

**FULFILLING ITS MISSION?**  
**THE PROMOTION OF INTERNATIONAL MINDEDNESS IN IB DP**  
**PROGRAMMES**

A Dissertation Presented to the  
Faculty of the College of Education  
University of Houston

In Partial Fulfillment  
Of the Requirements for the Degree

Doctor of Education

by  
Jennifer Gigliotti-Labay

December 2010

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### **Abstract**

In today's increasingly interconnected world, it has never been more imperative for American schools to incorporate global education into their curriculum. As we prepare students for their future roles as global citizens who must confront a whole host of new challenges, it is critical that our students understand other cultures and people and respect and acknowledge divergent perspectives. Educational reform that encompasses the infusion of global education into the K-16 education system is vital to the health and success of the 21<sup>st</sup> century global community. Today's schools have a mandate to educate students to be respectful, responsible global citizens and to participate in the global economy.

One of the tenets of the International Baccalaureate program is "the promotion of international mindedness." It is well researched and documented that International Baccalaureate programs are strongly correlated with high academic achievement (Cambridge, 2008; Duevel, 1999). At question is the IB assertion that their curriculum "promotes international mindedness" among its students, which is a truly critical element in today's globalized world. Arguably, a more globally aware student will be better prepared for the 21st century global challenges.

Further research into the depth and breadth in which the international baccalaureate truly fosters "international mindedness" among its students is necessary to determine the role it should and will play in future global education reform. This study

seeks to answer two questions. The researcher seeks to determine if teachers in IB Diploma Programmes are integrating global themes and international mindedness in their classrooms, and the degree to which the promotion of international mindedness has been institutionalized within the school community.

The qualitative study, which began with a pilot study that was a survey, consisted of interviews, facilitated group discussions, and document analysis. The survey research, which was conducted as part of an IB DP workshop, served as a pilot study and provided a variety of insights that informed me of the need for qualitative data collection. Using the survey information as a foundation, I then conducted interviews and group discussions in order to deepen and enrich my data. In addition, I reviewed IBO literature and other related documents such as their “Learner Profile” and “DP Curriculum Hexagon.” The triangulation of data provided a comprehensive analysis of the research question and rendered a fascinating exploration of international mindedness within the IB DP curriculum.

The results of the study indicated that teachers and administrators had an understanding of what international mindedness was; however, when it came to a discussion of implementation within their schools, it was clear that most schools were implementing in a superficial way. The data suggest that teachers and administrators are not entirely clear as to how to infuse international themes into their classes and schools. Additionally, the IBO’s conceptualization of IM is not thoroughly defined for partner schools, teachers, and administrators; and there exists little institutional accountability for the implementation of international mindedness.

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## **Chapter One:**

### **Introduction**

I am certain there are many stories just like mine. Every teacher who was in the classroom on September 11, 2001, has a similar tale to tell. I sat with my second period class transfixed by what unfolded before us on the television and then instantly horrified as we watched one and then later two towers fall. We just sat there – in silence. The clock ticked by, and we stared in mutual disbelief until one lone voice broke the silence. “Who did this?” “Well,” I said, “I suppose the first person the news media will point their fingers at is Osama bin Laden.” This exchange began the first of many discussions we would have that fall about bin Laden, al Qaeda, and the Taliban.

The terror of September 11, however, in some ways gave way to a more frightful September 12, because the general American population was largely ignorant about bin Laden, al Qaeda, Afghanistan, the Taliban, and perhaps most importantly Islam. By 7 a.m. on September 12, one of my Muslim students came to my room with panic in his eyes. “Miss, I need my paper back. The one I turned into you yesterday about al Qaeda. I need it back. I’ll write you another one, but my dad says I have to have this one back.” My first period sociology class had turned in research papers the morning of September 11 that they had written about subcultures. This young man had chosen to explore the terrorist network of al Qaeda. He was just a typical seventeen- year-old boy fascinated by violence and warfare, but his father became agitated and fearful when he heard his son had turned this paper in only minutes before the planes hit the towers. Undoubtedly, his father knew what was to come next — the backlash and finger pointing.

By the afternoon of September 12, my students recounted to me some ugliness that was going on in the cafeteria during lunch. After my initial outburst of disgust at the horrendous behavior being directed at some Muslim students, we began to discuss what true Islam is, not the perverted version that the extremists have hijacked. This conversation was to repeat itself frequently throughout that year as I struggled to combat the stereotypes and to educate my students about Islam. The school where I taught served a large number of South Asians, primarily Pakistanis, and it was important to me that these students felt safe at school and were in no way harassed for their religious beliefs or national identity. I knew that the only way to accomplish this was by educating all of my students about true Islam, teaching them to be open and tolerant of “the Other,” and by learning the historical and cultural foundations for current issues around the world, so they could be informed and critical of events as they unfolded.

I cannot say with certainty that it was the events surrounding the attacks on September 11 that sparked my insistence in the imperative for global education, but it was certainly a strong catalyst. As I watched the hate crimes unfold on the evening news and heard the ignorant comments being directed at Muslims by neighbors and acquaintances, I knew that the only way we could combat such ignorance was with education.

Our education system has done an inadequate job of educating young Americans about people and cultures both around the globe and at home. In a world that is increasingly interconnected, there is no room for such a lack of knowledge and empathy; it simply has to stop. The time to infuse global education into the K-12 classroom is here; it is now, and it is urgent.

## **My Journey to Global Education**

My path to global education has been interesting, and has witnessed many twists and turns. Certainly, my interest in all things international began at a young age and likely evolved out of travel. At the age of 10, my parents took my brother and me on an extensive tour of Europe. Though I don't believe that I was able to sufficiently process all that I did and saw at that early age, the exposure to various cultures and history took root and began to grow. Throughout my schooling, I was drawn to the social sciences, and at age 17, I again traveled abroad; this time with a school group. Again, international travel solidified my interest and passion for international experiences and cultural exploration. In college I was fortunate to be able to study abroad spending five weeks in England and an additional two weeks traveling throughout the European continent. By this point, I was hooked. I officially had the travel bug, or as my mom referred to it as "wanderlust." As my undergraduate years came to a close, my interests solidified; and I chose to pursue my M.Ed. and become certified to teach secondary social studies.

I was the stereotypical, idealistic, young teacher who was out to change the world. Relocating to Houston, Texas, I began teaching in an amazingly diverse school district within the metropolitan area. Having grown up in a very homogenous area in Northeastern Ohio, I found it incredibly exciting to have students of multiple backgrounds — Indian, Pakistani, Mexican, Chinese, Vietnamese, Palestinian, and so on. As fate would have it, my first teaching assignment was ninth grade world geography; and I believe the experience of teaching this course has changed the trajectory of my professional career.

Teaching world geography to high school freshman allowed me the platform to learn, explore, and most importantly, to foster cultural understanding and an appreciation of multiple perspectives. The more I taught the course, the more passionate I became about the subject matter and the need for all American students to be globally competent. I took great pains to acquaint my students with multiple perspectives and divergent viewpoints and presented them with issues of social justice and human rights in an effort to cultivate their own sense of global citizenship.

The diversity of Houston and the many cultures and ethnicities represented within my classroom served as a perfect complement to the world geography course and provided an avenue for making the course relevant to the students. The events of September 11 were a grim reminder of the newly globalized and interconnected world and served to reinforce my steadfast belief in the importance of intercultural understanding and awareness.

After a period of time, I chose to leave the classroom and join the World Affairs Council of Houston as their director of education outreach. The Council's mission is to present all sides of current global issues, promote better understanding of international relations, and contribute to national and international policy debates. It does so through the presentation of varied and substantive programs with world leaders and academic experts (<http://www.houstonworldaffairs.org/0/3891/0/5657/> , retrieved November 20, 2010). As the education director, I provided professional development opportunities for teachers to enhance their content knowledge of global issues. Additionally, I organized learning opportunities for students in which they were able to broaden their horizons and raise their interest and awareness in the world. Student activities included small-and-

large group forums with global leaders and foreign policy experts such as Madeleine Albright, Lech Walesa, and Fareed Zakaria. During my tenure at the Council, I was afforded the opportunity to travel extensively and witness firsthand the effects of (or lack of) globalization around the world. I was fortunate to have spent time in Taiwan, Turkey, China, Russia, Morocco, Peru, and India - each trip uniquely different and thought provoking. My experiences at the Council not only served to expand greatly the depth and breadth of my own content knowledge of world affairs, but also to solidify my commitment to the infusion of global education in the K-16 classroom.

I now find myself at Rice University as the director of teacher professional development. Immersing myself back in a university culture led me to a desire to return to school to complete a doctorate of education. My view of global education is now through a different lens. Whereas previously I was a practitioner working to infuse global education into Houston area schools, I now take a broader approach and seek to affect educational policy and influence the increased emphasis on global education both within Texas and across the nation. Through my research, I strive to provide a framework for global education, based on best practices, which can be implemented within our nation's schools. I have also implemented a Global Education Certificate Program at Rice University, a web-based class, designed to provide teachers with a broad field of study that explores the urgent need for global education in schools. Teachers examine the historical and cultural foundations of issues and events from a global perspective and best practices for incorporating global education into the K-12 curriculum. Through a critical study of global events, teachers learn to instill global

perspectives into their classrooms and foster a sense of global citizenship and an appreciation of the interdependence of the world's diverse people among their students.

### **Global Education Reform: The 21<sup>st</sup> Century Imperative**

It is clear that American schools are in need of reform. Our curriculum falls far short of providing a truly global education and preparing our students for their future roles as global citizens and leaders. Far too few states have formal initiatives for international or global education or require geography or other global orientated courses, and teacher preparation glaringly omits the necessary training in global awareness and global understanding and its relevance to 21<sup>st</sup> century students (Asia Society, 2008).

Like the society it reflects, public education in the United States is at a crossroads. Throughout the history of our public school system, the institution has changed in response to societal needs. It is clear that we are once again in need of reassessment and a change of course. Today's educational reformer needs to take a long, hard look at the global community and determine what we as a nation need to do in order to prepare our students for their future roles as global citizens and leaders.

How can we best serve today's students, which in turn will best serve our nation and the global community? In recent years, we have heard a deafening cry regarding the state of math and science education in our schools. This need is clear and incontrovertible, yet addressing it won't go far enough toward preparing tomorrow's global leaders and citizens. It is absolutely critical that global education become a part of this 21st century educational reform mandate. If the mantra of the early 20th century was to educate the masses for assimilation into American life (Graham, 2005), the mantra of the 21st century must be twofold: to educate the masses to be respectful, responsible



global citizens and to equip them with the skills needed to participate in the global economy. The critical elements to this success are not only science and math but also global education. Reflecting on the Sputnik inspired education reforms of the 50's and 60's, we should now be able to acknowledge as a society that it is myopic to focus only on math and science at the expense of everything else. Global education is an essential piece of 21<sup>st</sup> century education reform.

“Public schools...have the primary institutional obligation to provide children with the academic skills – particularly literacy, numeracy, and an acquaintance with other disciplines, such as history, science, and the arts – to learn about the world in which we live” (Graham, 2005, p. 250). That world has changed dramatically in the last decade, and we simply must adjust our educational approach accordingly. In order to adequately prepare students for their roles as 21<sup>st</sup> century citizens and leaders, we must achieve an educational balance among and between disciplines in our schools. It is not enough to focus on science and math, but we must also address deficiencies in our curriculum related to global studies and foreign languages. As stated in the often cited “A Nation at Risk” (National Commission on Excellence in Education, 1983), educational reform should focus on the goal of creating a “Learning Society,” one that is committed to stretching their minds to full capacity and continually learning as the world changes.

### **The Manifestation of Global Education Reform: Educating for Global Competence and Global Citizenship**

Arguably the most essential elements to a global education are to teach our students to be globally competent and to embrace their roles as global citizens. The term global competence can be used to describe a body of knowledge about world regions,

cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment (Longview, 2008). According to the Longview Foundation for World Affairs and International Understanding, in a broad sense, a globally competent student should possess the following personal characteristics:

- Knowledge of and curiosity about the world's history, geography, cultures, environmental and economic systems, and current international issues
- Language and cross-cultural skills to communicate effectively with people from other countries, understanding of multiple perspectives, and use of primary sources from around the globe
- A commitment to ethical citizenship

Contemporary American students, by in large, are not globally competent. Surveys conducted by the Asia Society (Steinemann, Fiske, and Sackett, 1999) and the National Geographic Society (2002, 2006) found that 88 percent of young Americans (age 18-24) could not locate Afghanistan on a map of Asia, 54 and 40 percent respectively do not know that Sudan and Rwanda are in Africa; 85 percent could not locate Iraq or Iran on a Middle East map, 25 percent of college-bound high school students could not name the ocean between California and Asia, 80 percent did not know India is the world's largest democracy, 37 percent could not locate China on a map of Asia and the Middle East, and 56 percent could not find India. The statistics are staggering and go on and on.

Admittedly though, more important than simply knowing their geography, it is essential that our students can appreciate and are tolerant of divergent perspectives and

understand the interconnected nature of the 21<sup>st</sup> century global community. In order to solve modern global issues, the citizens of the world must be able to work together. As Fareed Zakaria asserts in his book, *The Post-American World*, the only solutions that will work to solve the world's economic and social crises are those involving many nations (Zakaria, 2008). If our students are going to be prepared to take on the challenge of solving global problems, they first need to learn to have an appreciation and understanding of people and cultures around the world.

In support of this same idea, the National Council for the Social Studies contends that 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 (Horstein, 1990). Students must learn to live and work with their global neighbors, and understand that future challenges will require multi-national cooperation to overcome.

It is essential that 21<sup>st</sup> century education provide students with a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment. By incorporating such content into the classroom, we will be developing a globally competent student and future global citizen. Engaging students in discussions about global issues, social justice, and human rights provide a forum for thoughtful contemplation of their own beliefs and assertions thereby cultivating both their own sense of self and their role within the global community. Educating for global competence should, in fact, provide the very foundation necessary to begin the discussion of global citizenship.

## **Educating for Global Citizenship**

In order to educate adequately for global citizenship, it is essential that practitioners understand the contemporary role of a global citizen and work to incorporate themes of global citizenship into the K-12 classroom. What are the core competencies of a global citizen, and how can we educate for global citizenship?

Education for global citizenship encourages students to explore, develop, and express their own values and opinions while simultaneously listening and respecting divergent perspectives. Educating for global citizenship entails asking questions and developing critical thinking skills, equipping young people with the knowledge, skills, and values essential for active citizenship participation, acknowledging the complexity of global issues, uncovering the interconnectedness of the local and global, and understanding how we relate to the environment and to each other as human beings (Oxfam, 2006).

Oxfam sees the global citizen as someone who

- Is aware of the wider world and has a sense of his/her own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Is outraged by social injustice
- Participates in the community at a range of levels, from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for his/her actions

In *Schooling and Citizenship in a Global Age* (1979), one of the earliest pieces of literature to address the need for global citizenship education, Lee Anderson asserts that

the demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized by schools. He argues that the history, geography, economics, politics, and sociology of the human condition have become globalized, and the cumulative consequence of these developments is the creation of a global society. Schools need to globalize the content of education, personalize the methods of education, and internationalize the social context of education in order for them to be effective agents of citizen education in a global age.

Furthermore, Cogan and Kubow's four-year, nine-nation study (1997) provides a contemporary analysis and assessment of the global competencies and citizenship demands of the modern day. The researchers forecast eight key characteristics that will be required of citizens for the 21st century and provides guidelines for educational policy-makers based on these characteristics. According to the researchers, students must possess the

- Ability to look at and approach problems as a member of a global society
- Ability to work with others in a cooperative way and to take responsibility for one's roles (and) duties within society
- Ability to understand, accept, appreciate, and tolerate cultural differences
- Capacity to think in a critical and systemic way
- Willingness to resolve conflict in a non-violent manner
- Willingness to change one's (way of life) and habits (of consumption) to protect the environment
- Ability to be sensitive towards and to defend human rights
- Willingness to participate in politics locally, nationally, and internationally

The Cogan and Kubow study provides an educational framework for cultivating global competence and global citizenship in American students.

By embracing global education reform in American schools – -educating our students to be globally competent, world citizens — our students will possess a body of knowledge on global issues, understand multiple perspectives, and critically think about social justice and human rights. This is an essential 21<sup>st</sup> century education reform.

### **Global Education Reform and the International Baccalaureate Case Study**

#### **Introduction to the International Baccalaureate Program**

The need for a new reform mandate that would stress global competence and global citizenship is clear. Perhaps what is not entirely clear is exactly how the reform should manifest itself. What can we do to improve ingenuity, critical-thinking and global-mindedness among our youth? How can we instill a sense of social justice in our students? Is there an existing, effective model for global education already in practice?

One example of a fast-growing reform curriculum can be found in the International Baccalaureate Program (IB). The International Baccalaureate program is an interesting phenomenon growing in relevance in American public schools. The IB curriculum is one example of a rigorous educational program which focuses on critical thinking and purports to infuse an international outlook into all subjects. IB offers its student-centered curriculum to a worldwide community of schools. As of September 2010, there were 3,001 IB World Schools in 139 countries offering its three programs (Primary Years Programme, grades K-5; Middle Years Programme, grades 6-10; and Diploma Programme, grades 11 and 12) to approximately 837,000 students ([www.ibo.org/announcements/3000thibworldschoolauthorized.cfm](http://www.ibo.org/announcements/3000thibworldschoolauthorized.cfm) Retrieved September

14, 2010). To earn the IB diploma, students complete and test in six IB subjects; write an extended essay of independent research guided by a faculty mentor; complete 150 hours of creativity, action, and service activities (CAS); and participate in a critical thinking course called Theory of Knowledge. This advanced, comprehensive program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society (Texas Education Agency, retrieved July 19, 2008).

IB courses are inquiry based, favor depth of curriculum over breadth, and develop critical thinking. The IB Programme focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. According to the IBO, All IB programs share these common elements:

- Promote international mindedness
- Draw on content from educational cultures around the world
- Require study across a range of subjects
- Establish links among individual subjects
- Require the learning of a second language
- Focus on developing a variety of learning skills
- Provide opportunities for individual and collaborative planning and research
- Encourage students to become responsible and active members of their community (International Baccalaureate Organization, 2007)

Based on generally accepted measures of “school success,” IB schools are well-regarded and rank at the top. Newsweek magazine published its 2005 list of "America's Best High Schools," and IB World Schools are featured prominently. Forty of the top

100 schools in the United States are IB schools. IB Diploma Programme schools represent 7 of the top 10 public high schools in the United States, including the top 4 high schools (Mathews, 2005).

As with any school-based program, it is critical to examine carefully the research base which supports the program. Fortunately, IB does have such a research base. Various studies have been conducted on the performance of IB students, the standards of the IB program, and the effect of the implementation of the program on a school. Results show that

- IB students outperform their peers on state assessments.
- IB Diploma students have higher acceptance rates to colleges.
- IB Diploma students perform better in post-secondary education than their peers.
- IB standards are aligned with best practice in education and support effective teaching practices.
- IB has a positive impact on the culture of a school.
- College acceptance rates for IB students tend to be higher than those for the general population (International Baccalaureate Organization, 2005; Cambridge 2008).

### **International Mindedness as a Model for Global Education Reform?**

In regards to a new reform mandate which would stress global education, the International Baccalaureate curriculum may be a strong alternative to the status quo. Of particular interest; however, is exactly how IB achieves its goal of “the promotion of international mindedness” among its students. Though some studies that have been conducted on IB imply that there is a positive correlation between the IB curriculum and



intercultural understanding (Duevel, 1999; Taylor and Porath, 2006), there is certainly a need for further research and investigation into this aspect of the curriculum. Current research on IB clearly indicates that the curriculum is strong and produces a thoughtful, engaged, and motivated student; however, little research to date strongly supports the notion that the IB curriculum is successfully educating for “international mindedness.”

### **What is international mindedness?**

While other organizations may use the terms “global awareness” or “global competence,” the International Baccalaureate uses the phrase “international mindedness.” According to the IB, “the difference is not mere semantics: the term ‘mindedness’ is very important in defining the IB learner’s approach.” Ian Hill, IB deputy director general, argues that understanding that people of different backgrounds hold different views — and examining why they hold them — is integral to an internationally minded education. “This is what leads to understanding and respecting another point of view without necessarily accepting it — knowing where it came from” (IB World, 2008, p. 16). “Mindedness” is about having empathy, not just knowledge. It isn’t something that is taught in any particular class; instead it is so embedded in the way an IB student learns that it becomes part of his/her consciousness (IB World, 2008).

The ability of individual schools to interpret international mindedness in their own way is something that Nélida Antuña Baragaño, (former) IB regional director for Africa/Europe/Middle East region, welcomes. In 1968 when the IB was developed, international mindedness was seen as a key ingredient in how education could bring cultures together and create a more peaceful world. Today, it is more important than ever.

Through international mindedness, the IB teaches students to take responsibility. “When you feel responsible, your mind is open,” says Néida (IB World, 2008).

### **Research Question**

The International Baccalaureate program has a strong track record of success in K-12 education through its primary years, middle years, and diploma programmes. Various studies have been conducted on the performance of IB students, the standards of the IB program, and the effect of the implementation of the program on a school. Results show that IB students outperform their peers on state assessments, have higher acceptance rates to colleges, and perform better in post-secondary education than their peers. Research also indicates that IB standards are aligned with best practices in education and support effective teaching practices and that IB has a positive impact on the culture of a school (Cambridge, 2008; International Baccalaureate Organization, 2007).

As stated, one of the tenets of the International Baccalaureate program is “the promotion of international mindedness.” It is well researched and documented that IB programs are strongly correlated with high academic achievement (Cambridge, 2008; Duevel, 1999). At question is the IB assertion that their curriculum “promotes international mindedness” among its students, which is a truly critical element in today’s globalized world. Arguably, a more globally aware student will be better prepared for the 21st century global challenges. There exists a dearth of research to support the claim that IB promotes international mindedness.

This study seeks to answer two questions. The researcher seeks to determine if teachers in IB Diploma Programmes are integrating global themes and international

mindedness in their classrooms, and the degree to which the promotion of international mindedness has been institutionalized within the school community. The qualitative study, which began with a pilot study that was a survey, consisted of interviews, facilitated group discussions, and document analysis.

It is absolutely critical that global education become a part of the 21st century educational reform mandate if we strive to educate and prepare tomorrow's global leaders. Today's schools have a mandate to prepare students to be respectful, responsible global citizens and to participate in the global economy. Perhaps the IB curriculum can provide one model for how we can address the need for international education in public schools; however, at the very least, it serves as a model for critical thinking and inquiry based learning. Further research into the depth and breadth in which the international baccalaureate truly fosters "international mindedness" among its students is necessary to determine the role it should and will play in future international education reform.

The results of the study provide valuable information in regards to the promotion of international education. The necessity for a comprehensive reform of the K-12 education system to include global education is essential. If IB teachers are effectively integrating global themes in their classrooms and educating students to be more internationally minded, then traditional public schools can learn from the IB curriculum in order to move their own curriculum into the 21st century. The meaningfulness of the study lies in the lessons that can be culled and applied to other educational settings. How can the pedagogy of the IB curriculum be applied to non-IB classrooms so as to foster this global awareness among all students in all schools? If we can answer this question,

we'll be one step closer to achieving in adequate preparation of our students for their 21st century roles as global citizens and leaders.

## Chapter Two

### A Review of the Literature

#### What is global education?<sup>1</sup>

*In an interrelated world wherein our survival and well-being is intimately related to our capacity to understand and deal responsibly and effectively with other peoples and nations and with a host of international issues, global studies can be viewed as basic education* (Becker, 1978).

In 1968 the Foreign Policy Association, funded by the U.S. Department of Education, published a policy report by James Becker and Lee Anderson entitled “An Examination of the Priorities and Objectives in Global Education” (Becker and Anderson, 1968). The piece provided a discussion of the need for global education and a list of objectives. The report prompted a special issue of *Social Education*, the publication of the National Council for the Social Studies, titled “International Education in the 21<sup>st</sup> Century.” The special issue discussed the need to move away from the study of individual nations and toward a more holistic approach centered on global issues and global challenges. The field of global education was born. These two pieces provided the first public discourse on the need for and content of global education.

Three early scholars provided a framework for global education moving forward: James Becker, Lee Anderson, and Robert Hanvey. As previously discussed, Becker and Anderson authored the Foreign Policy Report that urged the first public discourse on

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<sup>1</sup> International education is a distinct field of educational research. Within the field of international education, one will find six distinct research approaches: comparative education, internationalization of higher education, international schools, internationalization of teacher preparation, internationalization of K-12 education (more often referred to as global education), and the globalization of education (Dolby and Rahman, 2008). Often these terms are used interchangeably within the literature, and can cause confusion. Global Education can be viewed as a subset of international education.

global education. Individually both went on to contribute seminal works to the field of global education.

In “An Attainable Global Perspective,” Robert Hanvey imagines a process by which a student might acquire a global consciousness. He argues that a meaningful global perspective is more likely when a student views global learning as a “constructive process.” Hanvey (1976) proposes a comprehensive definition of the concept of “global awareness,” identifying five dimensions that prepare students to achieve global awareness. These dimensions include perspective consciousness, state-of-the-planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Hanvey’s notion of perspective consciousness is the understanding and acceptance that others may have profoundly different worldviews; a person’s view of issues or events is not universal. Perspective consciousness has become a hallmark characteristic of attaining a global perspective. Hanvey argued that the way to create globally aware students is to teach them to understand, respect, and tolerate other perspectives.

James Becker provided a conceptualization of what global education would look like in American schools. In the edited volume *Schooling in a Global Age* (1979), Becker’s chapter “The World and the School: Making the Case for World Centered Schools” earned him the title “father of global education.” In his 1982 piece, “Goals for Global Education,” he emphasizes competencies needed by citizens in a global age, and identifies international and multicultural education as paramount to a student’s education. Becker asserts that a global education should incorporate a knowledge and empathy with cultures of the nation and the world, and students should be encouraged to take a global

perspective and see the world as a whole. Becker is often seen as the progenitor of global education because his early contributions were critical foundational pieces to what is now the field of global education.

As a contemporary of James Becker, Lee Anderson's work served to complement and reinforce the message that Becker was working to deliver. In "Schooling and Citizenship in a Global Age" (1979), Anderson used a j curve to explain exponential increases in a variety of global phenomena including population growth, energy consumption, and increased carbon dioxide. He emphasized the need to create global citizens in order to tackle the rising global challenges. In 1982 Anderson wrote "Why Study International Education in American Schools? It's a Nonsensical Question" where he provided a compelling argument for incorporating global issues into the K-12 classroom.

Lamy (1983) further explored the concept of global education through an examination of the evolution of its definition. He identifies three definitions of global education that have developed over time in the United States. First, the *geopolitical internationalist* view, which emerged in the United States after World War II, defined international education as education that prepared students for the challenges of protecting the free world against the expansionist interests of the Soviet Union. In this view international studies were needed to help develop effective foreign policy and to assist in the capitalistic development of the Third World. The second view of global education, the *free trade-internationalists* view, defined international education as education that prepared students for participation in a competitive economic world. By acquiring foreign languages and cultural knowledge, American investors and traders

would be able to compete effectively with the Japanese and European business world.

The final view, the *utopian* view, challenges the idea that every nation-state benefits from global interdependence; rather, the capitalist economic model allows rich and powerful nations to benefit the most. From this perspective, global education is education that promotes *change* in the existing international system which perpetuates injustice, conflict, and inequality. Utopian global education encourages attitudes which promote peace, cultural diversity, social justice, and a sustainable environment.

Working within the context of the utopian vision of global education, Pike and Selby (1988) adapt Hanvey's seminal definition (1978) and presented their own model of a global perspective in education. They present five goals which constitute the irreducible global perspective, claiming that if any of the five are not met, then the school is failing in part to address and prepare students for contemporary reality:

1. *Perspective consciousness* is the awareness that we each have a view of the world that is not universally shared and that the perspective of others has its own legitimacy.
2. *Health of planet awareness* is an informed understanding of the concepts of justice, human rights and responsibilities in the health of society and of the planet. Humans are one species within the planetary system and not in dominance over the planet.
3. *Systems consciousness* is the ability to think in a systems mode with a holistic view of the interdependent nature of change and cause and effect.
4. *Involvement consciousness* is the awareness of the ramifications of personal and collective choices.



5. *Process-mindedness* is the awareness that learning is a cooperative, open-ended journey.

Merry Merryfield is perhaps the leading contemporary voice within the field of global education. She contends that global education should focus on teaching students to see the world through multiple perspectives of diverse people and purposefully address stereotypes of “The Other.” Additionally, it is centered on the concept of connectedness — recognizing local/global connections, the commonalities all humans share, and understanding how national borders have become practically irrelevant for many global actors, from multinational corporations to polluters to terrorists. Global education purposefully challenges ethnocentrism, national chauvinism, and cultural relativism through cross-cultural experiential learning.

According to Merryfield, global education prepares young people to understand and interact within a culturally diverse and globally interconnected world. Its content should include the study of world cultures and religions, world literature, the interrelatedness of world history, global issues, global economic, technological, environmental, and political systems, non-state global actors, and cross-cultural communication skills (Knighten, Retrieved on November 26, 2008). Merryfield’s definition of global education very much complements the notion of educating for global competence.

In addition to the aforementioned scholars, various globally minded non-profit organizations have provided their own frameworks for what global education is and should be. Most organization’s center on the concept of educating for global perspectives. For example, the American Forum for Global Education contends that

“Education for a global perspective is that learning which enhances the individual’s ability to understand his or her condition in the community and the world and improves the ability to make effective judgments.” They further maintain that it includes the study of nations, cultures, and civilizations with an emphasis on understanding global interconnectedness and on the individual’s responsibility as a global citizen. It provides the individual with a “realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual’s enlightened self-interest and the concerns of people elsewhere in the world” (Hanvey, 2004, p. 1).

Similarly, the Center for Global Education discusses international education as a way to “foster cross-cultural awareness, cooperation and understanding.” They identify learning with an international perspective as essential to living and working effectively in a global society (Center for Global Education, 2008).

Finally, the Center for the Advancement and Study of International Education (CASIE) defines international education as an education that prepares students to be active global citizens, at local and global levels, through language learning, cultural awareness, and by training students to examine situations from a range of perspectives (CASIE, 2008).

Global education has been broadly defined by scholars and non-profits alike; however, several themes repeatedly emerge throughout these definitions. The notion of understanding divergent perspectives and recognizing and embracing one’s role as a global citizen would be the strongest theme that appears. Additional themes related to global awareness and social justice are discussed frequently as well. Finally, a tertiary concept revolved around the discussion of understanding global interconnectedness.

So, what is global education? In sum, global education is the practice of educating students to be globally competent world citizens who can understand and appreciate divergent perspectives.

### **The History of the Global Education Reform Movement**

An educational reform movement has developed out of this belief that American students must be globally competent world citizens. Over the last 60 years, the field of global education has evolved and through this progression, as discussed, various scholars and practitioners have thoroughly conceptualized what global education is and how it should be implemented within a school setting. Scholars and non-profits that support and advocate on behalf of global education strive to create a global citizenry that has empathy and understands that different people have different perspectives. Strides have been made, often in fits and starts, toward incorporating global issues into the K-12 classrooms.

Prior to World War I, the goal of education was to assimilate the masses of immigrants into American culture and society (Graham, 2005). After World War I, there was discussion about the need to present a more global perspective in our schools. This feeling was provoked from the Wilsonian ideals of peace and cooperation; however, in practice it was a rare educator that actually incorporated global education into his/her curriculum. The only tangible evidence of global perspectives in our schools would have been collegiate simulations of the League of Nations. During World War II, our school curriculum became quite nationalistic as the nation was at war. Following World War II, we begin to see the stirrings of the modern global education movement within American society (Tye, 2009).

The 1950s witnessed the early beginnings of global education. Much like the collegiate simulations of the League of Nations, the Model UN was born in the early 1950s. The concept of the Model UN was to provide an opportunity for American high school students to explore, research, and debate other countries, as if they were members of that country's foreign delegation at the United Nations. Despite the introduction of the Model UN, much of the 1950's was consumed with the foundations of the Cold War and McCarthyism. One dared not show empathy or interest in "The Other" for fear of being labeled "communist" (Tye, 2009).

Despite the stifling environment of the 1950s in terms of the fear of communism and McCarthyism, it was ironically the Cold War itself that spurred a massive government investment in global education. The 1957 launch of Sputnik created a ripple effect throughout the American education system. Our students were not achieving at high enough levels. Our ingenuity was in question. Most importantly, the government became concerned that we didn't have enough experts and scholars who understood our enemy (Department of Education, retrieved July 17, 2008).

In response to this fear, federal funding to establish foreign language and area studies programs at U.S. universities was authorized under the National Defense Education Act of 1958, which was later incorporated into Title VI of the Higher Education Act. Title VI of the Act established the creation of area studies centers across the nation. The goal of Title VI was to create a cadre of language experts who could speak fluently uncommon languages and understand cultures around the world. In 1961 companion legislation was passed, the Mutual Educational and Cultural Exchange Act. This legislation provided for the Fulbright Hays Program which was a cultural exchange

program both bringing scholars to the United States and also sending scholars from the U.S. to explore and experience other cultures. These two pieces of legislation serve as the cornerstone of government investment in global education both historically and in modern times (Department of Education, retrieved July 17, 2008).

In Section 601 Part A of the Higher Education Act as reauthorized in 1998, Congress found that

- The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens' knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas.
- Advances in communications technology and the growth of regional and global problems make knowledge of other countries and the ability to communicate in other languages more essential to the promotion of mutual understanding and cooperation among nations and their peoples.
- Dramatic post-Cold War changes in the world's geopolitical and economic landscapes are creating needs for American expertise and knowledge about a greater diversity of less commonly taught foreign languages and nations of the world (Department of Education, retrieved July 17, 2008).

By the late 1960s, we witnessed the beginnings of non-profits and collegiate departments dedicated to the promotion of international education. In 1968 the Center for Social Studies and International Education was created at Indiana University. Its purpose was to provide teacher training and curriculum materials to raise the level of international education in American Schools. A similar department was founded at the

University of Denver that same year, the Center for Teaching International Relations (CTIR). In 1970, the American Forum for Global Education was founded. All three of these centers live on today and serve as influential voices within teacher training, curriculum development, and public policy debates on global education (Tye, 2009).

Moving into the 1980s and 1990s, many would consider this period to be the “golden age” of global education (Tye, 2009). These decades witnessed a flourishing in the field of global education, investment on the part of foundations and state departments of education, and the creation of numerous non-profit organizations whose mission was the promotion of international education. The Global Awareness Program (GAP) at Florida International University, the Bay Area Global Education Program (BAGEP) in the San Francisco Bay area, the World Affairs Councils, and the Minnesota Global Education Coalition would serve as just a few examples of the non-profits formed during this period.

The GAP program in Florida, at one point in time, claimed to work with two-thirds of Dade County Public Schools. Their goal was to create master teachers in global education. The organization was well funded by the private sector and trained many teachers both pre-service and in-service. Unfortunately, today, through lack of funding, the program is a mere shell of its former existence and now works only with the pre-service teacher program at Florida International University (Tye, 2009).

The BAGEP program was a collaboration between the Stanford Program on International and Cross-Cultural Education (SPICE) program and the World Affairs Council of Northern California. The organization worked to infuse global education into northern California schools. Additionally, other World Affairs Councils across the nation

worked to provide education outreach to local schools and teachers as well. Most notably, the Philadelphia and Pittsburgh councils were well funded through private sector support and firmly established their outreach efforts during this time (Tye, 2009). Later in the 2000s, the World Affairs Council of Houston joined the ranks of the other three in providing high-quality, in-service, teacher training in world affairs .

Finally, the Minnesota Coalition for Global Education is an example of a non-profit collaborating with the state board of education to infuse global education into the K-12 curriculum. Minnesota is an example of one of the earlier efforts of its type (Tye, 2009).

In the first decade of the 21<sup>st</sup> century, global education continues to be a goal for many non-profit educational organizations. The country's ultra right wing continue to challenge global education as an education that undermines a culture of American superiority. They view it as anti-American. Additionally, the No Child Left Behind legislation has created a situation whereby there is no room in American school curriculum for anything that is not on "the test." In the age of high stakes testing, schools find it difficult to dedicate precious instructional time to content that won't be tested.

There is a silver lining in that several thought provoking organizations have taken root in the last ten years. The Center for Teaching International Relations founded the International Studies Schools Association in 2000 with the goal of bringing together like-minded school leaders and teachers for the sharing of best practices and content enrichment (Tye, 2009). Similarly, the Asia Society established the International Studies Schools Network in 2002. Both organizations provide schools with a network of like-minded educators, assist in the dissemination of exemplar curriculum and practices, and

host an annual conference. Additionally, the Asia Society has created a State Initiative for International Education that works with individual states in creating state department of education policy on international education. To date, 25 states are part of this network that has declared a commitment to international education within their schools ([www.asiasociety.org](http://www.asiasociety.org), retrieved September 18, 2010).

Model UN continues to flourish and boasts worldwide participation of more than 400,000 middle school, high school, and college/university students annually ([www.unausa.org](http://www.unausa.org) , retrieved September 18, 2010). Additionally, Global Classrooms was introduced by the United Nations Association of the United States of America in 1999 with the goal of introducing middle and high school students to pressing international issues and the work of the UN.

Finally, scholars in the field, such as Merry Merryfield, continue to push forward the agenda of global education and encourage the incorporation of global education into pre-service teacher programs and in-service teacher professional development.

### **Opponents of Global Education**

Though great strides have been made in the field of global education over the last 60 years, these advances have not been without, at times, significant opposition to the movement's mission and goals. Critics of global education, and there have been many, have attacked the discipline as "un-American." In the late 1980s, conservative organizations nationwide loudly opposed the global education movement, leading to the drastic slow down of the movement's momentum. In 1986 the report "Blowing the Whistle on Global Education" was written for Thomas Tancredo, director of Region XIII Department of Education in Denver (Cunningham, 2006). The report specifically



attacked the University of Denver's Center for Teaching International Relations and the Bay Area Global Education Program as anti-American. The report caused hysteria in Colorado public schools as parents feared their children were being taught by communists. At approximately the same time, Phyllis Schlafly, a conservative syndicated columnist, went so far as to criticize global education for eliminating patriotism, promoting moral equivalence, imposing particular worldviews, and brainwashing. She alleged the global education curriculum was founded on the myth of (country/cultural) equivalence (Tye, 2009). Attacks were waged in all the states where global education had gained some traction including California, Washington, Colorado, Iowa, and Minnesota. The attacks of the mid to late 80s served to stifle the growth of global education and the private sector funding of global education projects. It has taken nearly two decades for the movement to regain its momentum.

From a critical pedagogy perspective, it is clear that opponents of global education act on a strong desire to maintain U.S. dominance and a sense of American superiority. More aptly, the global education movement exposes global injustices for exactly what they are, and sheds light on issues of dominant culture, varied perspectives, and global citizenship. We live in an age of tremendous challenges and global crises. The 21<sup>st</sup> century student must not only understand these global challenges, but also acknowledge and accept the role that he or she must play in addressing them.

Though many opponents of global education resist the curriculum on the grounds of maintaining American cultural superiority, there are those who would advocate for global education along those same grounds.

## **Assessing the 21<sup>st</sup> Century Need for Global Education: The Global Competitor vs. the Global Citizen**

Twenty-first century advocates for the promotion of global education in American schools cite two dichotomous catalysts for this type of education reform: competition vs. cooperation. The global marketplace argument asserts that the primary goal of global education is competition. We need to educate American students about the world, so they can be better prepared to compete and succeed in the global marketplace. Conversely, the global citizenship argument contends that 21<sup>st</sup> century challenges will require global cooperation. A global education will lay a foundation for tolerance, understanding and cooperation among the world's people.

### **The Global Competitor**

*“All business is global, yet all markets are local. This globalized multicultural world needs leaders with a keen understanding of national cultures. By learning from other countries, these leaders develop the best thinking and best practices from around the world enabling them to leverage culture as a tool for competitive advantage.”* (Rosen, 2000).

Many proponents of global education reform cite the need for American students to be prepared to compete in the global marketplace as the driving force behind the need for reform. The “Global Competitors” advocate for an international focus in our schools in order to cultivate a global workforce. The Global Competitors, primarily business and policy makers, emphasize competition and the need to maintain American superiority within the world order.

The well-documented shift of wealth from West to East (National Intelligence Council, 2008; Zakaria, 2008, Friedman, 2005) demands educational reform that better prepares our students to work and do business with people from varying cultures, religions, and perspectives. Many companies are now multinational with employees and a supply chain that spans the globe (Friedman, 2005). High-income countries have a high capacity for innovation, and their strategies are global in scope, which require a workforce with the skills to translate American business models and offerings to international marketplaces, offer cross-border perspectives and solutions, and apply tangible skills such as language proficiency and skills that are less tangible, including greater sensitivity to cultural differences, openness to new and different ideas, and the ability to adapt to change (Porter, Ketels & Delgado, 2007). If a primary goal of public education is to prepare American students to enter the workforce, adjustments must be made as the nature of the workforce has been dramatically altered in the last decade. The Global Competitors would argue that the U.S. education system must evolve and reform to encompass a more global education in order to produce a competent 21st century workforce.

The Partnership for 21st Century Skills stresses the necessary skills of our present and future workforce in their report, 21st Century Skills, Education, and Competitiveness (2008). They identify 21st century skills that are indispensable currency for participation, achievement, and competitiveness in the global economy. These skills include communicating and collaborating with teams of people across cultural, geographic and language boundaries, a necessity in diverse and multinational workplaces and communities. The Partnership stresses that all Americans must be skilled at interacting

competently and respectfully with others. With the end goal of global competition, the Partnership would advocate global education reform.

Finally, the Committee for Economic Development, a non-profit organization comprised of more than 200 business leaders and university presidents, stresses the importance of international studies and foreign language education for U.S. economic and national security in their report, *Education for Global Leadership* (2006). The report concludes that the globalization of the world's economies has created a host of new and different demands on our workforce, our citizens, and our students; and full participation in this new global economy will require not just competency in reading, mathematics, and science, but also proficiency in foreign languages and deeper knowledge of other countries and cultures. The report suggests three imperatives for education reform:

- International content must be taught across the curriculum and at all levels of learning in order to expand American students' knowledge of other countries and cultures.
- Expansion of the training pipeline at every level of education must address the scarcity of Americans fluent in foreign languages, especially critical, less commonly taught languages such as Arabic, Chinese, Hindi, Japanese, Korean, Persian/Farsi, Russian, and Turkish.
- National and political leaders, business and philanthropic communities, and the media must inform the general public about the importance of improving education in foreign languages and international studies.

Though the end goal is the same -- global education reform -- the Global Competitors argue for reform based on the need to maintain American superiority. These business

leaders and policy makers cite the need to prepare a global workforce that can compete and succeed in the global marketplace, thereby maintaining American supremacy within the global order.

### **The Global Citizen**

The economic argument of the global marketplace resounds with American business interests and policymakers. It is often with the idea of educating our students for their leadership roles in the global marketplace that we see organizations, rooted in the corporate ethos, advocating for global education. The argument is that with the great shift of wealth from West to East (Zakaria 2008, Friedman 2007) and the rise of globalization, we need to be preparing students for their roles within this new social order. A criticalist, however, would take great umbrage at this notion of global education as an avenue for pushing a globalization agenda.

The second side of the coin, and arguably the more pertinent side, is the role of global education in educating for social justice and global citizenship. As the world becomes more connected, it has become evident that the world's people must work together as global citizens to solve the social, environmental, and economic challenges of the 21<sup>st</sup> century. The "Global Citizens" advocate for global education reform as a means to provide a foundation of knowledge, understanding, tolerance and cooperation. The Global Citizen acknowledges the increasing disparities of wealth and injustice around the world which has evolved out of globalization and strives to work together to address these social injustices.

According to a recent report, *Global Trends 2025: A Transformed World*, prepared by the National Intelligence Council, the next 15 years will bring significant

global changes including the transformation of the international political system built after World War II, an unprecedented transfer of wealth from the West to the East, enormous pressure on natural resources resulting from continuing economic growth, and increased potential for global conflict, particularly in the Middle East (National Intelligence Council, 2008). Given the growing interdependence among nations as a result of trade, increased communications, and migratory flows, it is essential for citizens of the world (American and otherwise) to develop the skills to understand and work cooperatively to address and resolve 21<sup>st</sup> century challenges.

Along this vein, Carlos Alberto Torres states that an international dimension to education must help young people understand the changes in the global political economy that deeply affect their lives. It must acknowledge the realities of economic migration that is creating more diverse multi-cultural societies across the European Union and the USA and now also in countries previously more culturally homogenous like South Korea. Torres asserts that an international dimension must recognize that in some places the workings of capitalism undermine the basic rights of many, including the right of children to be educated (IB World, 2008). Torres, in agreement with the Global Citizens, views global education as a means for educating students about social justice, human rights, and global realities.

Many scholars within the field of critical pedagogy could be categorized as Global Citizens. Critical pedagogy and global education are complementary disciplines in that both seek to widen the perspectives of students and teachers and to instill a sense of outrage at social injustice. Critical pedagogy and critical teachers must understand not only a wide body of content but also the political structure of the school and the wider

world around them. The critical pedagogical vision is grounded in social, cultural, economic, and political contexts and understands the role of the school as part of a larger set of human services and community development (Kincheloe, 2005). Global education provides a powerful avenue by which teachers can expose students to issues of dominant culture, social injustice, positive and negative aspects of globalization, and ultimately instill a sense of global citizenship.

Freire (1970) argued that education is always a political act and teachers should embrace this aspect of their work and critique and challenge social, cultural, economic, political, and philosophical elements of the curriculum that support the status quo and dominant power. From the framework of critical pedagogy, global education serves to enable students to see the world through the eyes of the oppressed and to cultivate a critical consciousness. The development of critical consciousness enables students to perceive political, social, and economic oppression and to take action against oppressive elements in society. By achieving a critical consciousness, students will understand historically how specific social injustices came to be, and more importantly, will uncover and explore ways in which the global society can move forward from the ills of the past.

Through the study of global education, educators can expose their students to the often unjust realities of the modern world. Though business leaders would hail globalization as an opportunity to open up markets around the globe, criticalists would point to globalization as a vehicle that has increased disparities of wealth and injustice among the world's people. Peter McLaren describes globalization as a great human tragedy. In the name of freedom, governments demand that people of the world submit to the demands of the market. He sees the forces of globalization and the resulting

disparity of wealth as a force for great evil in the world, and he warns of the unsustainable nature of this phenomena. McLaren warns of some type of violent explosion resulting from the current realities of globalization (McLaren 1989, 1995, 1997, 2000). McLaren asserts that educators should strive for a “revolutionary pedagogy” in order to develop a critical consciousness among students and teachers with the goal of building working-class solidarity and opposition to global capitalism (McLaren and Farahmandpur, 2001). It is imperative that American students consider all aspects of globalization in order to fully understand the phenomenon and its impact on the world’s people, both positive and negative.

In contrast to the Global Competitors, criticalists like Giroux and Greene would argue that the purpose of schools is not to create a future workforce. Giroux, concerned with the corporatization of American schools (1998), would likely view policy papers such as “The Partnership for 21<sup>st</sup> Century Skills” and “Educating for Global Leadership” (both written and sponsored by the corporate world) as an alarming argument and call to action on behalf of global education. Furthermore, Maxine Green (1988) warns of the danger of viewing students as a product that must be produced in order to fit into the corporate culture of the country. Both scholars would likely be alarmed by the Global Competitors rationale for advocating on behalf of global education in our schools.

Kincheloe and Steinberg advocate (2004) critical awareness must include an awareness of global forces and global awareness. Kincheloe (2004), hearkening back to Dewey’s call for an educated, democratic citizenry (1916), contends that most of the “subjects” within America have no concept of understanding as to what their government is doing around the world. American citizens must be asked to critically reflect upon



their government's actions as well as the forces in society that serve to manipulate the masses both at home and abroad. Along the lines of Adorno and Horkheimer (1972), Kincheloe also discusses the miseducation of the West (2004), or as Adorno and Horkheimer would say, mass culture leading to mass manipulation. In essence, American culture and media propagate a sense of nationalism and American cultural superiority that serves to create conflict and tension with cultures and people around the global. It is imperative that American students understand the complex, and often manipulative global forces at work upon them. By educating global citizens we are also educating better informed *American* citizens.

Merryfield views the Global Citizen through the lens of "worldmindedness." She describes global interconnectedness as a vehicle for expanding the engagement and political efficacy of citizens in the 21<sup>st</sup> century (Merryfield et al, 2008). As citizens, through the information age, gain more knowledge and experience greater interactions with individuals and communities around the globe, they develop a new worldminded viewpoint which expands the scope of civic consciousness and responsibilities beyond national borders. Where the Global Competitor views globalization as a vehicle to promote global capitalism and wealth attainment, Merryfield views globalization as a vehicle to expand civic consciousness. This worldmindedness often begins as global awareness and then grows as people learn to appreciate the viewpoints, experiences, and worldviews of others (Merryfield, 2001; Noddings, 2005). We know we are worldminded, says Merryfield, when we contemplate "the effects of our decisions on people across the planet, when we care about how others perceive our nation, and when

we use “us” to mean people from many places, not just our neighborhood or nation (Merryfield et al, 2008, p. 7).”

Though dichotomous catalysts, the perceived need to educate global competitors and global citizens has been driving the global education reform process. The global marketplace argument asserts that we need to educate American students about the world, so they can be better prepared to compete and succeed in the global marketplace. Conversely, the global citizenship argument contends that a global education will lay a foundation for tolerance, understanding, and cooperation among the world’s people in order to solve 21<sup>st</sup> century challenges.

Regardless of the differences within the expressed needs for global education reform, what is clear is the need to identify the ways in which global education reform can best manifest itself in schools. In regards to a new reform mandate which would stress global education, the International Baccalaureate curriculum may be a strong alternative to the status quo and will be explored by this study to determine what (and if) traditional public schools can learn from the IB model of international mindedness.

### **The International Baccalaureate Program and Global Education Reform**

The International Baccalaureate Program is one example of a fast-growing reform curriculum, which focuses on critical thinking and purports to infuse an international outlook into all subjects. A body of research exists to support the claims that the IB curriculum is rigorous; a smaller body of research discusses the international minded nature of the IB program and curriculum.

To begin, an Oxford University study examined case studies on the implementation of IB at several schools in the United States. The study found that as a

result of IB program, schools were able to raise academic standards and change perceptions towards academic achievement, increase diversity within the school, bring international perspectives to the classroom, raise awareness around intercultural understanding, and improve the reputation of the school in the community (International Baccalaureate Organization, 2007).

A study from the College of William and Mary analyzed the IB program as an advanced academic option, comparing the curricular goals of the IB program to 21 recommended practices for gifted and general education. The researcher, Hutchinson, found that the IB curricular goals and the 21 recommended practices aligned with one another. IB teachers implement a variety of instructional strategies with high levels of instructional clarity and complexity and high expectations for student learning in and out of class (International Baccalaureate Organization, 2007).

Continuing the research into IB as an advanced academic option, several studies have been conducted which correlate IB to college readiness.

### **IB and College Readiness**

To begin an exploration of the rigor of the IB program, Thomas (1991) conducted a longitudinal study which tracked IB diploma holders of the International School of Geneva through their university studies. This study asked 26 UK universities to provide data and comments about 1,036 IB students who sat for university examinations from 1971–87. The results showed that 98% of these students completed “good honours” degrees.

Along the same vein, Duevel (1999) analyzed participation in the IB program as a predictor of college success. Duevel surveyed the registrars of 12 U.S. universities and

former IB students attending them for her research into whether earning an IB diploma was a predictor of success at university and beyond. The researcher found that 92 percent of students who hold an IB diploma earned a bachelor's degree, 87 percent of IB Diploma holders earned their degrees in five years or less, and 59 percent of the students receiving IB Diplomas advanced to graduate school. Additionally, over half of IB Diploma holders surveyed indicated the IB influenced their careers through impacting college major choice, awareness of global, social, and environmental topics, and desire to work internationally (Duevel, 1999).

One of the most extensive studies on the effectiveness of the IB program was conducted by William Kolb, director of admissions for the University of Florida. The University of Florida enrolls more IB diploma holders than any other institution in the world, in large part because of a state policy that provides full scholarships for IB diploma holders. Kolb analyzed data for the university's 1996 freshmen class and found that IB students were better prepared for the shock of college academic demands and suffered less of a drop in grade point average in their first year of college compared to their high school performance level. The IB students on average had a GPA decline of 3.8 to 3.3, while AP students dropped from 3.9 to 3.1, compared to regular college prep students who lost a whole grade point, from 3.6 to 2.6 (Kolb, 1996).

Panich's 2001 research, "A study of the university performance of students with International Baccalaureate high school experience" matched 1998, 1999, and 2000 IB graduates attending the University of Florida with students entering with comparable SAT verbal and math scores. She compared three groups: students with no IB experience, students with IB experience and students with an IB diploma. Panich found

that IB diploma students had the highest freshman GPA while IB non-diploma students had the lowest. The difference between the IB diploma students' GPA and the non-IB and IB non-diploma students' GPAs were statistically significant in all but one year (Panich, 2001).

Additional studies looking at post-secondary outcomes for IB students include Taylor and Porath's "Reflections on the International Baccalaureate Program," (Taylor & Porath, 2006). Based on a survey administered in the Spring of 2005 of IB graduates from two public high schools in British Columbia who graduated in the years 1996 or 2000, the researchers report that the graduates felt that the rich curriculum to which they were exposed and the critical thinking and time management skills that they developed were well worth the extra effort required to earn an IB diploma. Furthermore, they felt that the IB experience prepared them well for post-secondary studies.

Clearly the rigor of the IB curriculum has been proven through various research studies; however, of interest in this study is if IB successfully "promotes international mindedness" as it purports to do.

### **International Mindedness (IM) within the IB Curriculum**

Besides academic outcomes that may be assessed by formal examinations, the IB Diploma Programme also aims to develop "inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect ([www.ibo.org/mission](http://www.ibo.org/mission), retrieved September 12, 2010)."

Hinrichs (2002, 2003) discusses survey research conducted in the USA that attempted to compare the development of "international understanding" among two groups of high school students, one of which was pursuing the IB Diploma Programme. It was

concluded that participation in the IB Diploma Programme is a causal variable that “may be effective in promoting international understanding” (Hinrichs 2002: 8). Yet Cambridge (2002) challenges this claim on methodological grounds.

“It may be argued that it is equally valid to assume that a positive attitude to international understanding might predispose American high school students to enrol in the IB Diploma Programme. That is to say, international mindedness is the cause not the effect, which is the opposite of the relationship proposed by this author. What research has been carried out to describe and analyse what decisions have been made by these students and their parents to enrol in the IB Diploma Programme in preference to a College Board Advanced Placement programme, or any other programme? What reasons might the respondents give that account for their choice in senior high school programmes? What prior knowledge might they have had of the nature and values of the IB Diploma Programme?” (Cambridge 2002: 11).

The Cambridge-Hinrich debate is the crux of the issue. How can it be determined that the IB curriculum does, in fact, educate for international mindedness and intercultural understanding? What is it that the IBO is doing in order to promote international mindedness in its curriculum, and are they being successful in their efforts?

In a second study, Brown (2006) describes a two-site interpretive study to explore the nature of the international understanding of 15 students following the IB Diploma Programme and their grasp of globalization. Brown reports that IB students from Estado de México (Mexico) and Texas (USA) revealed complex, yet well-developed, perceptions of globalization that spoke of a system that privileges the powerful and leaves the developing world behind. Both U.S. and Mexican students expressed skepticism of the U.S.A.’s position as the dominant player in world politics, economics, and global culture; and students from both sides of the border lamented local culture loss as a consequence of globalization. The study, though quite small, does imply that these IB students have a multifaceted understanding of globalization, yet it provides no

comparison with a control group in order to determine if the IB curriculum is the causal factor.

Finally, Hahn (2003) analyzed the written official discourse dealing primarily with the IB Diploma Programme for the following elements:

- The IB's conceptualization of international education
- The manifestation of the nation
- The role of language study in international education
- The presence of a world order discourse
- The national composition of the IB's institutional bodies
- The languages offered for the IB Diploma Programme examinations.

Hahn (2003) reports a variety of findings which include the following. To begin, the IB's conceptualization of international education is hinged upon the transcendence of the nation, the promotion of the values of internationalism and the needs of a geographically mobile population. Second, the nation is ever-present in the IB's discourse and highlights an emphasis on diversity. Third, a discourse of colonial education surfaces particularly through the themes of education models, service and elitism, and the structural relations within the organization point to Western/American dominance. Hahn (2003) argues that the findings show how the structural relations of the organization, which signal a Western and American dominance, are also reflected in the practices of the IB. Overall, this study points to the challenges of transcending the nation while balancing the risk of obscuring international implications in efforts to move education beyond national boundaries.

From these limited studies dealing with international mindedness and the IB curriculum, it is not clear how successful IB schools are in incorporating IM within their curriculum or whether implementation results in “international minded” students.

### **Critiques of the IB curriculum**

Though a body of research does support the rigor of the IB curriculum, as previously discussed, there still exists a variety of critiques of the program that must be addressed.

To begin, the IB DP authorization process is lengthy, rigorous, expensive, and requires leadership and ownership from the entire school community. The Diploma Programme is extremely expensive to implement. Each school that undertakes the authorization process must first pay the IBO a \$9,500 “candidate fee.” Once authorized, schools then must pay \$9,600 annually to the IBO as an “authorization fee.”

Additionally, a “student assessment fee” is charged at a rate of \$135 per student who will take one or more IB exams in a particular examination session as well as \$92 per assessed subject (IBO, 2009). Finally, teacher professional development is ongoing as teachers must be trained to implement the curriculum. Three-day professional development workshops cost approximately \$750 per course (cost varies by workshop provider) in addition to travel costs. For many schools, the cost of implementation is likely prohibitive.

A second critique of the IB program is often railed at its “elitist” reputation. Worldwide, the IB program tends to be implemented at private international schools. In contrast, in the United States, the IB program is quickly growing in public, often urban, schools. A report published in 2009 by the Consortium on Chicago School Research at



the University of Chicago found that there was often a mismatch between the qualifications of graduates who had participated in Chicago Public Schools' advanced academic programs (including AP and IB) and the universities they attend. Many students from low-income neighborhoods, who have the qualifications to attend selective or highly selective colleges and universities, do not enroll in such universities. The report included case studies that demonstrated that in addition to students struggling with financial aid (both the challenge of the paper work and not receiving sufficient aid to attend the college of their choice) and insufficient college counseling support (sometimes because they did not approach counselors for assistance), IB students indicated they had trouble balancing the demands of their IB coursework and college applications (Roderick, Nagoaka, Coca & Moeller 2009). Perhaps the realities and complexities of working within public schools and with low-income students presents an uncharted challenge to the IBO. This study indicates that despite a rigorous curriculum, the IB program is perhaps not providing enough internal support and guidance to less privileged students in order to help them take that next step toward higher education.

Along the same vein, the themes of de-tracking and open access to the IB Diploma Programme are addressed by Burris et al (2007). They point out that

“even though any student could enrol in IB courses in grades 11 and 12, students made decisions early in their schooling that effectively, if unintentionally, excluded them from the IB program. Many students—disproportionately black and Latino students—were not taking high-track mathematics and science classes in middle school and, therefore, were not prepared for IB courses. Eliminating the last vestiges of tracking at the middle school yielded higher achievement scores and set the stage for successful reform at the high school.”

In order to address the needs of these excluded categories of students, Burris et al.. (2007) advocate the introduction of elements into the curriculum in U.S. grades 9 and

10 that prepare students for the IB Diploma Programme. To address issues of equity and access to the IB curriculum, it is essential for schools to incorporate high-quality, foundation coursework that will ensure student success in the DP program.

Next, the IB program is not well known in academic circles and certainly far less visible and understood than the College Board's Advanced Placement program. A replication study was conducted on behalf of the IB by the Australian Council for Educational Research (ACER) into perceptions of the IB Diploma Programme among representatives of Australian and New Zealand universities (Coates et al 2007). A key aspect of the research was to determine what university representatives knew about the IB Diploma Programme and whether they felt it provides a suitable preparation for university study. A further aspect was to examine the perceived strengths and weaknesses of the programme, both on its own and in comparison with alternative qualifications, in order to determine how the IB Diploma Programme might be enhanced to better prepare students for university study. The comments exposed a lack of awareness of the IB Diploma Programme. Many commented that they had no information on which to base their response or to evaluate the relative performance of IB students or the programme. A similar set of responses noted that as students generally self-select into the IB Diploma Programme, it may be difficult to separate the influence of student and programme variables on outcomes. A small number of responses were more critical of the IB Diploma Programme, indicating that it provided no specific advantage over alternative preparations for university study or that it was elitist. Individual respondents reported that IB students can experience adjustment problems or that there are problems with the

delivery of the programme at schools, the focusing and scoping of the programme, or the scoring and conversion of IB scores (Coates et al 2007).

Finally, it is critical for the success of an IB program that all stakeholders in a school have adequately embraced the program. Unlike AP, where a school could demonstrate isolated success by teacher and discipline, it is essential that all teachers and administrators work together to achieve success with the IB. Berkey (1994) conducted research to address two perceived problems associated with implementation of the IB Diploma Programme in North America: high turnover of schools and a low proportion of students completing the full IB Diploma Programme. The purpose of the study was to investigate three variables identified by IB North America and Caribbean (IBNA now known as IB Americas “IBA”) as critical to sustaining the IB Diploma Programme and increasing the number of students who complete the full IB Diploma Programme. These variables comprised curricular adaptability, adequate resources and broad support. Berkey conducted a survey among IB coordinators in North American schools. Results of the study identified several factors that contribute to the success of the IB Diploma Programme in North America. These factors included the pre-IB curriculum, articulation adjustments, adequate release time for the IB coordinator, investment in staff development, and broad support from administration, parents, community, staff, and interested students. In order for an IB program to be successful, it is essential that the administrators and teachers work as a team to support one another.

In conclusion, notwithstanding its critics, the International Baccalaureate Program is one example of a fast-growing reform curriculum, which focuses on critical thinking and purports to infuse an international outlook into all subjects. A body of research

exists to support the claims that the IB curriculum is rigorous; a smaller body of research discusses the international minded nature of the IB program and curriculum.

One of the tenets of the International Baccalaureate program is “the promotion of international mindedness.” It is well researched and documented that International Baccalaureate programs are strongly correlated with high academic achievement (Cambridge, 2008; Duevel, 1999). At question is the IB assertion that its curriculum “promotes international mindedness” among its students, which is a truly critical element in today’s globalized world. Arguably, a more globally aware student will be better prepared for the 21st century global challenges.

Further research into the depth and breadth in which the international baccalaureate truly fosters “international mindedness” among its students is necessary to determine the role it should and will play in future global education reform. This study seeks to answer two questions. The researcher seeks to determine if teachers in IB Diploma Programmes are integrating global themes and international mindedness in their classrooms and the degree to which the promotion of international mindedness has been institutionalized within the school community.

## **Chapter Three**

### **Research Design**

In regards to a new reform mandate which would stress global education, the International Baccalaureate curriculum may be a strong alternative to the status quo. Of particular interest, however, is exactly how IB achieves its goal of “the promotion of international mindedness” among its students. Though some studies that have been conducted on IB imply that there is a positive correlation between the IB curriculum and intercultural understanding (Duevel, 1999; Taylor and Porath, 2006), there is certainly a need for further research and investigation into this aspect of the curriculum. Current research on IB clearly indicates that the curriculum is strong and produces a thoughtful, engaged, and motivated student (Cambridge, 2008); however, little research to date strongly supports the notion that the IB curriculum is successfully educating for “international mindedness.”

### **Research Methodology**

This study seeks to determine if IB teachers are integrating global themes and international mindedness into their curriculum and to what extent IB schools are institutionalizing international mindedness into their school culture. The promotion of international mindedness is one of the central tenets of the IBO. I am interested in determining how the promotion of international mindedness is operationalized and institutionalized within a school setting, how the IBO monitors the success of this mission, and if IB teachers understand and believe in the mission to promote international mindedness.

The qualitative study, which began with a pilot study that was a survey, consisted of interviews, facilitated group discussions, and document analysis. This approach helped to clarify and explain the data and allowed for a more in-depth analysis of the relationship between the variables (Fraenkel and Wallen, 2008). Through the use of multiple kinds of data, the study's validity was enhanced by the triangulation of each mode of data collection. The use of methodological triangulation helps to validate the findings of each method if results are in agreement. Additionally, the strengths of one method can offset the weaknesses of another (Denzin, 1978) (Jick, 1979).

In order to begin exploring my research questions, I conducted a pilot study at the Rice University International Baccalaureate Diploma Programme (IB DP) Workshops in March 2009. The pilot study was in the form of survey research. The surveys provided interesting data; however, the superficiality of the survey made it difficult to uncover a rich and complex picture of how international mindedness was being incorporated into IB schools. Survey results were used to guide the design of the qualitative portion of the research project.

To further investigate the results of the survey, I conducted facilitated group discussions and individual interviews with IB teachers and administrators at the March 2010 Rice IB DP Workshop. The objective of the interviews and discussions was to assess the conceptualization of IM and the institutionalization of IM within the school community. I also conducted document analysis and visual data analysis on several different documents that were produced by the IBO in an attempt to determine the level at which the IBO is stressing the importance of international mindedness to member

schools. Finally, I conducted interviews of IB site visitors in order to assess the level of accountability for IM within the IBO in regards to schools seeking IB authorization.

The surveys provided foundational knowledge of how international mindedness was exemplified within IB schools while the qualitative data allowed me to ascertain a deeper, more complex illustration of the global nature of the IB curriculum. The data set includes 17 closed-ended survey questions, 2 open-ended survey questions, field notes and transcriptions of tape recorded interviews and group discussions, and document analysis of several IBO texts.

### **Pilot Study: Surveys**

Teachers attending an IB Diploma Programme workshop were asked to participate in the study. Teachers were provided consent forms which stressed that participation was completely voluntary and responses would be kept strictly confidential.

Cross-sectional questionnaires were used to collect the data. The self-report questionnaire was developed by the researcher, and sought to determine if IB teachers are integrating global themes and international mindedness into their curriculum and to what extent IB schools are institutionalizing international mindedness into their school culture. The open-ended questions were designed to explore the ways in which IB teachers and administrators actually defined international mindedness and the manner in which they conceptualized a school that embodied IM.

As stated, the survey consisted of 19 questions; 17 questions were closed-ended, Likert scaled, and 2 questions were open ended (See Appendix A). The advantages of close-ended questions are that they enhance the consistency of responses across respondents; however, they may limit the breadth of responses (Fraenkel and Wallen,

2008). In order to counter the limitations of the close-ended questions, I included two open-ended questions, which would allow more freedom of response (Fraenkel and Wallen, 2008). The survey was pre-tested with a small sample of five respondents to test for ambiguities, poorly worded questions, unclear choices, and clarity of instructions.

A Likert scale is a type of attitude scale often used in questionnaires and is one of the most widely used scales in survey research (Fraenkel and Wallen, 2008; Likert, 1932). When responding to a Likert questionnaire item, respondents specify their level of agreement to a statement. The scaled response seeks to elicit attitudinal information about one specific subject matter from extreme positive to extreme negative (or vice versa) in five, seven, or nine categories (Rea and Parker, 2005).

Questionnaires were administered in the classes. In total, 720 teachers were in attendance, and the survey response rate was 96.4 percent. Eighty five percent of the teachers were teaching in the United States, and another 13.5 percent of attendees were from Canada. Respondents represented a variety of IB disciplines including administration, biology, chemistry, coordination, counseling, English, French, history, math, physics, Spanish, and theory of knowledge.

The researcher provided instructions to workshop leaders regarding the distribution and collection of consent forms and surveys. Workshop leaders directly administered the surveys and consent forms on the first morning of the workshop. Participants were instructed to read the consent form and sign and proceed on to the survey if they were willing to participate. Envelopes were placed at the front of the classroom, and participants returned their consent forms to one folder and their surveys to



a separate folder. This method of collection helped to ensure that participant names would be separated from the actual surveys that they filled out.

### **Survey Analysis**

Closed-ended survey responses were analyzed through a calculation of means. In the case of scaled responses, the proper measure of central tendency should be considered the arithmetic mean, and in the case of a series of such responses, an arithmetic mean is an acceptable summary measure of the subject matter under study (Rea and Parker, 2005). Descriptive statistics were utilized to summarize the data. Open-ended questions were coded to identify recurring themes, attitudes, and opinions.

For the purpose of the study, I selected responses from the English A1 workshops and history workshops for analysis of the open ended survey questions. (Analysis for the closed-ended questions were done on all surveys, across all subjects for the pilot study.) I chose these two subjects because arguably they should be the two easiest disciplines to successfully incorporate IM into their curriculum, and these teachers would likely have the best understanding of what IM is. I felt that if the analysis indicated that these teachers did not have an adequate understanding of IM, then it would be highly unlikely that teachers of math and science, for example, would either. Conversely, if the data indicates that the English and history do have a comprehensive concept of IM, then that would warrant further research into additional disciplines to determine how successful IBO is in permeating IM throughout the entire “curriculum hexagon.” One hundred and sixty four English and history teachers received surveys; 97 English and 67 history. Two questions were asked of the respondents:

1. “I would define international mindedness as \_\_\_\_\_”

2. “A school that promotes international mindedness has the following characteristics\_\_\_\_\_”

### **Qualitative Methodology: Interviews, Group Discussions, and Document Analysis**

The purpose of the qualitative portion of the study was to portray as accurately as possible the understanding of international mindedness among IB school leaders and teachers. The researcher sought to uncover direct quotations capturing people’s personal perspectives and understandings of international mindedness. Semi-structured interviews and facilitated group discussions were held to determine whether IB school leaders and teachers and the IBO share a common vision of international mindedness. As stated by Fetterman in his book, *Ethnography: Step by Step*, interviewing is perhaps the most important data collection technique a qualitative researcher possesses (Fetterman, 1989). The interview portion of the study was essential to characterizing accurately the depth and breadth of IB teachers’ and administrators’ understanding of international mindedness. The interviews and group discussions were analyzed using a critical ethnographic design (Carpsecken, 1996). Finally, documents that were produced by the IBO were analyzed using Fairclough (1995) in an attempt to determine the level at which the IBO is stressing the importance of international mindedness to member schools.

An important preliminary step in critical ethnography is for the researcher to explore his/her personal biases (Carspecken, 1996). In my case, I have very strong opinions about the imperative for international education and international mindedness in the K-12 curriculum. I also have a deep knowledge of global issues and of the field of global education. As a researcher, I need to be careful that I am not projecting my opinions on research subjects. I also need to be certain that my knowledge of global

education and global issues does not cloud my analysis and judgment. For example, in my preliminary analysis, I tend to believe that many of my subjects have a very superficial idea of what international mindedness is and have weak content knowledge in global issues. I utilized both peer review and member checks on my data in order to counter my own knowledge base and biases. The peer reviews and member checks served to identify the areas where my analysis and interpretation might not coincide with those of others, in which case I would need to explore further the possible reasons for the discrepancies. If peers and members have a definition and conceptualization of global education that is much less intensive than I do, perhaps my standard is too high and something that will need to be worked toward over a longer period of time.

### **Personal Interviews and Group Discussion**

#### **IB DP Teachers and Administrators**

Teachers and administrators attending an IB Diploma Programme workshop at Rice University in March 2010 were asked to participate in the study. In total, 587 IB teachers and administrators were in attendance at the IB DP Workshop. Participants hailed from 36 states and 11 countries; however 85 percent of participants were from the United States and 9 percent were from Canada. Workshop participants attended 29 different workshops and represented a variety of IB disciplines including administration, biology, chemistry, coordination, counseling, English, French, history, math, physics, Spanish, and theory of knowledge.

The researcher invited each workshop leader to participate in the research study and asked to have access to his/her participants for approximately 45 minutes. Three workshop leaders agreed to allow the researcher access to their group. All three

workshops were Category 3. A Category 3 workshop is designed for participants who work in already authorized IB schools and have previously attended a Category 1 or 2 training.

Category 1 workshops are designed to provide training and assistance for schools that have decided to apply for IB authorization. They are equally relevant for educators who are new to a school with an existing IB programme and those interested in joining an IB World School. A Category 2 workshop is designed to provide a forum for experienced IB educators, focusing on curriculum delivery. Emphasis is placed on assessment, teaching and learning methodologies, and exploring best practices in the classroom. Finally, a Category 3 workshop is designed to provide a forum for experienced IB educators to build on and enhance their professional development portfolios. Participants engage in in-depth investigation into specific areas of interest and expertise (International Baccalaureate Organization, 2009).

Participants were asked to fill out a “Participant Profile (See Appendix B),” in addition to their consent forms, in order to provide the researcher with a snapshot of their experience, school roles, and school community.

The first group that I spoke to was enrolled in the workshop “International Mindedness across the DP Hexagon.” There were 12 participants enrolled in this course. Six participants indicated that they were IB Coordinators or CAS Coordinators, one participant was a principal, and five participants were teachers/department heads. Seventy five percent of the participants had 11 or more years of *overall* teaching experience, 75% of them had 4 or more years of *IB* teaching experience, and the group

was evenly split on the percentage of those working in urban or suburban schools. Fifty percent of their schools had been accredited IB World Schools for four or more years.

The second group was enrolled in the course “English A1: The Role of Assessments and Rubrics in IB English.” This course had 13 participants, all of whom indicated they were classroom teachers. The group was more varied in terms of their teaching experiences. Ninety-two percent of the teachers had four or more years of *overall* teaching experience, yet 62 percent had fewer than four years of IB teaching experience. Forty-six percent of their schools had been accredited IB World Schools for three years or less.

The final group was enrolled in “The IB Learner Profile: A Framework for Linking Faculty Growth and School Improvement.” These 12 participants consisted of 8 IB coordinators, 3 principals, 1 teacher, and 1 counselor. While seventy five percent of them had 11 or more years of *overall* teaching experience, 50 percent of them had 3 years or fewer experience with IB.

Participants attending these three workshops were asked to voluntarily participate in the study. Group discussions were scheduled immediately following a lunch break or coffee break, so that participants not interested in participating could simply not return to class until the designated time and not feel any pressure from the presence of the researcher to stay in the room. Participants were provided consent forms which stressed that participation was completely voluntary and responses would be kept strictly confidential. At the bottom of the consent forms, participants were invited to participate in personal interviews. If they were interested in doing so, they were asked to write their name and cell phone number in the space provided. Participants could easily and

anonymously decline from the interview. The group discussions were conducted in classrooms at Rice University, and personal interviews were conducted on campus at the student servery during the participant's breakfast or lunch hour.

Twenty-one participants who were involved in the facilitated group discussions offered to sit for a personal interview. Due to time constraints (I was working within the limitations of a two and a half day workshop that was in session from 8:00 am to 4:00 pm each day) I was able to schedule and conduct five personal interviews. I selected the five participants by simply slating the first person that indicated willingness for each time slot. For example, the first person to indicate willingness to meet over breakfast on Day 2 was then slated for that interview slot. The interview protocol served to guide effectively the structure of my interviews and was able to uncover insights into international mindedness within the IB curriculum. Interviews were administered face to face to the respondents by the researcher, lasted approximately 30-45 minutes each, and were tape-recorded. Each subject was interviewed one time (See Appendix C for teacher and administrator interview protocol).

An interview schedule was used to guide the interview and group discussion process. The interviewer utilized an interview guide approach, yet was free to ask follow-up questions to encourage the interviewees to expand on topics of interest. Interview questions were a combination of knowledge, feelings, and opinion questions. As identified by Patton (1990), knowledge questions pertain to the factual information the respondent possesses, opinion questions are aimed at determining what the subject thinks about a specific topic, and feelings questions are concerned with how the respondent feels about things. The interview schedule was pre-tested with a small sample

of respondents to test for ambiguities, poorly worded questions, unclear choices, and clarity of instructions.

### **IB Site Visitors**

A second round of interviews was conducted with IB site visitors at a Texas IB Schools Workshop that was held in June 2010. In these interviews, I was interested in determining how IB site visitors assess a school's implementation of IM and the level of accountability within the authorization process should the school not be meeting the expectations of the IBO. Additionally, I was interested in determining the level of incorporation of international mindedness among schools seeking IB authorization and the guidance provided by the IBO (to site visitors) in assessing adequate implementation of international mindedness within the school. How do site visitors assess if a candidate school is "prepared to embrace international mindedness and develop ways of putting it into practice (a question on the site authorization form)?"

In advance of the workshop, I e-mailed the workshop leaders to determine who among them might also serve the IBO as a site visitor. Four of the workshop leaders identified themselves as site visitors and all agreed to a face to face interview with the researcher. Interviews lasted approximately 30 to 45 minutes each and were audio taped. Each subject was interviewed one time. Participants were provided consent forms which stressed that participation was completely voluntary and responses would be kept strictly confidential. Interviews were conducted in classrooms at Rice University and at the student servery. The location was selected based on the time of the interview and took into account the preference of the participant.

An interview protocol served to guide effectively the structure of my interviews and was able to uncover insights into the implementation of international mindedness within schools applying for IB authorization and the level of accountability for IM within the IB authorization process (See Appendix D for site visitor interview protocol).

### **Interview and Group Discussion Analysis**

Interviews were audio taped, transcribed, and then analyzed and coded to identify major themes. The combined data set consists of thick records compiled from transcriptions of tape-recorded interviews and discussions and observational field notes. The field notes provided descriptions of non-verbal communications such as gestures, posture, and physical positioning. The field journal entries contained observer reflections at the conclusion of each session and represented the subjective perspective of the researcher.

The interview and discussion data, focusing on speech acts and non-verbal communication, were synthesized from field notes and transcribed interviews. Transcripts were coded by the researcher and patterns were identified in order to construct a coding scheme.

Initial objectively and normatively framed codes were checked and validated through a peer debriefing procedure by which a peer researcher was asked to read both the primary record and initial coding categories on select transcriptions to check the inference level in the codes and to question my choice of codes. Finally, I used a member check on select field notes in order to determine if member comments may reveal new codes.

### **Document Analysis**



In an effort at triangulation of data, I also analyzed several written and visual documents that were produced by the IBO in an attempt to determine the level at which the IBO is stressing the importance of international mindedness to member schools. I treated the IBO texts as parts of social events, exploring the ways in which the IBO acts and interacts with member schools (Fairclough, 1995).

The first document that I analyzed was the site authorization form. This form is used by IB site visitors when they are visiting schools who are going through the authorization process. The second document that I analyzed was the IBO's Learner Profile. The Learner Profile is the description of the characteristics of the ideal IB student, the characteristics that all IB students should strive to exemplify. The Learner Profile includes characteristics such as knowledgeable, caring, communicator, and so on. I was interested in reviewing this IBO publication to determine if and how international mindedness was incorporated into the IB Learner Profile that is highly stressed within the IBO community. I conducted a critical discourse analysis on these two documents. Third, I conducted a visual data analysis on the DP curriculum hexagon to reveal how IBO situates international mindedness within the curriculum hexagon illustration.

Further document analysis included an examination of the open-ended survey questions. The open-ended survey questions were designed to explore the ways in which IB teachers and administrators actually defined international mindedness. I compiled the responses from teachers of English A1 and history route 2 for the analysis and then read through the responses multiple times looking for patterns and anomalies. I selected these two subjects because I felt these were the two disciplines where the teachers should have the greatest understanding of IM while also having the greatest ability to incorporate it

into their classrooms. I felt that these two subjects would be an appropriate starting point for a curriculum analysis; if IM is not adequately represented in these subjects, I would conjecture that it would be highly unlikely that it was present in other subjects. I identified patterns that emerged and then began the coding process.

The open-ended survey responses from the English A1 teachers and the history route 2 teachers led me to the subject guides for each course. A final document analysis was conducted on the IBO subject guides. These curriculum documents provided a window into the way in which IBO incorporates international mindedness into the IB DP curriculum in each individual subject. This analysis was conducted on workshop materials that participating IB teachers and administrators received at the March 2010 IB DP Workshop at Rice University. The IBO “subject guides” are the curriculum guides for the DP Programme, published by the IBO and found on the Online Curriculum Centre (OCC). The “subject guide” is an official document of the IBO curriculum office. Again, I selected the English A1 and history route 2 subject guides for analysis in order to maintain consistency within the study.

In conclusion, this study seeks to determine if IB teachers are integrating global themes and international mindedness into their curriculum and to what extent IB schools are institutionalizing international mindedness into their school culture. The qualitative study, which began with a pilot study that was a survey, consisted of interviews, facilitated group discussions, and document analysis. The surveys provided foundational knowledge of how international mindedness was exemplified within IB schools while the qualitative data allowed me to ascertain a deeper, more complex illustration of the global nature of the IB curriculum.

### **Limitations of the Study**

The study has several threats to its internal validity which must be discussed. To begin, the survey data, personal interviews, and group discussions contain questions that require the respondent to provide a self assessment. The data analysis may reflect an artificially positive view of the individual's understanding of international mindedness or institutionalization within the school community because the individual is providing a self reflection and/or may not have adequate knowledge of international mindedness in order to provide an accurate self evaluation. Additionally, the lack of anonymity in the personal interviews and group discussions may result in less valid responses to sensitive questions (Frankael and Wallen, 2008).

Second, most IB programs in the U.S. are a "school within a school" community. Often students must apply to get into the program, so it is not only self-selective, but also tends to be the best and the brightest. These students, by virtue of their academic success and maturity, may already be inclined to foreign policy issues and world affairs. Additionally, because of this "school within in a school" set up, the sample size is likely to be fairly small. Often a Diploma Programme (grades 11 and 12) may only have 150 students in the whole program.

Third, if IB schools do in fact successfully promote international mindedness among their students, certainly the length of time that the school has been implementing the IB curriculum would affect its success in doing so. Perhaps the IB curriculum does promote international mindedness among students, but the number of years that a school has been operating with the IB curriculum and the years of IB teaching experience for the various teachers will no doubt affect the quality and depth of international mindedness. It

would seem logical to assume that the longer a school has been implementing the IB curriculum, the more versed the teaching staff will be in the mission and objectives of the program.

Next, as an advanced academic offering, those campus educators teaching the IB curriculum are likely to be the most experienced and overall better teachers. Their experience, wisdom, and perhaps maturity may make them better suited to provide global perspectives. The IB teaching staff is possibly more experienced and, therefore, more aptly suited to provide more depth and breadth to the curriculum they are teaching.

Additionally, as Director of Teacher Professional Development at Rice, I oversee various professional development for both AP and IB teachers. Though I am not directly responsible for the design and execution of the IB DP workshops on campus (I do not directly hire the workshop leaders nor am I responsible for participant registrations or accommodations), I am viewed by participants and workshop leaders as a part of the Rice leadership team. Though this connection to the University could be viewed as a negative in the sense of conducting the research, I actually feel it could also be viewed positively. Through my position, I was seen as more of an “insider” to the IB program and was able to have a deeper connection to the teachers and workshop leaders. Over the last four years, during my tenure at Rice, I have been a student of the IB program, learning its intricacies, strengths, and weaknesses. My understanding of the program allows me to also have a better understanding of the IB teachers, administrators, and workshop leaders.

Finally, one would be remiss not to acknowledge the role of geography in the implementation of IM. As previously discussed, global education has often been condemned by conservative groups as promoting a UN curriculum of cultural

equivalence. The IB curriculum has also been attacked by conservative groups for its international mindedness component. It would be fair to surmise that IM would be enacted differently in Bastrop, Texas (the site of a recent conservative backlash to the IB curriculum and IM in particular) than it would be in California or Canada, for example. Geography, or perhaps more accurately described as community factors, certainly play a part in the effective implementation of IM.

## **Chapter Four**

### **Findings**

This study seeks to answer two questions: the researcher seeks to determine if teachers in IB Diploma Programmes are integrating global themes and international mindedness in their classrooms, and the degree to which the promotion of international mindedness has been institutionalized within the school community. The qualitative study, which began with a pilot study that was a survey, consisted of interviews, facilitated group discussions, and document analysis.

This approach to the study provided an interesting data set that at times was at odds with one another. The survey, which was conducted as part of an IB DP workshop, served as a pilot study and provided a variety of insights that informed me of the need for qualitative data collection. The superficiality of the survey left many lingering questions, and it was evident that any attempt to understand the teachers' incorporation of international mindedness demanded more in-depth conversations with them. Using the survey information as a foundation, I then conducted interviews and group discussions in order to deepen and enrich my data. In addition, I reviewed IBO literature and other related documents such as their "Learner Profile" and "DP Curriculum Hexagon." The triangulation of data provided a comprehensive analysis of the research question and rendered a fascinating exploration of international mindedness within the IB DP curriculum.

## **Pilot Study**

In March 2009, I conducted survey research at an IB DP Workshop at Rice University. The surveys were being conducted in the context of the workshop and were aimed at assessing IB teachers' understanding of IM. I was interested in learning more about teachers' conceptualization of IM in order to explore the ways in which the IB curriculum may serve as a model for global education reform. The survey research was the first step in a long journey. It provided insight into teachers' conceptualization of IM but could not fully capture the complete picture as there were great shortcomings within the data. The survey served as archival data for this study, and its findings led to the qualitative portion of the data collection in order to provide a more comprehensive picture of IM within the IB DP curriculum. I will present the findings of the pilot study alongside the qualitative data in order to provide a comparison of the data.

## **Closed-Ended Survey Questions**

The self-report data suggests that individual IB teachers see the value of and make efforts to infuse international mindedness into their curriculum; however, it appears that the concept and ideal of international mindedness has not adequately been embraced at the institutional level. Faculty and student opportunities of a global nature are less common, CAS activities are not as multicultural in nature as perhaps they should be, and school appraisal system's are not assessing a teacher's ability to teach with an internationally minded approach.

As illustrated in Table 1, Assessment of International Mindedness, participants responded to questions based on a 5-point Likert Scale. Responses were then analyzed in order to render a mean score. The highest tiered scores, receiving a rating between 4.14

and 3.97, were for questions in which the respondents were evaluating their own comfort, confidence, understanding, and efforts with infusing international content into their classrooms. Conversely, the lowest tiered scores, ranging from 2.57 to 3.31, reflected questions in which the teachers were assessing the level of institutionalization of IM within the school community. Many teachers indicated IM is not part of the teacher's appraisal system nor does the school provide professional development that addresses ways in which to effectively incorporate IM in the school, students and faculty do not have varied global opportunities and experiences, and students do not have an effective understanding of what it means to be a global citizen.

<b>Table 1: Assessment of International Mindedness</b>	<b>Mean*</b>
I am comfortable and confident incorporating international themes into my course(s).	4.14
I make concentrated efforts to infuse a variety of perspectives and cultures into my course(s).	4.06
I view international mindedness as a key component of my course curriculum.	3.98
I fully understand the mission and objectives of the IBO in regards to the promotion of international mindedness.	3.97
My school's philosophy and objectives commit the school to promoting international and inter-cultural experiences for its students.	3.83
My school has a clear and effective written statement of its philosophy and objectives as it relates to the promotion of international mindedness.	3.59



Curriculum materials at my school represent a variety of perspectives and cultures.	3.58
Faculty members have opportunities and are encouraged to undertake projects of a global nature.	3.31
I am in need of professional development to assist me in incorporating international mindedness in my classroom.	3.28
CAS activities at my school are multi-cultural in nature.	3.24
Students at my school have varied opportunities for study abroad, language exchange visits, or related experiences.	3.15
Students have an understanding of what it means to be a global citizen.	3.15
Professional development is made available at the campus level to support the promotion of international mindedness within the school curriculum.	3.08
The school's appraisal system measures a teacher's ability to teach with an "internationally minded" approach.	2.57

\* Mean ratings are calculated using a five-point scale, where 1=strongly disagree and 5=strongly agree.

The pilot study had several threats to its internal validity, which must be discussed. To begin, much of the data that reflects very positive scores represent self assessments. The data suggests that individual teachers are successfully incorporating international mindedness into their curriculum and see its value; however, since this is a self assessment, it is quite possible that these numbers are being artificially inflated. When asked to self-assess whether he/she worked to incorporate and viewed international mindedness as an important part of the curriculum, data reflected that participants overwhelmingly agreed that they did. However, when asked to reflect on their school at

large, responses became less strong, and in some cases were neutral. In social sciences literature, this type of bias is referred to as social desirability bias whereby respondents may try to portray themselves in a more favorable light. The result is data that are systematically biased toward respondents' perceptions of what is "correct" or socially acceptable (Maccoby and Maccoby, 1954).

An additional shortcoming of the survey is that the researcher has no way of knowing how the concept of international mindedness is interpreted and used by each individual teacher as he/she responds to survey questions. Evolving from the quantitative survey to various qualitative data collection techniques provide the opportunity to go beyond the term "international mindedness," which may potentially be misunderstood as an abstract slogan, to see how it's actually contextualized and interpreted by individual teachers.

### **The Need for Qualitative Data Collection and Analysis**

As a follow-up to the survey research, I was interested in conducting interviews and group discussions in order to dig deeper within the data. For example, teachers indicated with great conviction that they were "comfortable and confident incorporating international themes into their courses," and they asserted that they "made concentrated efforts to infuse a variety of perspectives into their classrooms." I was interested in uncovering what the actual internationally themed content was and exactly how they infused a variety of perspectives. The focus of the interviews and group discussions was to reveal specific examples of how international mindedness was being incorporated and institutionalized within the school culture.

I conducted three group discussions, five personal interviews of IB teachers and administrators, and four interviews of IB site visitors. Additionally, after conducting the numerous personal interviews and group discussions, I felt compelled to examine several specific pieces of literature put forth by the IBO to determine exactly what kind of guidance they were providing for member schools in implementing international mindedness within their curriculum and to determine the level of accountability within the IB World School system if a school was failing to incorporate effectively IM. The document analysis examined the ways in which IB presents international mindedness to its constituents and provides more contextualized information about what the IBO says about IM. After reviewing the multitude of data, I was able to identify four main themes that emerged from the data set.

### **Theme 1: Differing Definitions of International Mindedness**

The first theme that emerged from the data set dealt with the differing definitions of international mindedness among the IB stakeholders. The open-ended survey questions and the teacher and administrator interviews provided excellent examples of these differences. It was interesting to note that when asked to respond in writing as to how they would define international mindedness, the responses were fairly concrete and well thought out. In written form, the most common definitions for international mindedness revolved around ideas such as understanding, awareness, and perspectives. In an interview setting, however, it became clear that being able to define IM and what it *should* look like and then discussing what it *actually* looked like were two different things altogether. The IM that was portrayed in the interviews, examples given as to how

IM exists within individual schools, dealt much more with diversity and multiculturalism than with understanding, awareness, and perspectives.

### **Open-ended Survey Question #1**

In regards to the open-ended survey question #1 “I would define international mindedness as \_\_\_\_\_,” the major theme that emerged from the teacher responses dealt with issues of understanding and awareness. The teachers defined IM as having an understanding and awareness of other people and cultures. Along this vein, many of the teachers explored the definition of IM as an avenue for knowledge building and cultural understanding. For example:

“I would define international mindedness as \_\_\_\_\_  
 \_\_\_\_\_ *awareness, understanding and acceptance of other culture,s as well as active participation in the global community.*  
 \_\_\_\_\_ *awareness that the world is much larger than the community in which many of our students live; the understanding that we share common ground with people all over the world.*

The secondary theme that dominated the analysis of IB teachers definition of IM dealt with perspectives. Many teachers identified that IM was best exemplified through the acknowledgement of multiple perspectives and having respect for other people and cultures that differ from your own. For example:

“I would define international mindedness as \_\_\_\_\_  
 \_\_\_\_\_ *an understanding that there are many perspectives, that culture and language influence perspectives, and that these perspectives can co-exist.*

\_\_\_\_ *respect for other perspectives and cultures and a genuine attempt to show an understanding of other cultures.*

Finally, several tertiary themes emerged as well. These themes revolved around the concepts of global citizenship, open-mindedness and respect for “The Other,” and knowledge construction of the world. To a lesser extent, these themes materialized in the analysis though they were often intermingled within the primary or secondary themes.

For example:

“I would define international mindedness as\_\_\_\_  
\_\_\_\_ *the ability to see oneself as a global citizen with an understanding that multiple perspectives co-exist and can be right.*

Within these open-ended responses, it is clear that the IB teachers do, to a large extent, have a fairly concrete understanding of international mindedness. In IBO publications the term “perspectives” often arises, and this was a common theme throughout the teacher responses as well, appearing 42 times. Additionally, I would argue that the IB teachers did not speak of international mindedness from the framework of the Global Competitors, but rather the Global Citizens. Terms like “understanding,” “awareness,” and “perspectives” were intricately weaved throughout their definitions while terms like “marketplace,” “economy,” “leadership,” and competition” never appeared at all (See Appendix E, Open-Ended Survey Responses to view the complete list of teacher definitions of IM).

### **Teacher and Administrator Interviews**

The second data set that provided various examples illustrating definitions, interpretations, and conceptualizations of IM was the teacher and administrator

interviews. Within these interviews, the subjects were less likely to offer definitions of IM and more likely to offer examples of what IM looks like in their schools.

I found frequent comments dealing with schools using IM as a way for students to become comfortable with their own identifies. For example:

*I think our school has a somewhat diverse campus, so for us, IM lets them have an opportunity to talk about their own background and their own traditions. And when the literature we study or history or whatever - they can start to compare their own traditions and the way they do things versus other people. It helps them understand their own culture in a lot of ways too.*

*We have international week, and it's about the students and where they come from, so they can take ownership of it.*

This was a theme that emerged frequently, illustrating that the participants saw IM as a way for a diverse campus to be inclusive of all. They viewed IM as a way for students to feel represented.

The notion of decorating the school with flags, posters, and other visually appealing items that represented international mindedness, in their view, was also present in the data. For example:

*I have a wall. I found some good posters, and this year, I found some on religions of the world. I had a student come up to me, and say he couldn't find his religion there. Jainism. And I told him, if you find something for me, let me know. I couldn't find it. But it's important for them to see themselves on that wall and within the school.*

Like the flags of the world that decorate many of the IB World Schools, this administrator saw the religion posters as another way to represent the diversity of her students. The discussions, however, rarely moved from the superficiality of ways in which to decorate the school or raise money for a global disaster (eg: the Haiti earthquake, January 12, 2010, was a frequent topic of conversation at this workshop ) to conversations with more depth and complexity like actually learning about Jainism in the classroom or understanding the root causes of poverty in Haiti, for example.

Finally, the interviews provided insight into the level of importance that is afforded international mindedness within their schools. For example, one IB administrator expressed

*I use concepts of the international mindedness as the glue for the whole school. I thought that's such a wonderful piece right there that benefits all students. It's our responsibility. We should do as much as we can to expose the world to our students. That's a concept that I thought I would tighten more, to apply those IB concepts throughout the whole school.*

Several of the interviewees expressed the importance of IM as a concept, but one that still needs to be worked on within their schools in order to deepen its impact and reach.

In sum, the most common definitions for international mindedness revolved around ideas such as understanding, awareness, and perspectives. There was consensus within the teacher's definitions of IM, yet in the interviews, far less emerged that dealt with understanding, awareness, and perspectives. The IM that was portrayed in the interviews, examples given as to how IM exists within individual schools, dealt more with the ways in which IM can unify a diverse school. It was also evident, not

surprisingly, that the teachers and administrators that had more years of experience with the IB curriculum were able to articulate the complexities of international mindedness and its importance far better than their less experienced counterparts, and the more years a school had been an authorized IB World School seemed to correlate with the level of understanding and implementation of IM. Further research would need to be conducted in order to test this hypothesis.

### **Theme 2: Implementation of International Mindedness in a School Setting**

The second theme that emerged from the data set dealt with the ways in which international mindedness is implemented in a school setting. In many ways, the participants had fairly sophisticated definitions of IM but then described the operationalization of it within their schools in a superficial way. I suspect this difference can be attributable to the fact that they had an understanding of what IM *should* look like; however, what it *does* look like in their individual schools was often very different.

#### **Open-Ended Survey Question #2**

The second open-ended survey question asked teachers to respond to the following statement: “A school that promotes international mindedness has the following characteristics:” Five main characteristics were repeatedly and fairly evenly addressed by the teachers.

1. Diversity
2. Multicultural views and experiences
3. Global themes present in the curriculum
4. Global opportunities for students and faculty
5. Open-mindedness



Reflecting back on the Likert scale survey questions, several of the questions that were posed to respondents in the survey illustrated some of these same ideas. For example, a prominent theme in the open-ended survey responses was that a school that promotes international mindedness has “global opportunities for students and faculty” and “multicultural views and experiences.” Three similar questions were posed in the closed-ended survey, and respondents answered in the following manner:

<b>Table 2: Assessment of “global opportunities for students and faculty” and “multicultural views and experiences”</b>	<b>Percentage of respondents who selected either strongly agree or agree</b>
Students at my school have varied opportunities for study abroad, language exchange visits, or related experiences.	33%
CAS activities at my school are multi-cultural in nature.	37%
Faculty members have opportunities and are encouraged to undertake projects of a global nature.	47%

These scores would indicate, by their own form of measurement, that the teachers would not view their individual schools as promoting international mindedness. By their self-assessments, most of their own schools would not meet two of the five characteristics which they cited as important characteristics of schools that are promoting international mindedness.

Furthermore, a third characteristic, “global themes present in the curriculum,” also mirrored a question that was posed within the closed-ended survey questions, “Curriculum materials at my school represent a variety of perspectives and cultures.”

Table 3: Assessment of “global themes present in the curriculum”	Percentage of respondents who selected either strongly agree or agree
Curriculum materials at my school represent a variety of perspectives and cultures.	56%

In this question, the favorable response of 56 percent represented a slim majority of respondents who felt that curriculum in their schools included global themes.

It is interesting to note the dichotomies that exist between the characteristics that respondents indicated would be present in a school that promotes international mindedness versus their assessment of their own schools. What IM *should* look like versus what it *does* look like were often very different.

Reflecting on the actual expressed characteristics, most often they were abstract concepts. A lot of the discussion focused on the buzzwords of diversity, multicultural, and open-minded without providing many substantive details beyond that. For example:

*Diversity, respect, inclusiveness, openness to change and to differences*

*Open-minded, risk-taking, diverse population and experiences*

What does this mean? What would it look like in a school setting? One teacher summed up the characteristics of a school that promotes IM as one that has

*A commitment to the idea; an openness in curriculum and dialogue; an environment that goes beyond “supporting the idea” and seeks to foster opportunities to expand awareness of global perspectives in staff and students.”*

Again, you see recurring themes such as openness, opportunities, awareness, and perspectives; however, all is in the abstract. Very often participants expressed the “what” without then discussing the “how.”

At times, though less frequently, the expressed characteristics *were* tangible and concrete as opposed to abstract ideas. For example, exchange programs, clubs, extracurricular activities, multicultural materials and resources, technology links to other cultures, highly trained faculty, opportunities for international studies and travel, and resources. For example,

*Access to materials to promote international mindedness; professional development time to plan for IM; money available to support IM endeavors; time for teachers to collaborate and create IM plans.*

These tangible requests seem to be very logical and necessary, yet it is likely that most schools are not providing teachers with the adequate time, resources, and training to implement effectively the IM mission. Again, returning to the closed-ended questions, it is interesting to note that a majority of teachers indicated that their schools had clear written statements in support of and committed to promoting international mindedness; yet merely 38 percent of respondents indicated that professional development was made available to them in support of achieving these goals. Table 4 illustrates the disparities between what respondents indicated would be characteristics of a school that promotes IM versus their actual self-assessment of their own schools.

<b>Table 4: Assessment of Campus Commitment to and Support of IM</b>	<b>Percentage of respondents who selected either strongly agree or agree</b>
Professional development is made available at the campus level to support the promotion of international mindedness within the school curriculum.	38%
My school has a clear and effective written statement of its philosophy and objectives as it relates to the promotion of international mindedness.	59%
My school's philosophy and objectives commit the school to promoting international and inter-cultural experiences for its students.	67%

Clearly there is a disconnect between the written commitment to promoting international mindedness and its operationalization in the school setting.

### **Teacher and Administrator Interviews**

The teacher and administrator interviews were a second data set that provided information related to the implementation of IM in a school setting. These discussions implied that implementation of IM in schools was led primarily by teachers and students. The teacher-led initiatives tended to be focused on the curriculum they were teaching. Student-led initiatives tended to focus on service learning kinds of initiatives; often in response to a crisis or disaster. Less frequently, participants discussed administrative-led initiatives which tended to focus more on embracing diversity.

To begin, the teacher-led, curricular examples most often reflected actual content being carried out within their specific course curriculum. For example:

*We had a cross curricular unit on the Holocaust last year. We had a Holocaust speaker, a holocaust survivor, come and speak to our students, which I thought was so mind opening for students in the Bronx who think that 85<sup>th</sup> St is downtown. These kids don't know NY much less the world. So, it was very eye opening for those students.*

*I teach in a very multicultural classroom, so similarly I try to get students to look at literature not only from the tradition which is written, but also from their own tradition. So I try to get the students to make their own connections and the way they interpret it.*

The teacher-led examples of IM being implemented in the school were nearly always focused on specific curriculum activities and topics that were weaved into their classrooms. There were also several people who brought up the discussion as to which courses lent themselves particularly well to IM, such as English and history, whereby other subjects, math in particular, were much more difficult to make that connection.

Secondly, there was frequent discussion of how students took ownership of IM and what that then evolved into. Student-led initiatives tended to be grounded within extra-curricular clubs and often had service-learning components. For example:

*We have a Latin Club. We have a WAC Club, World Awareness Club. Key Club, stuff like that. Anytime a student wants to have a club, if they find a sponsor, and they can sell it. The Administration is open on that. So, the club issue helps with*

*world awareness, and we try to bring in speakers at times from different places,...but that's hard.*

*I actually teach in an international school, and though most of the teachers are British, the children come from lots and lots of different countries around the world, and so it tends to be that they are the ones that lead the whole school on IM, really.*

*Yeah, and then in co-curricular we have a lot of students that are doing fundraising; they have initiatives with organizations around the world in different capacities. But I wanted them to give it more teeth, which is why it needs to be in the curriculum. It's around the concept of local action/global awareness.*

One of the themes that was repeatedly illustrated within the participant responses reflected a “travelogue approach” toward international mindedness. The travelogue approach is somewhat akin to a “tourist” stage of awareness (Banks, 1994) whereby some educators understand IM as simply a means for learning about the customs, beliefs, holidays, geography, etc. of a particular group or country.

Subjects identified ways in which their schools incorporate international mindedness into their schools and classrooms, yet their examples were often one-shot events like an international day or Hispanic heritage month. Along this same vein, often an administrator-led IM initiative dealt with ways in which to unify a diverse campus as opposed to offering an IM piece that had depth and complexity. The administrator-led

initiatives very often were described as something that dealt with the physical appearance of the school: flags, banners, multicultural posters, etc.

One administrator, in a discussion about the diversity of her campus, addressed the issue of the travelogue approach:

Researcher: *Yeah, so you are in a really unique environment to be executing IB.*

C: *Yeah, It's ripe for it. It's a natural fit. It's who we are, so why not maximize it. Bring it on. You can only be better for it, because the world really does come to our feet. We're very fortunate. Some people may not see it like that, but I do. We're trying to get away from samosas and saris version of IM, you know...let's move on.*

She identifies the “samosas and saris approach” as this superficial IM that many others are doing. The discussion continues and revolves around the fact that many schools are implementing IM in a very superficial way. Her comment:

*You go where your comfort is. But then when I see projects of countries, I want to know about standard of living, where are the jobs, dig deeper. You know, I appreciate the starting point, but we can't just let it stay there. We have to keep pushing it. What does it mean to respect for another culture?*

In sum, the data indicates that participants have fairly sophisticated definitions of IM but then describe the operationalization of it within their schools in a superficial way. Theme 1, definitions of IM, illustrated that many of the IB teachers and administrators had an understanding of IM, yet their implementation was perhaps less substantive, as illustrated in theme 2. It is interesting to note the dichotomies that exist between the characteristics that respondents indicated would be present in a school that promotes

international mindedness versus their assessment of their own schools. What IM *should* look like versus what it *does* look like were often very different.

### **Theme 3: IBO's Conceptualization of IM**

The third theme that presented itself in the data set dealt with the IBO's conceptualization of international mindedness. A variety of IBO publications were analyzed in order to determine exactly how the IBO fleshes out the concept of IM for stakeholders. An examination of the IB Learner Profile booklet, IB DP curriculum hexagon, and subject guides for history and English A1 provided the data set for Theme 3.

#### **The IB Learner Profile**

The first document that was analyzed was the IB Learner Profile booklet. The IB Learner Profile is the IB mission statement “translated into a set of learning outcomes for the 21<sup>st</sup> century” (IBO, 2010d). I was interested in using critical discourse analysis to analyze this seven page guide to determine what, if any, emphasis is placed on the IB's mission of promoting international mindedness. How does the promotion of international mindedness get represented within the learner profile? Is IM explicitly stressed as a key component of the learner profile or rather implicitly threaded through other attributes of the IB learner?

The learner profile guide begins with two sections that sketch out the nature and aims of the IB Learner Profile. These two sections exemplify the ideology of the IBO. Through this text, I am able to discern the areas in which the IBO places the greatest emphasis.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains and



knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education for the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

The above excerpt provides a clear description of the goals of IB in educating their students. The notion of educating a lifelong learner who is internationally minded and a responsible (global?) citizen are clearly articulated within the introduction to the learner profile.

What follows the basic communicative text is a discussion of how to implement the IB learner profile, how to use it as a tool for school development, how to monitor the IB learner profile, and how to share best practices in incorporating the learner profile on the OCC, the IB's "Online Curriculum Center." The OCC is an online community of IB teachers. Within the social structure of the OCC, the IBO is able to connect teachers who then share their best practices related to learner profile (and all subjects within the IB curriculum). This is an important forum to connect IB teachers from around the world. The establishment of a portion of the OCC dedicated to the learner profile represents a strategic action on the part of the IBO. By doing this, they are communicating to IB teachers that the learner profile is just as important as each course that is taught within an IB school. In effect, they are deeming the learner profile as an actual piece of the curriculum as opposed to an abstract concept or mission.

The final section of the document provides a table that summarizes the actual learner profile (See Appendix F). The learner profile itself provides a framework for the IBO's value assumptions. Reading through the learner profile, I am able to determine that

which has great value to the IBO and that which is seen to be an essential component of an IB school and IB student.

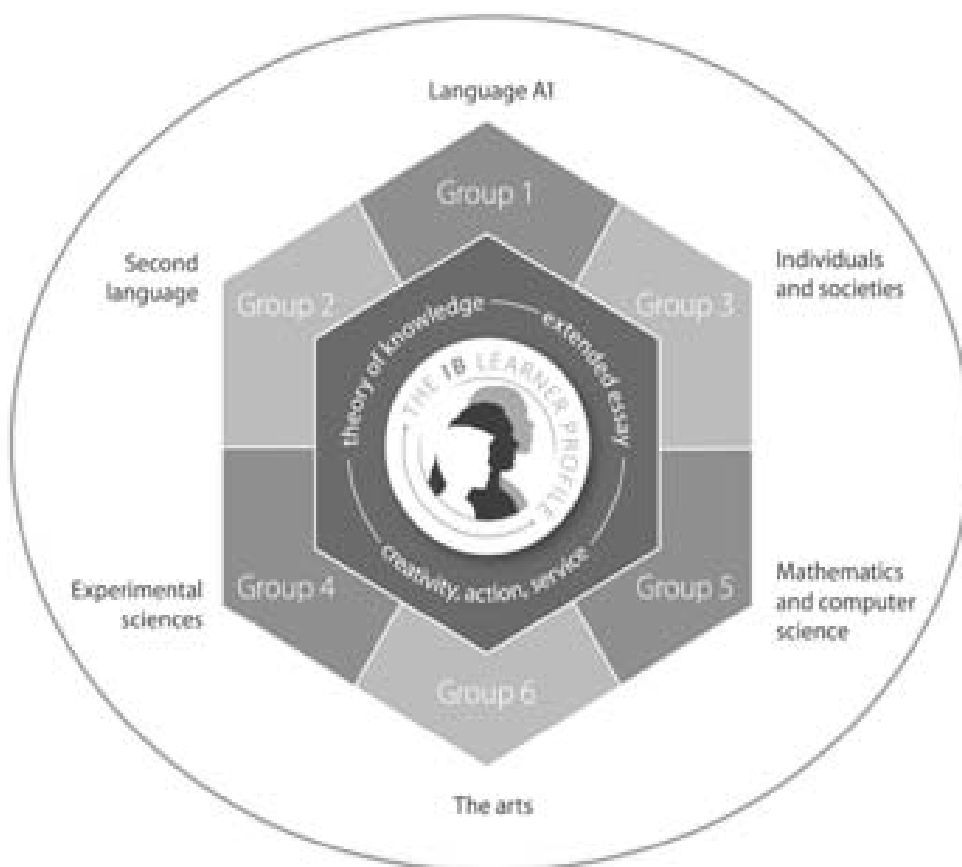
In terms of the emphasis on international mindedness, I found that IM was not explicitly addressed within the learner profile, but I do think that the attributes of international mindedness can be found within several of the learner profile traits. I think one could make the argument that the following attributes could include IM:

- “knowledge” – students must be knowledgeable of other countries and cultures
- “communicators” and “open minded” – students must be able to communicate with people around the world, both through the use of foreign language and with the ability to understand and respect other perspectives
- “critical thinkers” and “reflective” – students should be able to think critically about world events and formulate their own informed opinions
- “principled” and “caring” - A global education would arguably be remiss if it did not have an emphasis on social justice.

It is important to note that a school that does IM well would likely be incorporating it into the curriculum in the same manner in which I described above through the learner profile. However, it would be very possible for a school to address effectively the learner profile without successfully achieving IM within the school and student learners. I suspect it would take experience with the IB curriculum as well as an understanding of and commitment to IM in order for it to be weaved properly throughout the curriculum and incorporated into the learner profile.

## IB DP Curriculum Hexagon

The second document that was analyzed to uncover the IBO's expressed conceptualization of IM was the IB DP Curriculum Hexagon. The curriculum hexagon provides a visual representation of the DP curriculum. The illustration portrays a hexagon with the six academic areas surrounding the three core requirements for the IB Diploma. Using visual data analysis, I assessed the DP Hexagon to determine how IM was represented within the DP curriculum.



The outside of the hexagon represents the academic subjects which in the U.S. most often translate into (clockwise) English, history, math, the arts, science, and

foreign language. The center of the hexagon is what the IBO calls its “core requirements.” The core requirements include Theory of Knowledge, Extended Essay, and CAS (Creativity, Action, Service). The visual clearly illustrates that the core requirements are the centerpiece of the IB curriculum. One could infer from the picture that they are the heart of the curriculum, that which holds all the other pieces together. Without the visual, one might assume that TOK, CAS, and the extended essay were extraneous requirements in order to achieve the IB diploma; however the visual places those three requirements in much higher regard. Additionally, in the very center of the hexagon is the IB Learner Profile. As discussed, the IB Learner Profile describes ten traits that IB students should exemplify. The character traits include caring, communicator, thinker, knowledgeable, risk-taker, open minded, principled, reflective, inquirer, and balanced.

From looking at the visual, what I surmise is that the IB curriculum is aimed at educating a well-rounded individual – one who is exposed to a variety of academic disciplines, encouraged to think and write critically, taught to value service to the community, and provided an avenue for character education. Though IM is not explicitly represented within the DP Curriculum Hexagon, if done properly, IM should exist within each curriculum group as well as within the core, most especially through the Learner Profile, the CAS project, and the TOK course.

Interestingly, one of the interviewees, an experienced IB teacher, workshop leader, and site visitor, discussed IM, referring to it as a “strategic initiative” of the IBO:

*International mindednesses- which as you know is part of one of the parts of the strategic plan for IB - It's one of their strategic initiatives to not have IM - that and TOK – should not live as some part of the middle of the hexagon, but as something that is integrated within the curriculum.*

I found the comment interesting because IM is not explicitly represented in the center of the hexagon. His assertion that IM “live as some part of the middle of the hexagon” implies that he believes IM is an integral part of the hexagon/IB curriculum, yet IM is never explicitly discussed within the hexagon. This workshop leader is a very experienced IB teacher, and he has interpreted IM to be a critical piece of the IB curriculum puzzle, yet a novice teacher in search of the explicit would likely overlook this. This was just one example among several in which an experienced IB teacher was able to reflect a deeper understanding of IM and its role within the IB curriculum than the less experienced IB teachers were able to do.

The question that continues to linger, however, is that if there is little accountability on the part of the IBO to ensure that schools are effectively incorporating IM, and if IM is not explicitly discussed within the IB Learner Profile and DP Curriculum Hexagon, how can the IBO be certain that schools are effectively incorporating IM? How can they know for certain that member schools even understand what IM is and how it should be operationalized within the school?

### **IBO Subject Guides: History Route 1 and 2 and English A1**

Finally, in order to delve into specific course content, a document analysis was conducted on workshop materials that IB teachers and administrators receive at IBO authorized IB DP workshops. The IBO “subject guides” are the curriculum guides for

the DP Programme, published by the IBO and found on the Online Curriculum Centre (OCC). The “subject guide” is an official document of the IBO curriculum office. I selected the English A1 and History Subject Guides for analysis in order to maintain consistency within the study because those were the two subjects analyzed in the open-ended survey questions. An examination of the subject guides provided a window into the way in which IBO incorporates international mindedness into the IB DP curriculum in each individual subject. The subject guides illustrate how the IBO defines and operationalizes international mindedness for IB teachers within their specific disciplines. Within both guides, I ran a word search for the following: global, awareness, international, mindedness, intercultural, and world.

Not surprisingly, the History Subject Guide contained a great many references to terms and ideas that would promote international mindedness among students. The guide clearly situates the history courses as something that needs to be taught within the context of the global community. History Route 1 deals with Europe and the Islamic world while History Route 2 encompasses 20<sup>th</sup> century world history. Despite these demarcations, the subject guides make it clear that major historical events should be taught within a global context.

Using the History Subject Guide as the guiding document for an IB DP history course, it would be difficult for an IB teacher to *not* weave a global awareness theme throughout the curriculum. If the course is taught in the manner in which the IBO has provided guidance, IB history teachers should be teaching successfully for international mindedness within their course. The following provides a concise summation of the incorporation of IM within the history curriculum:

*The international perspective in Diploma Programme history provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world (IBO, 2008, p. 4).*

Conversely, the English A1 Subject Guide provided much less guidance for IB teachers in terms of the incorporation of international mindedness. Despite the fact that the English A1 course studies world literature, the curriculum guide was lacking substantive discussions of global awareness or intercultural understanding.

The **only** descriptive passages within the subject guide related to international mindedness discuss a “global perspective”

*In view of the international nature of the IBO, the Language A1 programme does not limit the study of literature to the achievements of one culture or the cultures covered by any one language. The study of World Literature is important to IB students because of its **global perspective** (emphasis is theirs). It can play a strong role in promoting a world spirit through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity.*

*The World Literature element of the Language A1 programme does not aim to cover the history of literature or the so-called “great works” of humanity. It does not aim to equip students with a mastery of other cultures. It is envisaged as having the potential to enrich the **international awareness** (emphasis is theirs) of IB students and to develop in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own (IBO, 1999, p.4).*

The study of world literature is presented as a looking glass into the human condition.

Beyond these two paragraphs, the only other discussion related to IM was in a listing of potential assignment topics. In this list, the guide provides the following options:

narrative technique, characterization, portrayal of society in the literature studied, international perspectives on common human problems, and cross-cultural perspectives on the artist’s role in society.

As a course that is focused on the study of world literature, it was disappointing to see that the themes of international mindedness were not weaved throughout the subject guide as they clearly were with the history course. One issue that perhaps is driving the disparity is that the History Guide has been updated much more recently than the English Guide. The History Route 1 and 2 Subject Guide was updated in 2008; designed for examinations to be given in 2010. The English Guide, on the other hand, was published in 1999, designed for examinations to be given in 2001. It is possible that within the last decade, the IBO has determined that the international mindedness element of the curriculum is very important thus explaining the disparity within the guides' emphasis on IM. In order to test this theory, it would be necessary to analyze subject guides for a variety of additional subjects to determine if the more recently updated subject guides across multiple disciplines more adequately address the incorporation of IM than older guides. Is the IBO's lack of emphasis on IM within the English guide due to a more recent and greater emphasis on IM across the curriculum, or is it an oversight in the curriculum altogether?

In conclusion, a variety of IBO publications were analyzed in order to determine exactly how the IBO fleshes out the concept of IM for stakeholders. An examination of the IB Learner Profile booklet, IB DP curriculum hexagon, and subject guides for history and English A1 reveal that in most cases, IM is not explicitly discussed within the publications. With the exception of the History Subject Guide, the publications reviewed did not reflect an explicit discussion or representation of IM in order to better equip IB stakeholders with the knowledge and tools they need to fulfill the mission of promoting international mindedness. An experienced IB teacher or administrator would likely argue



that IM is implicitly present in the learner profile and curriculum hexagon; however, I would argue that these subtleties are likely lost on a novice IB teacher who is simply focused on mastering his/her curriculum.

#### **Theme 4: Accountability for the Implementation of IM**

The final theme that emerged from the data provided insight into the ways in which teachers and administrators are held accountable for implementing IM in their classrooms and schools. It was certainly important to determine how and if member schools were being held accountable for achieving the mission of promoting international mindedness. What mechanisms exist by which the IBO can monitor the success or failure of this curricular piece? The IB Americas Site Authorization Report form and interviews with IB site visitors, teachers, and administrators provided insight into the accountability of schools in regards to implementing effectively and promoting international mindedness.

#### **IB Americas Site Authorization Report**

To begin, in an effort to uncover how the IBO assesses the promotion of international mindedness among applicant schools seeking to become authorized IB World Schools, I chose to analyze the “IB North America Authorization Report Diploma Programme” (IBO, 2010f) employing a critical discourse analysis. When schools apply to the IB Organization to become authorized IB schools, the IBO sends out “site visitors” who monitor and record the progress of the school in terms of its implementation of the IB curriculum, mission, and goals. The authorization process takes approximately two years, and once a school receives final authorization, it would, in theory, have already completely implemented the IB program, trained its teachers, and embraced the IB

mission. This report is the template that is provided to site visitors in order to evaluate a school's implementation of IB.

I was interested in analyzing the nine page site visitor's authorization report template to determine what, if any, emphasis is placed on the IB's mission of promoting international mindedness (IM). Are the schools being evaluated in regards to how well they have institutionalized international mindedness? Are the site visitors assessing the level to which teachers have embraced the mission of IM and incorporated it within their classrooms?

To begin, the site visitor is asked to describe the school. The section "School Description" is given approximately half a page for the evaluator to write comments. What follows the school description is four sections that evaluate and analyze the school's philosophy, organization, curriculum, and students. There was a direct reference to IM in Section A2. "Section A: Philosophy" seeks to determine if there is "close alignment between the educational beliefs and values of the school and those of the programme" and if "The school promotes international mindedness on the part of the adults and the students in the school community."

**Table 5: Excerpt from IB North America Authorization Report Diploma**

**Programme**

<p><b>Section A</b></p> <p><b>Philosophy</b></p>	<p><b>Standard A2:</b> The school promotes international mindedness on the part of the adults and the students in the school community</p>
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*Are the different stakeholders prepared to embrace international mindedness and develop ways of putting it into practice? Do the different stakeholders share IB's understanding of it?*

*Look for evidence in:* The current educational philosophy or mission statement of the school. Interviews with different stakeholders.

Findings:

The site visitor is asked to look for tangible evidence within the school's mission statement or education philosophy and to interview stakeholders to determine their understanding and commitment to IM. The authorization form indicates that the IBO is holding member schools accountable for the implementation of IM; however, reflecting back on the participant surveys, it becomes unclear as to how much that level of accountability actually matters. As illustrated in Table 6, only 59 percent of teachers and administrators indicated that their school had a clear and effective written statement promoting IM.

<b>Table 6: Assessment of “School’s Mission Statement or Educational Philosophy”</b>	<b>Percentage of Respondents Who Selected Either Strongly Agree or Agree</b>
My school has a clear and effective written statement of its philosophy and objectives as it relates to the promotion of international mindedness.	59%

Based on the site authorization form, one might infer that 100 percent of schools should have a clear and effective written statement promoting IM. After analyzing the IB Authorization Report form and reflecting on the survey, I felt the need to conduct personal interviews of IB Site Visitors in order to determine what kind of guidance the IBO provides them when evaluating schools seeking authorization. Additionally, I was interested in learning exactly what the site visitors are looking for when they are evaluating IM and what kind of accountability exists within the system if a school is found to be doing an ineffective job in promoting international mindedness.

### **IB Site Visitor Interviews**

In an effort to dig deeper into the level of accountability for IM, I was able to interview four IB site visitors. All of them had many years of experience both as IB teachers and/or administrators and as site visitors. It was apparent that with their experience came a deep understanding of international mindedness and what it should look like when successfully implemented, yet there was also a realistic understanding among all of them that IM is often implemented in a superficial way in the schools in which they are visiting and little organizational oversight or guidance to ensure that IM grows and deepens within member schools.

One of the site visitors summed it up well when discussing the ability of teachers to infuse successfully IM into their curriculum.

*... teachers are deathly afraid about teaching this brand new curriculum. I think it's very rare that you have a situation when you have someone with the time, vision, and reflective capability to say, oh let's keep on track here in terms of TOK (Theory of Knowledge) or IM. How is that going? It's very hard. It's hit or miss and happening at the grass roots level.*

When asked what they look for when determining if a school is implementing IM, a great deal of the discussion revolved around how IM should be weaved into the curriculum while being cognizant of avoiding the “food and flags” version of IM.

*I ask all players how they are infusing IM. Typical answers are we have flags, we have a day that we acknowledge international mindedness or multiculturalism. The idea is to get them to think a little more deeply about that. Sure, you can celebrate different cultures, but what does it mean to appreciate and understand a way of looking at the world through somebody else's eyes, and you can't do that by looking at flags.*

*In their course description, I always like to see how they are addressing it – and not so much with food and flags, but how in your curriculum are you making it international? Of course, I don't have know about all subjects, but I might ask them to give me a topic and tell me how they make it international.*

*First of all, it's an understanding of the profile vs. the flags. So, the profile is a living breathing part of the school. The flags and decorations are fine if it helps them to do that. The conversation is the most important thing, because anyone can decorate. You look for those connections: understanding the profile, what they believe the meaning of that image is. The flags: why are those flags there? And understanding that we are broadening their perspective.*

From these discussions, there seemed to be a consensus among the site visitors that at the authorization phase, IM is often being implemented in a superficial way, and the site visitors viewed their role as providing guidance and broadening faculty understanding of IM. All of them expressed a personal belief that IM was an extremely important component within the IB curriculum.

When asked what happens if a school clearly does not have IM present in the curriculum or school culture, they all indicated that it was highly unlikely that the school would not pass the authorization process. One site visitor flatly stated, “Well, you have to really screw up to not be authorized.” Another discussed the authorization reporting process and indicated that schools get feedback in regards to accommodations, recommendations, and matters to be addressed. In her site visits, she indicated that she would make a recommendation that IM should be stressed more than it is. She continued on by describing the five-year review process that each authorized school must go through. “In the five-year review, you have to show that IM is addressed. You have to give specific ways in which the school addresses internationalism.” There are no follow-up site visits; however, so IBO relies on the self-assessment that the school provides within the five year review to determine if they are making adequate progress in implementing IM.

Though international mindedness *is* a component of the Site Authorization Report form, interviews with IB site visitors illustrated that effectively weaving that component into the curriculum is not a “make or break” scenario for authorization. Based on many of the site visitor comments, it appeared that, in practice, the authorization visit was often more of an opportunity for the applicant school to get a degree of guidance from the site visitors in regards to the incorporation and institutionalization of IM.

### **Teacher and Administrator Interviews**

Finally, in an effort to determine the level of accountability at the campus level, I turned to the data set provided by the teacher and administrator interviews. In the case of

both teachers and administrators, it was clear that IM was not being incorporated into the teacher appraisal system.

*Our principal, she is the one who organizes the international trips every year, and she's also, well IM is part of our mission statement at the school, and part of our school pledge as well. But in terms of assessing our classrooms, I don't know if there is something that she uses, like a checklist or something.*

*Yes, we have a very specific structured TPA, we call it Teacher Performance Appraisal, and I haven't yet included IM into that appraisal system. We also have an annual learning plan where I meet with teachers at the beginning of the year to determine their annual learning goals. So, I think I need to be more deliberate and build that in.*

Again, referring back to the survey questions, one question was asked of respondents to assess whether their school's appraisal system was measuring a teacher's ability to teach with an "internationally minded" approach. As indicated in Table 7, only 20 percent of respondents indicated that IM was being incorporated into their school's appraisal system.

<b>Table 7: Assessment of School's Appraisal System</b>	<b>Percentage of Respondents Who Selected Either Strongly Agree or Agree</b>
The school's appraisal system measures a teacher's ability to teach with an "internationally minded" approach.	20%

If the overwhelming response from teachers was that they are not being held accountable at the campus level for incorporating IM into their curriculum, I find it very unlikely that

teachers are then taking it upon themselves to actually do it. If only 20 percent of teachers indicated they were being held accountable for IM and 38 percent (Table 4) indicated that professional development was being made available to them at the campus level to assist their efforts, it is clear that IM is not being institutionalized within member schools.

Furthermore, many of the participants in the group discussions spoke of the fact that their administrators did not have a solid understanding of IB or IM. Discussions indicated that while some administrators did a good job of working to incorporate IM and support its implementation, many others seem not to have much knowledge of IM or IB at all. For example:

*They [administrators] are looking for that [IM], and they are looking for the buzz words. But, the IB program, the administrators actually shy away from coming into the classrooms, because they don't know what is going on.*

*In fact, I would go so far as to say that our administration is promoting teaching techniques that are almost contradictory to IB.*

Many of the teachers expressed similar frustrations that their administration did not understand the IB curriculum and its learner goals.

Not all examples were negative though. In one interview, an IB administrator discussed how she was working to ensure that IM was being properly implemented in her school. She required that all of her department heads had to re-interview for their jobs every five years. In this manner, she was able to evaluate her leadership team every five



years to ensure that they were upholding the values of IB. The following excerpt is her description of the interviews that took place this past academic year:

*So, one of my interview questions was “How can you ensure that the concepts of IM are linked directly to the curriculum?” So, I now have the leadership team working, uhm, helping with ensuring, as much as we can that that’s happening in the classroom.*

This administrator took the IM mission very seriously and felt that the best way to ensure that it was being successfully implemented within the school was to ensure that her curriculum leadership team (department heads) understood the mission and were evaluating their teachers to make certain IM was present within their courses.

Not surprisingly, one thing that became clear through these interviews is that the longer a school had been an authorized IB school, the greater those teachers and administrators seem to grasp the concepts of IM and have concrete examples of how it was being implemented effectively in their schools. One of the interviewees, a teacher from a newly authorized IB school, exhibited great interest and passion for IM, yet admitted that her school was doing little to incorporate effectively it into the fabric of the school.

*It’s part of our school philosophy, definitely, but it’s not instituted...we are all relatively new teachers, and we don’t know how to encourage ownership of it (IM) with our students and we can’t do it for them. We’re not doing it (IM) properly.*

Conversely, in another interview with an IB coordinator at a school that has been authorized for 25 years, it was clear that the faculty understood the role that IM

played within the curriculum and embraced it as something that was an important part of the fabric of the school.

In sum, the IB Americas Site Authorization Report form and interviews with IB site visitors, teachers, and administrators provided insight into the accountability of schools in regards to implementing effectively and promoting international mindedness. This final theme of accountability explored the ways in which teachers and administrators are held accountable for implementing IM in their classrooms and schools. What became evident from the data is that accountability for IM was very often not present at the campus level at all and at the institutional level, accountability to the IBO was present at a minimum level. Few mechanisms exist by which the IBO can monitor the success or failure of this curricular piece, and often campus administrators did not take ownership of institutionalizing IM on their campuses.

## **Conclusions**

It was apparent that teachers and administrators had a fairly solid understanding of what international mindedness was; however, when it came to a discussion of implementation within their schools it was clear that most schools were implementing in a superficial way. The data suggest that teachers and administrators are not entirely clear as to how to infuse international themes into their classes and schools. It also appears, in many cases, as if the school culture overall has not completely embraced the mission of international mindedness put forth by the IBO. The open-ended questions and interviews illustrated the contradiction within the IB word and real implementation of IM.

Finally, turning toward the IBO's conceptualization of and accountability for IM, within the document analysis and interviews, it became clear that the IBO has not

thoroughly mapped out for partner schools, teachers, and administrators exactly what IM is and what it looks like within the school. IM appears to be a concept that is not fully developed within the program. It is spoken of and referenced, but never clearly defined for stakeholders. They loosely provide the “what” but not the “how” of best practices and effective implementation.

## **Chapter Five**

### **Discussion and Conclusions**

#### **Summary**

This study sought to determine if IB teachers are integrating global themes and international mindedness into their curriculum and to what extent IB schools are institutionalizing international mindedness into their school culture. The qualitative study, which began with a pilot study that was a survey, consisted of interviews, facilitated group discussions, and document analysis.

The data indicated that the most common definitions for international mindedness revolved around ideas such as understanding, awareness, and perspectives. There was consensus within the teachers' written definitions of IM, yet in the interviews, far less emerged that dealt with understanding, awareness, and perspectives. The IM that was portrayed in the interviews, examples given as to how IM exists within individual schools, dealt more with the ways in which IM can unify a diverse school. It was also evident, not surprisingly, that the teachers and administrators that had more years of experience with the IB curriculum were able to articulate the complexities of international mindedness and its importance far better than their less experienced counterparts, and the more years a school had been an authorized IB World School seemed to correlate with the level of understanding and implementation of IM. Further research would need to be done to test this preliminary finding and hypothesis.

Next, the data revealed that participants have fairly sophisticated definitions of IM but then describe the operationalization of it within their schools in a superficial way. Many of the IB teachers and administrators had an understanding of IM, yet their

implementation was perhaps less substantive. It is interesting to note the dichotomies that exist between the characteristics that respondents indicated would be present in a school that promotes international mindedness versus their assessment of their own schools. What IM *should* look like versus what it *does* look like were often very different.

Third, a variety of IBO publications were analyzed in order to determine exactly how the IBO fleshes out the concept of IM for stakeholders. An examination of the IB Learner Profile booklet, IB DP curriculum hexagon, and subject guides for history and English A1 reveal that in most cases, IM is not explicitly discussed within the publications. With the exception of the History Subject Guide, the publications reviewed did not reflect an explicit discussion or representation of IM in order to better equip IB stakeholders with the knowledge and tools they need to fulfill the mission of promoting international mindedness. An experienced IB teacher or administrator would likely argue that IM is implicitly present in the learner profile and curriculum hexagon; however, I would argue that these subtleties are likely lost on a novice IB teacher who is simply focused on mastering his/her curriculum.

Finally, the IB Americas Site Authorization Report form and interviews with IB site visitors, teachers, and administrators provided insight into the accountability of schools in regards to effectively implementing and promoting international mindedness. This final theme of accountability explored the ways in which teachers and administrators are held accountable for implementing IM in their classrooms and schools. What became evident from the data is that accountability for IM was very often not present at the campus level at all and at the institutional level, accountability to the IBO was present at

a minimum level. Few mechanisms exist by which the IBO can monitor the success or failure of this curricular piece, and often campus administrators did not take ownership of institutionalizing IM on their campuses.

The results obtained illustrated that teachers and administrators had an understanding of what international mindedness was; however, when it came to a discussion of implementation within their schools it was apparent that most schools were implementing in a superficial way. The data suggest that teachers and administrators are not entirely clear as to how to infuse international themes into their classes and schools. Additionally, reflecting on the IBO's conceptualization of and accountability for IM, it was evident that the IBO has not thoroughly mapped out for partner schools, teachers, and administrators exactly what IM is and what it would look like if effectively implemented in a school. IM appears to be a concept that is not fully developed within the program. It is spoken of and referenced but never clearly defined for stakeholders. The IBO loosely provide the "what" but not the "how" of best practices and effective implementation.

### **Discussion of the Study's Implications: International Mindedness as a Model for Global Education Reform?**

The need for a new reform mandate that would stress global competence and global citizenship is clear. Perhaps what is not entirely clear is exactly how the reform should manifest itself. What can we do to improve ingenuity, critical-thinking and global-mindedness among our youth? How can we instill a sense of social justice in our students? Is there an existing, effective model for global education already in practice?

In regards to a new reform mandate which would stress global education, this study sought to determine if the International Baccalaureate curriculum may be an exemplar that non-IB schools could model in terms of its mission to promote international mindedness. It is absolutely critical that global education become a part of the 21st Century educational reform mandate if we strive to educate and prepare tomorrow's global citizens and leaders. The goal of the study was to determine if the IB curriculum can provide one model for how we can fulfill the need for international education in public schools.

I would argue that even though the IBO does not flesh out the concept of IM for member schools, it appears that simply having "the promotion of international mindedness" as one of the central tenets of the curriculum instills a level of awareness and interest in stakeholders. The conceptualization and implementation of IM is left to individual schools to figure out how the concept best fits into their school community. Though little guidance or accountability is built into the system, in many cases, there is a keen interest on the part of IB teachers and administrators to implement effectively international mindedness within their schools.

Harkening back to the interview with one IB administrator and a discussion about superficial implementation of IM, she rightly stated, "You go where your comfort is." One could argue that awareness and understanding of "the Other" is the first step in international mindedness and global citizenship. Though much of the data set implied that IM was being implemented in superficial ways, perhaps this administrator's comment is a poignant one. These teachers and administrators are "going where their comfort level is;" and perhaps over time, as they become more experienced implementing

IM, their conceptualization will become deeper and richer, and their students will become more globally aware.

Though the data do not support the notion that the IBO's mission to promote international mindedness is strategically implemented by the organization, it does appear to be emphasized enough that stakeholders all seem to have some level of understanding of what it means to be internationally minded and, for the most part, see the value in it. Perhaps simply by virtue of the organization's emphasis on IM within its mission, website, and various written documents, it encourages and demands that teachers and administrators think about what it means to be internationally minded and then that definition becomes a personal definition that often fits each individual school.

Additionally, I would point out that the IB teachers did not speak of international mindedness from the framework of the Global Competitors, but rather the Global Citizens. Terms like "understanding," "awareness," and "perspectives" were intricately woven throughout their definitions while terms like "marketplace," "economy," "leadership," and competition" never appeared at all. The notion of international mindedness, though loosely defined at the institutional level, seems to have manifested itself very much in the model of global cooperation and global citizenship.

### **Next Steps for the IBO**

It is clear that the growth of IB has provided an avenue for the implementation of global education. Though international mindedness is certainly an abstract concept within the IB curriculum, this research study illustrates that it is something that teachers and administrators are aware of and working to address within their schools and classrooms. There are a number of ways in which the IBO and other stakeholders could



assist IB schools in more effectively implementing IM within the curriculum. Most importantly, it would be advantageous if the IBO provided a more concrete, working definition of IM for member schools, professional development related to the implementation and institutionalization of IM, and had a level of accountability among member schools to ensure that IM was, in fact, being implemented within the school in an effective manner.

To begin, the IBO needs to provide teachers and schools with a more usable and implementable understanding of IM. As illustrated by the open-ended survey questions, there was a wide variance in understanding of IM among IB teachers and administrators. It would be a great asset to IB schools if the IBO provided a more concrete definition of international mindedness and greater guidance in terms of best practices and suggestions for effective implementation. Is IM about diversity? Multiculturalism? Perspectives? Global citizenship? All of these ideas were present in the teachers' definitions of IM.

The IB mission states

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (International Baccalaureate, 2010b).

However, beyond the mission statement there is little guidance provided to IB schools. As discussed, the learner profile does not explicitly discuss IM nor does the curriculum hexagon illustrate how IM is an integral part of the IB curriculum. As

teachers become more experienced with IB, likely they learn to understand the nuances and abstractions of IM within the IB curriculum; however for teachers new to IB, it would likely be extremely helpful for them to have a more concrete idea of what IM is and should be.

Next, and along this same vein, the IBO and its professional development providers need to offer more professional growth opportunities for IB teachers and administrators that will assist them in furthering their understanding of IM with the goal of more effective implementation. In addition to providing a more concrete, clear written understanding of IM, it would be tremendously beneficial for IB teachers and administrators to be able to attend professional development specifically related to the effective implementation of IM in their schools and classrooms. These types of workshops provide opportunities for teachers to share their different understandings of IM, discuss best practices, and share instructional strategies.

IM specific workshops are particularly important given the fact that the content/discipline specific workshops simply do not have adequate time to cover IM. One site visitor, who also serves as a workshop leader, stated “IB is telling their workshop leaders that they are supposed to cover not only curricular stuff, but also demonstrating how TOK and IM should live in an English classroom.” So, there is a directive from the IBO that IM should be present in the workshops; however, a second site visitor and workshop leader expressed, “They [workshop leaders] are just barely covering the essential elements. How can they cover IM?” It is interesting to note; however, that the online IBO evaluation for workshops does ask participants to assess whether IM was addressed. Following all IB workshops, participants receive a standard

online evaluation form from the IBO. There is a scaled response question on it that asks participants to respond to “I learned how to integrate international perspectives into the curriculum,” so there is some level of accountability and expectation that IM will be covered in the workshops. The reality though is that most IB workshops are 2.5 days in length, and the amount of material that needs to be covered is tremendous.

In recent years, the IBO and Rice University have offered a Category 3 DP workshop that explores “International Mindedness across the DP Hexagon ([www.ibo.org/events/workshops.cfm](http://www.ibo.org/events/workshops.cfm) and [www.teachers.rice.edu](http://www.teachers.rice.edu) retrieved September 25, 2010). The Center for the Advancement and Study of International Education (CASIE) has also offered mini-workshops (60 minutes in length) dealing with IM within their larger 3-day MYP and DP workshops (CASIE, 2010). Additionally, there is a workshop, “Promoting International Mindedness in the PYP” that appears to be a fairly common professional development offering ([www.ibo.org/events/workshops.cfm](http://www.ibo.org/events/workshops.cfm), CASIE, 2010). While all of these workshops are a good first step toward addressing IM throughout the IB continuum, it is essential that such professional development opportunities become more widespread, particularly at the MYP and DP level, and that IM becomes a centerpiece of IB professional development.

Finally, IB member schools must be held accountable for the implementation of IM. Though site visitors are looking to see international mindedness being weaved into the fabric of the school’s curriculum and school environment, if it is not, or if it is being done in a superficial manner, there is little accountability to ensure that the school achieves this goal over time. Additionally, the teachers and administrators that were interviewed and surveyed for this study indicated that IM was not a part of their school’s

appraisal system such that teachers are then also not being held accountable at the individual level to ensure that they are incorporating international themes and content into their curriculum.

Perhaps a very easy first step would be for the IBO to put forth a manual that could be used as an introduction to international mindedness for new IB teachers and administrators. In the same manner in which the IBO has created subject guides for each of the IB DP subjects, they should consider providing a framework of international mindedness for all stakeholders. What is it? What does it look like when successfully implemented in a school? Where can teachers and administrators look for exemplar IB programs that embody international mindedness as a key component that is weaved throughout the fabric of the school? This type of guidebook would undoubtedly be an invaluable resource to IB schools seeking to fully embrace the mission of IM.

### **Suggestions for Future Directions for the Global Education Movement**

The IB curriculum may be one model for global education reform; however, it is a small program, serving only 837,000 students worldwide ([www.ibo.org/announcements/3000thibworldschoolauthorized.cfm](http://www.ibo.org/announcements/3000thibworldschoolauthorized.cfm) retrieved September 14, 2010.), and its cost is likely prohibitive for many school districts, large and small, across the United States. What are the other ways in which we can adequately prepare students for their roles as global citizens and leaders? I would argue that the nation needs to educate for religious understanding to promote tolerance, our students need to be multi-lingual to facilitate global communication, and our teaching force needs to be better prepared to undertake the challenge of transforming 21<sup>st</sup> Century schools.

In order to fully embrace global education, it must be about more than the global marketplace or the global citizen, and it must exist beyond the K-12 classroom. In order to achieve fully global education across the P-16 continuum, the American education system must embrace and educate for religious tolerance and foreign language acquisition, and it must internationalize higher education and teacher preparation.

### **Educating for Religious Tolerance**

To begin, the critical importance of global education goes beyond economics, as it is imperative for world affairs as well. We will never achieve peace without tolerance and understanding among the world's cultures. American students should be learning about world cultures and religions so that we may dispel the inaccuracies, myths, and untruths, and reach a common ground of respect and understanding among the world's citizens.

A critical way to reach a common ground of respect and understanding for the world's citizens is to teach about world religions in the secondary classroom. There exist far too many misconceptions about the diverse faiths in the world. As national and international issues are increasingly religiously inflected and the world becomes more complex and inter-connected, never has it been more essential to understand the religions and beliefs of the world's people. We are witnessing a critical moment in history. Religion plays an increasingly significant role in world affairs, making it vital that we understand the intricacies of the world's religions, their adherents, and their historical contexts.

“Americans’ deep ignorance of world religions— their own, their neighbors' or the combatants in Iraq, Darfur or Kashmir — is dangerous,” says Stephen Prothero, chairman

of the Religion Department at Boston University (Grossman, 2007). We now live in an increasingly borderless world, a global community where people no longer have the luxury of ignorance. To comprehend contemporary society, our students must have a firm understanding of the belief systems of its 6 billion people.

Though theorists of "secularization" have been saying for centuries that religion must inevitably decline in the modern world, contemporary society is as religious as ever. Peter Berger's edited volume, *Desecularization of the World: Resurgent Religion and World Politics* (1999), challenges the notion that the modern world is increasingly secular, showing instead that modernization more often strengthens religion. Seven expert social observers examine various geopolitical regions and world religions and find that we are witnessing a resurgence of religion in world affairs. If the American people are to understand and guide U.S. foreign policy, we must be informed citizens. The average citizen must understand the strategic importance of a secular Turkey or of reform-minded, pro-American, Iranian youth. It is imperative to the health of our democracy that our citizens understand world affairs. We simply cannot allow our nation to slip into isolationism out of fear or ignorance or both.

Jose Casanova in his book, *Public Religions in the Modern World* (1994), asserts that four events helped religion "go public" in the 1980's: the Islamic Revolution in Iran, the Solidarity Movement in Poland, the role of Catholicism in the Sandinista revolution and in other political conflicts in Latin America, and the public reemergence of Protestant fundamentalism as a force in American politics. During this period, religious traditions around the world made their way, often forcefully, out of the private sphere and into public life, causing what Casanova describes as the "deprivatization" of religion in

contemporary life. Today religious institutions are challenging dominant political and social forces, and Casanova illustrates the increasingly significant role religion plays in the ongoing construction of the modern world. One need not look any further than the Christian right in America to see the tremendous force and power that religious groups can exert on a country's political system.

Further study in the edited volume, *Religion and Politics in Comparative Perspective: The One, The Few, and the Many* (Jelen & Wilcox, 2002), provides a series of detailed studies examining the ways that religions and their constituent groups currently shape the politics of nations. Religion is resurgent across the globe. This is an unmistakable fact. More importantly, however, if religion plays a critical role in shaping the policies of nations, then how crucial is the religious illiteracy of the world's people? The notion of poorly informed people shaping public policy is frightening. We absolutely must educate our students for religious understanding and global awareness.

According to polls cited by Steven Prothero in his book, *Religious Literacy* (2007), approximately 75 percent of adults mistakenly believe the Bible teaches that "God helps those who help themselves. " More than 10 percent think that Noah's wife was Joan of Arc. Only half can name even one of the four Gospels, and evangelical Christians are only slightly more knowledgeable than their non-evangelical counterparts.

Given America's role in the world, it is alarming that our students know even less about Islam, Buddhism, Confucianism, and Hinduism than they do about Christianity and Judaism. As Prothero notes, President Bush repeatedly declared that "Islam is peace" in the months after September 11, while the prophet Muhammad was called a "terrorist" by

the Rev. Jerry Falwell. "Who was right?" Prothero asks. "Unfortunately, Americans had no way to judge."

Religion is an important force in society – past, present, and future. It's a force that must be studied, contemplated, reflected on, and most importantly, understood. In a survey of 1,000 high school students, supported by the Freedom Forum's First Amendment Center, it was found that just 36 percent knew Ramadan as the Islamic holy month; 17 percent said it was the Jewish Day of Atonement (First Amendment Center, retrieved October 8, 2007). This is a small, but significant example of the general lack of understanding among American students of other religions, let alone the contributions to world history and contemporary society of religious believers.

The National Education Association handbook states that schools should teach world religions' history, heritage, diversity and influence. (National Education Association, retrieved October 8, 2007). Teachers are charged with educating students about world religions, but they lack the knowledge and resources to do so in an effective manner. We should be providing educators with content-rich professional development to prepare them to teach world cultures and religions, so that they feel confident sharing this information with their students, and so those students can become informed, tolerant adults.

We will never achieve peace without tolerance and understanding among the world's cultures, and a critical way to reach a common ground of respect and understanding for the world's citizens is to teach about world religions in public schools. As national and international issues are increasingly religiously inflected and the world becomes more complex and inter-connected, never has it been more essential to understand the religions



and beliefs of the world's people. Religion plays an increasingly significant role in world affairs, making it vital that we understand the intricacies of the world's religions, their adherents, and their historical contexts.

### **Educating for Foreign Language Acquisition**

Secondly, a multilingual citizenry is critical for global communication and cooperation. An additional critical element in education for global competence is foreign language education. Alarming, foreign language instruction is offered in only one-quarter of urban public schools compared with about two-thirds of suburban private schools (Branaman and Rhodes, 1999.) At the middle-school level, only 51 percent of students in public middle schools study foreign languages (Von Zastrow and Janc, 2004). Sixty-two percent of 18-24 year olds in the United States report that they cannot speak a second language fluently, while 74 percent believe English is the most common native language in the world, rather than Mandarin Chinese (National Geographic Society, 2006). American students lack basic foreign language competencies that would be viewed as critical to both the Global Citizens and the Global Competitors. It is essential that we increase the time spent and access to foreign language instruction in our public schools.

The days of sitting idly by while the rest of the world accommodates us by learning English are simply over. We should be structuring our schools in such a way that second language learning begins in elementary school, or better yet, pre-school. Research indicates that children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age (Bialystok & Hakuta, 1994). Not only does foreign language learning help with cognitive skills, but it also

exposes children to other cultures in more depth and breadth. Additionally, research suggests that attitudes about other groups and peoples are formed by the age of ten (and more often between four and eight) (Bialystok & Hakuta, 1994). Learning a language at a young age helps connect children with another culture while they are still open-minded and have not yet begun to restrict their views of others whom they perceive to be different (Curtain and Pesola, 1988). Finally, on a completely practical level, foreign language skills are essential to our national security. Our nation's intelligence services and diplomatic corps are significantly and embarrassingly lacking in foreign language speakers (Department of Education, retrieved July 17, 2008).

It is truly unfortunate that in this age of "accountability" the two subjects that have arguably fared the worst in terms of being left behind are social studies and foreign language. We simply can't afford to continue this trend. We must increase our fluency in global issues and foreign languages in order to create a citizenry that is prepared for their role as global citizens and leaders.

Creating a globally competent, 21<sup>st</sup> Century citizen requires that we educate our students to be able to communicate adequately with peoples of the world. By understanding global challenges, world religions, and through the mastery of foreign languages, American students will be better prepared to accept their roles as global leaders and citizens. In order to accomplish these goals, the critical missing link in the incorporation of global education in the K-12 classroom is the necessary task of internationalizing teacher preparation.

### **Internationalizing Teacher Preparation**

The internationalization of our teacher preparation programs is critical to the success of the global education movement. The National Council for Accreditation of Teacher Education (NCATE), asserting a Global Competitors argument for global education reform, has addressed the need for reform and the internationalization of teacher preparation. They acknowledge that the 21<sup>st</sup> Century is a knowledge-based economy residing in a global marketplace and that the rise of the global economy demands that teachers become increasingly more effective in preparing students to compete in the world marketplace (NCATE, retrieved April 2, 2009).

From a practitioner's standpoint, the Longview Foundation for Education in World Affairs and International Understanding, Inc. has issued a policy guide for internationalizing teacher preparation. The guide, *Teacher Preparation for the Global Age: The Imperative for Change* (2008), outlined key strategies for preparing globally competent teachers. Their emphases lie in a few key areas. According to the guide, the essential first step in any effort to educate tomorrow's teachers for an interconnected world is to engage university leadership and faculty in acknowledging the need for global competence among pre-service teachers and to develop a plan of action to make this new emphasis a reality. According to the Longview Foundation, a sound plan should include creating a global oriented general education program, recruiting students with international interests and experiences, developing faculty for global teaching and learning, internationalizing professional education courses such as instructional methods courses, and offering international experiences locally, abroad, and through the use of technology. If teachers are to be successful in developing students with global competencies, they themselves must possess not only global competencies, but also a

broad knowledge of the international dimensions of their subject matter and a range of global issues. It is also essential that they acquire pedagogical skills to teach students how to analyze primary sources from around the world, appreciate multiple perspectives, and recognize stereotyping. Finally, teachers must make a commitment to nurturing responsible citizens of the world (Longview Foundation, 2008).

In the edited volume, *Preparing Teachers to Teach Global Perspectives* (Merryfield, Jarchow, and Pickert, 1997), the authors continue the discussion of internationalizing teacher preparation. Merryfield et. al. attempt to provide a framework by which pre-service teachers and learning communities of practicing teachers can begin to explore global education. First, they state that teachers must *conceptualize* what global education means to them and their colleagues and what it will look like within their schools and classrooms. This is important in that there is a divergence in how experts and practitioners define global education. It is critical for teachers to develop their own working definition and then set their goals and expectations accordingly. To some, global education simply means tolerance of diversity while to others it might mean international perspectives, or global citizenship, or sustainability education. There is a nuanced difference in what educators consider to be global education, and it is important for individual teachers to reconcile those differences in order to determine what should be the true focus of global education in their classroom. Next, according to Merryfield et. al.; the teachers must acquire the *global content* that is essential in order for them to effectively incorporate global issues and perspectives into the classroom. This is a critical step because most teachers will find that they are extremely deficient in knowledge of global issues. In order to internationalize effectively teacher preparation,

raising awareness of the importance of global education and global perspectives must go hand in hand with actual content acquisition of pertinent global issues. Third, the authors discuss how teachers can benefit from *cross-cultural experiences*, which will provide perspective, cross-cultural communication, interaction, collaboration, and conflict management. Certainly, having cross-cultural experiences in teacher preparation programs would be highly beneficial both internationally and within one's own community. Finally, they explore the concept of *pedagogy for a global perspective*. The discussion focused on bringing together the processes of cross-cultural learning and community building for social action. Merryfield's framework provides an interesting dialogue as to how to incorporate effectively global education and global citizenship education into teacher preparation.

### **Internationalizing Higher Education**

Though the scope of this discussion encompasses only the needs of internationalizing the K-12 curriculum, it would be remiss not to acknowledge, at the very least, the urgent need to also internationalize higher education. Certainly internationalization across the K-16 continuum is the essential final outcome in order to prepare adequately our students for the 21<sup>st</sup> Century. The infusion of global education into the K-12 curriculum is inadequate if it is not supported and reinforced by the internationalization of the post-secondary curriculum.

As previously discussed, heightened concerns over national security in the aftermath of World War II led to an organized effort to internationalize higher education. Federal measures such as Title VI of the National Defense Education Act, the Foreign Language and Area Studies Fellowship, and the Fulbright Act were utilized to foster

international competencies among American students. These early measures have, most notably, led to the creation of Title VI area studies centers at institutions across the country as well as opportunities for faculty studies abroad. Recent years have witnessed a movement by many of the leading U.S. institutions of higher education to embrace a more global dimension; however, often this plays out through strategic partnerships forged with universities in China, for example, while little is accomplished at the actual institutional level to educate its students.

In 2004 Harvard University completed a comprehensive review of its undergraduate curriculum and affirmed that today's world requires a greater emphasis on internationalization and that the University must aim to prepare students to live as citizens of a global society. The curriculum review committee asserted that the internationalization of their undergraduate curriculum with an emphasis on global citizenship is a moral responsibility in the same way that educating students as citizens of a free society was in 1945 (Harvard University, 2004). Perhaps an emphasis on internationalization by, arguably, the leading institution of higher education in the country will serve as a model for others to follow.

Horn, Hendel, and Fry (2007) provide a framework for ranking the international dimension of top research universities in the United States. The researchers identified 19 indicators of internationalization which included student characteristics, scholar characteristics, research orientation, curricular content, and international support. Among the top research universities studied, Horn et. al. identified Columbia University, University of California-Berkeley, Georgetown University, the University of Chicago, and Harvard University as the top five internationalized institutions. There is certainly

great work that needs to be accomplished in higher education in order to bring all of our post-secondary institutions up to a high standard of internationalization. These researchers provide a practical blueprint for institutions that are serious about exploring ways in which to internationalize their campuses.

Though accomplished through different spheres of influence, the internationalization of the K-12 curriculum must be accomplished in tandem with the internationalization of higher education. Achieving both will ensure that our students will emerge from our education institutions as critical, tolerant, and globally conscious young adults. In order to achieve fully global education reform, the nation needs to educate for religious understanding to promote tolerance and appreciation of the world's culture and people, our students need to be multi-lingual to facilitate global communication, and our teaching force needs to be better prepared to undertake the challenge of transforming 21<sup>st</sup> Century schools.

### **Future Research**

Although the IB Program is an international program with schools around the globe, in this research study, 85 percent of participants were from the United States. In the context of assessing the effective promotion of international mindedness within an IB school, it is imperative to analyze and describe the American culture and the predispositions or pitfalls that may help or hinder the IB mission of promoting IM.

There are a variety of ways in which I could analyze these system relations. For example, as a follow-up to this study, it might prove useful to turn to the literature of cultural studies within critical pedagogy and research the ways in which the U.S. media and culture is inherently programmed to perpetuate cultural stereotypes and biases.

Second, political science and global education literature may uncover the ways in which the American political landscape, particularly the right-wing, has worked to stifle global education in the U.S. and propagate ideas of American cultural superiority. By examining American media, culture, political and economic landscape, etc; it may expose factors at play within America that may provide unique challenges to IB schools successfully implementing the mission of IM.

An interesting follow-up study to my research would be to conduct the exact same study in a different region of the world to determine if the promotion of IM is more successful in other regions than it is in the United States. If this were to be the case, I think the explanation of the findings would lie largely within macro-level understandings of different cultures, tolerance of “The Other,” and cultural biases.

Additionally, it would be interesting to explore the regional differences that can be found within the United States and how those regional differences then impact the realization of IM within the curriculum and school community. Successful implementation of IM within IB schools is likely impacted by geography, politics, and socioeconomics. An IB school on the East or West coast may well implement IM in a very different way than an IB school in the South or Midwest.

Finally, extensive observational research in individual IB schools would provide an invaluable illustration of the incorporation of IM within individual classrooms and the school community at large. This kind of immersion into a school would allow for a systematic study of the implementation and institutionalization of IM in individual schools. Each school would provide a case study that could then be used to assist



schools, IB and non-IB, in successful ways in which to internationalize their curriculum and schools.

In sum, international mindedness within the IB curriculum is ultimately just one example among many whereby students can learn to be globally competent citizens. Research into the effectiveness of IM within IB schools will likely vary greatly from one school to the next and ultimately boils down to the discovery and exploration of exemplars. Whether a school is an IB school, a member of the Asia Society's International Studies Schools Network, or simply a public school with globally minded leadership, the most pertinent questions that can move the global education movement forward are related to best practices and instructional strategies for incorporating global themes into the classroom and imbedding them into the school community.

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## **Appendix A**

### **Promotion of International Mindedness Survey**

1. How many years of overall teaching experience do you have?

A=Less than two, B=2-3 years, C=4-10 years, D=11 or above

2. How many years of IB teaching experience do you have?

A=Less than two, B=2-3 years, C=4-10 years, D=11 or above

3. How many years has your school been an accredited IB World school?

A=Less than two, B=2-3 years, C=4-10 years, D=11 or above

4. My school is best described as

A=Urban B=Suburban C=Rural

**A=Strongly Agree, B=Agree, C=Neutral, D=Disagree, E=Strongly Disagree**

5. My school has a clear and effective written statement of its philosophy and objectives as it relates to the promotion of international mindedness.

6. My school's philosophy and objectives commit the school to promoting international and inter-cultural experiences for its students.

7. I fully understand the mission and objectives of the IBO in regards to the promotion of international mindedness.

8. I am comfortable and confident incorporating international themes into my course(s).

9. I make concentrated efforts to infuse a variety of perspectives and cultures into my course(s).

10. I view international mindedness as a key component of my course curriculum.

11. Curriculum materials at my school represent a variety of perspectives and cultures.

12. Professional development is made available at the campus level to support the promotion of international mindedness within the school curriculum.

13. The school's appraisal system measures a teacher's ability to teach with an "internationally-minded" approach.

14. Faculty members have opportunities and are encouraged to undertake projects of a global nature.

15. Students at my school have varied opportunities for study abroad, language exchange visits, or related experiences.

16. Students have an understanding of what it means to be a global citizen.
17. CAS activities at my school are multi-cultural in nature.
18. I would define international mindedness as:
  
19. A school that promotes international mindedness has the following characteristics:

Comments:

**Appendix B**  
**International Mindedness in the IB School**  
**Participant Profile**

How many years of overall teaching/education experience do you have? \_\_\_\_\_

A=Less than two

B=2-3 years

C=4-10 years

D=11+

How many years of IB teaching/education experience do you have? \_\_\_\_\_

A=Less than two

B=2-3 years

C=4-10 years

D=11 +

How many years has your school been an accredited IB World school? \_\_\_\_\_

A=Less than two

B=2-3 years

C=4-10 years

D=11 +

My school is best described as \_\_\_\_\_

A=Urban

B=Suburban

C=Rural

I am an IB \_\_\_\_\_

A=Teacher

B=Counselor

C=Coordinator

D=Principal

If you would be willing to spend 30 minutes with the researcher in a one-on-one interview, please select your preferred time slot (and 2nd and 3<sup>rd</sup> choice if you are willing and able to do other times) and provide your name and cell number below. I will call your cell and leave a message to confirm the interview time and provide location information.

\_\_\_\_\_ Saturday, March 6 7:45-8:15; We would meet at the servery over breakfast  
\_\_\_\_\_ Saturday, March 6 1:00-1:30; We would meet at the servery over lunch  
\_\_\_\_\_ Saturday, March 6 4:00 – 4:30; We would meet at the reception  
\_\_\_\_\_ Sunday, March 7 7:45-8:15; We would meet at the servery over breakfast

\_\_\_\_\_  
First name

\_\_\_\_\_  
Cell #

**Thank you for participating in the discussion!**

## Appendix C

### Teacher and Administrator Interview Protocol

#### PURPOSE

**TOPIC DOMAIN 1:** Individual's understanding of international mindedness and commitment to infusing it within his/her own classroom

**Lead-off Question:** Are global issues incorporated into your classroom? If so, can you tell me about how you incorporate global themes in your class?

#### Covert Categories

- Perception of international mindedness
- Attitudes toward the importance of international mindedness
- Teacher's effectiveness in promoting international mindedness
- Teacher's depth of knowledge and level of understanding of the IM mission
- Teacher's attitude toward promoting international mindedness

#### Possible Follow-up Questions

1. When somebody uses the term "international mindedness (IM)," what do you think it means?
2. How would you explain IM to a new IB teacher at your school?
3. Can you give me examples of the broader international themes that could be used in your course?
4. What is the role of international mindedness in the IB curriculum, in your opinion? How much importance should it be given? Do you have any thoughts on that?
5. Are there any ways that your school can help you incorporate more international themes/issues in your classroom?

**TOPIC DOMAIN 2:** Institutionalization of international mindedness within the IB school culture

**Lead-off Question:** Tell me a little bit about your school, and if there is anything about your school that particularly emphasizes international mindedness.

#### Covert Categories

- Perception of school's institutionalization of international mindedness
- Role of school community in promoting international mindedness
- Role of school administration in promotion of international mindedness

#### Possible Follow-up Questions

1. As you know, the promotion of IM is part of the mission of the IBO. Can you describe the ways in which your school fulfills that mission?
2. How does your school explicitly emphasize international mindedness or intercultural experiences for its students?



3. In your school, are there any ways in which the administration measures a teacher's ability to incorporate international content or issues in their instruction? If so, tell me about them. If not, what are your thoughts on that? Should this be part of a teacher's appraisal?
4. Are there any kinds of professional development or other forms of help available at the campus level that can assist teachers in incorporating more international content in their curriculum?
5. Are there any opportunities that encourage the faculty at your school to undertake projects of a global nature?
6. Can you tell me about CAS (Community, Action, Service) activities at your school that may be multi-cultural in nature?
7. Does your school have any opportunities for students to study abroad, have language exchange visits, or other related experiences?

## **Appendix D**

### **Site Visitor Interview Protocol**

#### **PURPOSE**

**TOPIC DOMAIN 1:** Accountability for the incorporation of international mindedness among schools seeking IB authorization

**Lead-off Question:** Tell me a little bit about the site authorization process. When you are conducting an IB authorization site visit, what are you looking for in the school in order to determine if they are adequately incorporating IM into the community and curriculum?

#### **Covert Categories**

- Accountability for the incorporation of IM into the school
- IB definition of successful operationalization of IM in school
- Perception of international mindedness
- Attitudes toward the importance of international mindedness
- Teacher's effectiveness in promoting international mindedness

#### **Possible Follow-up Questions**

1. What happens if a school clearly does not understand the concept of IM?
2. Would this deficiency ever inhibit a school from being authorized?
3. What kind of follow-up/accountability is there on schools if they are deemed deficient in this area?
4. What does IM look like when it is effectively incorporated into the fabric of the school environment?

**TOPIC DOMAIN 2:** Professional development for IB workshop leaders and site visitors

**Lead-off Question:** Tell me a little bit about the training that the IBO has provided you as a site visitor and workshop leader in regards to IM.

#### **Covert Categories**

- Role of IBO in promoting international mindedness
- Role of professional development in promotion of international mindedness
- Internal accountability for the effective implementation of IM in IB schools

#### **Possible Follow-up Questions**

5. Can you describe the ways in which the IB has trained workshop leaders and site visitors to propagate IM?
6. How are workshop leaders being held accountable for addressing IM in their subject specific workshops?

## **Appendix E**

### **Open-ended survey question #1**

#### **Teacher's responses from English A1 and History Route 2**

##### **I would define international mindedness as:**

- Acceptance and understanding
- A global awareness, international and cultural respect
- A global perspective when it comes to curriculum, opportunities, activities, and experiences
- Ability to see oneself as a global citizen with an understanding that multiple perspectives co-exist and can be right
- An awareness and acceptance that transcends national and cultural boundaries
- Viewing oneself as a citizen of the world; thinking globally and experiencing as much as possible of other cultures
- Understanding people and cultures from around the world
- Being aware, respectful, and embracing of cultures other than one's own
- Looking at the world in relation to the possible future of each student
- Understanding of other cultures and appreciative
- Global perspective that still values cultural uniqueness
- Being open to all cultures with a willingness to engage in other cultures' beliefs and values
- Respect and acceptance of other cultures and a desire to learn about and embrace those who are different than you
- The opportunity to be exposed to literature and patterns of thinking from across the world
- The ability to listen beyond personal culture; to understand and appreciate the perspective of another. The ability to communicate personal culture; to influence and promote understanding/engage in global conversations
- A recognition of the reality of other people's and peoples' feelings and perspectives
- An understanding of universality of the human experience around the world
- Incorporating global perspectives
- An attitude of humility, curiosity, respect, appreciation towards the variety of cultures of the world, especially regarding knowledge
- Seeing all races, ethnicities, social systems, and religions around the world through an open lens
- Awareness of social and political events and history in the world and a concern/interest in being a citizen of the world and a part of improving the world
- Be curious, striving to learn about the other cultures and belief systems, through meeting people from other cultures as well as curriculum
- Respect for other perspectives and cultures and a genuine attempt to show an understanding of other cultures
- Being knowledgeable about the shrinking global society

- Having care and concern for the issues and perspectives of those outside our narrow worldview
- A global teaching perspective that incorporates the values of a world community and infuses those values into our academic programs
- An awareness of other cultures and respect for them
- Understanding an issue from multiple perspectives
- Having a multi-faceted approach to teaching one's classes
- Looking at a variety of cultures; studying conflicts around the world
- A deep and committed understanding clearly visible throughout the school of a variety of cultural perspectives; the clear manifestation that "other people with their differences can also be right"
- Awareness, understanding, and acceptance of other cultures as well as active participation in the global community
- Being aware of other cultures in some depth; being a global steward of our world
- A culture of acceptance
- Interconnectedness of all populations and regions, paying attention to respect in cultural, religious, and political difference
- Think globally, act locally
- Recognition of international cultures, their similarities and differences
- Globally informed and aware
- An awareness and acceptance that difference values, beliefs, social and religious traditions, and behavioral systems exist and world equally to create and enrich a global community
- Education that includes a variety of resources, experiences, and curriculum that reflects a variety of international initiatives, leaders, and objectives
- An openness to ideas from a variety of cultures – a tolerance for philosophies and practices outside our own level of experience. An embracing of those from all cultures and walks of life.
- Being respectful and mindful of the fact that many other cultures exist in and out of the classroom and you try to integrate those other cultures
- Awareness of differences in cultures but a sense of the openness of mankind
- A constant and consistent awareness that one's own country, culture, and world-view are only one of the many, all of which deserve consideration and respect. We are truly one global, interconnected community who must support one another.
- An awareness that other people will have different opinions about issues, and that's okay
- Understanding of different perspectives in cultures; different events and customs can be seen through different lenses, all of which have credit
- The ability to think and sympathize/empathize with a variety of cultural, religious, and political opinions and peoples in a tolerant way, if not an appreciative manner.
- Being aware of one's worldly surroundings and different cultures he/she might interact with. Being able to be objective and not judgmental.
- A general understanding of important political and social issues around the world

- Being aware of other cultures, their contributions, their values, and their importance to each individual's understanding of the world and his/her role in it
- An awareness of and respect for other cultures and perspectives outside one's own. A Curiosity about other places, cultures, ideas, and peoples outside one's own.
- Inquiring and acquiring knowledge about other societies and cultures with sincere interest
- Incorporating a variety of perspectives and cultures into classroom curriculum
- Awareness that the world is much larger than the community in which many of the students live; the understanding that we share common ground with people all over the world; eliminate the us/them mentality
- An awareness and appreciation of other cultures, beliefs, and perceptions of events
- A sensitivist appreciation to varied cultures, learning from other cultures
- An awareness of varying cultural perspectives in a global sense
- Awareness, understanding and acknowledgment and acceptance (plus celebration) of cultures different than one's own
- Being aware of global events and being open to diverse cultures and their contributions to the world
- Understanding that there are differences between cultures and that they can also be right without negating personal perspective
- Being aware of and appreciating culture, customs, traditions, etc, outside of one's own
- An understanding that each and every culture has a unique demographic to be explored with curiosity and an open mind
- Displaying the attributes of the learner profile constantly and consistently by definition
- Having a desire to know more about the world and the willingness to greet the diversity of the world with open mind and open arms
- Open to other cultures and to diversity
- An understanding that there are many perspectives, and that culture and language influence perspectives and that these perspectives can co-exist and cannot be reduced to right and wrong
- Awareness of cultures, trends, and events beyond one's own and a willingness to look at the world from their perspectives
- A way of thinking that allows one to consider other perspectives with an open mind
- Not just tolerating differences, but learning about cultural differences with an enthusiastic, embracing attitude; respect
- Being aware of cultural sensitivities and developing respect for cultures
- Appreciating diversity of people in all aspects
- Awareness that other perspectives and attitudes exist beyond their hometown, state, or country, and those perspectives need to be considered and respected
- Respect for the perspectives and cultures of others
- Awareness that other cultures are not failed copies of our own culture

- Thinking beyond your home country
- Understanding and appreciation of varied points of view
- Awareness, tolerance, and acceptance of all humans
- Being able to learn with all peoples
- Being aware that there are a variety of perspectives that exist in the world and to become knowledgeable about as many as possible and to be open to the ones that are different from your own
- The awareness that we are all valuable and that we each contribute to the success or to the detriment of the globe
- Not only an awareness of other ethnicities, cultures, national and regional identities, but an ability to see things from these other perspectives.
- Multi-cultured, multi-disciplined, and tolerant
- A willingness to embrace/evaluate other world views and incorporate them in every day teaching/living/learning
- Utilizing multicultural/regional perspectives to understand historical events.
- An awareness of your place in relation to the world
- Being aware of global events, history, and perspectives.
- The ability to understand humans at a global level.
- Understanding how world events affect other regions.
- Recognition that other cultures exist outside of our own, with different concerns, issues, and missions.
- Being culturally aware of the relationships and interconnectedness of the world.
- A perspective which takes into account multiple interpretations and celebrates differences as well as similarities between humans.
- Attention, understanding, and respect for cultures other than my own.
- Amongst other things: balancing major power actions and activities with a broad understanding of global concerns.
- Awareness, knowledge, and activism.
- Expanding one's knowledge of culture from domestic to global
- Understanding, sensitivity, and tolerance of people different to you (your culture)
- Engaging in the world knowing you bring a perspective reflecting your environment and experiences, and working to broaden that by learning and appreciating other perspectives, inviting them into your world.
- Understanding that we live in a community based on relationships, not power share agreements, that enables social and individual development.
- A belief that as a student/teacher we are part of a greater global community
- Students being actively engaged in learning from multiple perspectives, and demonstrating a high degree of empathy for peoples in other parts of the world
- Understanding the world not as I see it, but rather how others see me.
- The ability to view events from a multitude of vantage points; to think about what we think, and to engage in always learning more
- An awareness, understanding, and appreciation of global cultures – especially beyond your nation's borders
- Seeing things from different perspectives.

- Thinking globally; understanding the interaction of nations and respecting their differences
- The ability to see different perspectives and understanding of a global view
- Multiple perspectives; multiple examples of how cultures are similar and different
- Understanding diverse points of view
- Able to examine the world through a variety of perspectives, not just one.
- Having the ability to explore topics from varied perspectives with the opportunity to challenge those perspectives
- The ability to look at different aspects and facets from an international perspective
- Openness/acceptance to all cultures and ideas
- Respect and understanding of worldwide beliefs and cultures
- Being a global citizen first; attempting to empathize with as many cultural perspectives as possible
- Open to different cultures, traditions, and activities from multiple areas and regions of the world
- Open to different perspectives; appreciation of different cultures and understanding
- A willingness to learn, understand, and relate to a variety of cultures
- Having an appreciation of cultures from around the world, past and present. Willingness to learn and apply knowledge in my life and career.
- Awareness of perspectives and concerns of other cultures with regard to specific events.
- Understanding different cultures, recognizing the international community and its impact on the world today, opening up the mind to foreign perspectives
- Being able to analyze global events and issues without cultural judgment while acknowledging differences in perspectives
- Cognizant of the influence of other cultures and the interconnectedness among them in influencing the future
- Understanding the complexities of global interaction and the note that individuals and groups play within that model
- Ability to see the world from different cultural perspectives
- Global awareness and appreciation of diversity; an interest in international issues and ACTION
- Awareness and appreciation of diversity (cultural, racial, political), and a multi-level and multi-cultural approach to learning.
- Deliberate attention to cultures and issues around the globe
- Being aware of global/multicultural perspectives from the past, present, and future
- Knowing the world around you
- Awareness of different cultural approaches (education, thinking, etc); awareness of different cultures
- An awareness and embracing of issues that affect all cultures
- Being aware of differences in perspectives and cultures, and being mindful that no one is the absolute “correct” one
- Globalism

- The ability to see the world and one's place in it, not just one's region, country, etc, looking at issues from multiple perspectives.
- Thinking about different issues from a global perspective rather than from one's nation's perspective; looking at different approaches to problems from various cultural interpretations
- An abiding respect and appreciation for people who think differently, and a desire to better understand their perspectives



## Appendix F: The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

( [www.ibo.org](http://www.ibo.org), retrieved March 12, 2010)