the main advocates of global education in this school? Could you please tell us how they encourage global education?

Elicitation Task 4: Curriculum scenarios (have teachers read the paragraph below):

Ms. Wong and Ms. Chang are secondary Social Studies teachers who recently co-planned and are co-teaching a unit focusing on economic inequalities. They had their students conduct research about the Gini coefficient index and read articles from local and international newspapers showing economic inequality in Hong Kong and other societies. They invited a guest speaker from The HK Housing Authority and organized a field trip to a public housing museum in Shek Kip Mei.

17a) Is this a type of lesson you could teach in this school? Why or why not?

17b) Is the type of teacher collaboration shown in this story common in this school? In what way?

Curriculum scenario (continued, have teacher read the paragraph below)

A few days before the trip, a student (Bobby) approached the teachers. He informed them that he could not join the field trip, because his parents wanted him to study for an upcoming mathematics test. He assured the teachers that he enjoyed the unit, and that he had learned “how sheltered I’ve been, and I should care about people who can’t afford a decent standard of living.” Bobby added that to make up for his absence, he would make a donation to the museum from his own savings.

17c) What do you think about Bobby’s reason for not attending the field trip (preparing for the maths test)? Is this type of thinking common in this school?

17d) Do Bobby’s parents remind you of parents in this school? In what way?

17e) What do you think about Bobby’s comment (that he had learned how sheltered he’s been, and that he should care about people who can’t afford a decent standard of living)? Is Bobby’s attitude similar to that of students in this school?

17f) What do you think about Bobby’s comment that he would make a donation to the museum? What would you say to Bobby?

17g) Let’s say that you told Bobby that he was required to attend the field trip. Would the school administration support your decision? What makes you say this?

18) Let’s talk about being located in Hong Kong, does the culture of Hong Kong support the type of global education you believe in?

We have now come to the end of the interview. Is there anything that you would like to add so that we can better understand your beliefs and teaching about global education?

Thank you for participating in this interview.