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Global Education in New York City High Schools: What we can learn

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Global Education in New York City High Schools:

What we can learn

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International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

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ABSTRACT

In an increasingly globalized world, where international issues affect local communities, it is important for students to learn about global topics. International education in colleges is becoming more ubiquitous, but many students do not go to college and need to be introduced earlier. Is global education being taught in high schools? How have educators incorporated international issues into their classrooms? In this study, I spoke to educators in New York City to examine what public high schools are doing to integrate global issues into their curricula.

The study examines what obstacles teachers and schools face, what helps teachers to be successful and compiles various ideas that educators provided of how to engage students in international topics. The study was focused exclusively on New York City public high schools. The information was gathered through phone and in-person interviews of educators, surveys of teachers, and personal school observations.

Educators indicated they experience many hindrances: limited funding, curricula requirements outlined by the New York State Regents, high dropout rates, lack of time, and student difficulties with relating to global issues. In spite of these obstacles, educators have been able to integrate some global education into their classrooms, sometimes on their own and sometimes with the help of outside organizations. It is the intention of this study to give other educators, specifically New York State teachers who experience similar obstacles, examples of successful global education ideas that can be used in their schools.

Introduction

International education organizations have extensively explored the concept of internationalization; what it is, its benefits, its costs, its risks, the theories surrounding it, and how it manifests in higher education. Although I believe that it is incredibly valuable to make colleges and universities more internationally oriented, I think it is important to educate students about global issues at an earlier age. For the purpose of this study, I looked at internationalization in the sphere of secondary education using a research study model.

In working with AFS exchange students who are visiting the United States, I have learned just how undereducated American high school students are about the world. An Egyptian girl was told me that some of her classmates asked her if she speaks hieroglyphics. When I was going to Brazil, one high school classmate asked I if I was worried about going to Africa. In a world that is increasingly interconnected, to not even know basic facts about countries, or worse yet, have complete misunderstanding, can lead to apathy, prejudice or even war. According to the Bureau of Labor Statistics in 2013, only 65.9% of high school graduates were enrolled in colleges or universities (2014). The students, who do not choose or cannot go to college, should get the opportunity to learn about global issues in high school. High school graduates of today will be presented with an ever-changing globalized society and, as a result, will be faced with new challenges (Stewart, 2007). The sooner we educate Americans about other cultures, religions, and countries, the better suited students will be for working and living peacefully in a globalized world.

In my research I examined what some public high schools, specifically in New York City, are doing to internationalize the school and curriculum. The schools I examined each have international and global understanding in their mission statements. Throughout my research I was trying to answer the following question: What efforts are being made to educate the student body about international topics? As a sub-section of the research I examined the question: Are the current initiatives easily transferable for use at other New York State schools?

I have applied the principles of internationalization for higher education to the secondary education sphere. I used Knight's schema of Academic Strategies and Organizational Strategies of internationalization to look at what strategies are being used in New York secondary education (2008, p. 34). I used the framework of the Typology of Change presented by Green and Olson (2003) to assess the level of integration of internationalization among the schools studied.

Literature Review

In conducting the literature review, I explored various resources discussing the topic of internationalizing the curriculum of high schools. There are a limited number of resources that speak directly to New York State's efforts toward teaching students about global issues. Many of the resources focus on the importance of teaching international issues to high school students, some even give ideas to how curriculum should be internationalized, and even the obstacles to global education, students' reactions to the subject, but few discuss what is being done currently. Most literature on this topic is articles, journals and education websites. Although the resources are not all scholarly articles, the majority cite references and are recent.

Internationalization of college campuses is a widely discussed topic in International Education, NAFSA events, conferences and in higher education circles. Educators have been stressing the importance of making university students ready for the globalized world and to compete in the international workforce. According to Hudzik, internationalization can leverage the assets of the higher education sector to create a generation of global citizens who work to advance social, and economic development for all (2011). Although this initiative is necessary, its scope is limited to only college students. To prepare students for a globally interconnected world, high schools need to work to have students who become critical thinkers, lifelong learners and informed participants in local and world issues, conscious of the shared humanity while respecting the richness and variety of cultures (Heyward, 2000).

Perceived Benefits of Global Education

As rapid economic, technological, and social changes shrink our world, our understanding of it has to grow (Menten, 2011). Although we live in an increasingly interconnected world, many of America's youth have not had the chance to explore beyond their neighborhoods (Menten, 2011). Students must expand their horizons and study other cultures in order to understand their own culture. Without experiencing cross-cultural situations, learners run the risk of being ethnocentric (Heyward, 2000). Despite the need for intercultural learning, federal education standards have not been comprehensively updated to fit the national needs. Although it is understood that schools must have some sort of standards, rigid national curricula are out of step with the realities of a globalized, interconnected and interdependent world (Heyward, 2000).

In Cozzolino's dissertation, she examined the main rationales for promoting global education: national security, economic competition and global citizenship (2014). Since the September 11th Attacks, the government has made increasing efforts to ensure national security. One of the government's initiatives has been to include global education in the public school curriculum, as it has become imperative for U.S. citizens to learn about other countries and people, and to engage in challenging and controversial classroom conversations (Cozzolino, 2014). The National Security Language Initiative (NSLI) is a recent program proposed in 2006 and is run by the State Department, in conjunction with the Departments of Education and Defense (Cozzolino, 2014). It is designed to promote programs aimed at expanding the number of both students and teachers of critical foreign languages (i.e. Arabic, Mandarin), as well as increasing the level of proficiency through study abroad programs (Cozzolino, 2014). It is the intention of this program for students to live abroad and study a language to promote international dialogue and American public diplomacy. Heyward argues that intercultural literacy, such as that promoted by NSLI, is necessary for the creation of a safe, sustainable, and just global community (2000). In order to create successful world leaders, individuals must be able to hold multiple perspectives and see issues from more than one viewpoint (Heyward, 2000).

The second rationale for global education, as described by Cozzolino, is for making students prepared for the global economy. With an increasing number of internationally focused jobs, employers are seeking people who are culturally sensitive to work and able to negotiate with international partners. For the United States to be competitive, citizens must have the skills and knowledge to work in an international job

market and succeed in an increasingly well-educated global workforce (Hui-Yin, 2010). Approximately twenty percent of jobs are now tied to international trade (Stewart, 2007). Many countries that once had closed economies are becoming more globally oriented and open to trade, and with this growth in overseas markets, the workforce will need international economic competency (Stewart, 2007). Remaining economically competitive in the global market necessitates familiarity with the latest technology, fluency in at least one foreign language, as well as decision-making, critical thinking, flexibility, problem solving, cross-cultural skills, and positive disposition towards others (Cozzolino, 2014). In order for U.S. citizens to be prepared to participate in the global economy and help resolve issues with international dimensions, classroom discussions should focus on a global perspective and encourage discussions on international issues and events (Stewart, 2007).

The third rationale for global education is global citizenship, which is comprised of the ability reflect critically on one's own culture, an awareness of being part of a larger world community, and the ability to empathize with people of other cultures (Cozzolino, 2014). Globally competent students recognize that each person has a unique perspective on the world based on their culture and life circumstances (Menten, 2011). In learning about other cultures, students should be able to identify influences on their own and others' perspectives and understand the implications of these perspectives on their actions (Menten, 2011).

Studies have shown that American students lack knowledge of world history, geography, current events, and foreign language proficiency (Stewart 2007). Stewart argues that students need to gain a deeper knowledge of the world; understanding global

trends in science, how cultures interconnect, and how international trade and global economy work (2007). Teaching global education requires educators to be knowledgeable about the topics and embrace interdisciplinary teaching methods. Most schools rely solely on social studies teachers to integrate global topics. Unfortunately, the majority of social studies classrooms adopt teaching styles of lecturing and textbook reading rather than an integration of technology, debates and problem solving (Hui-Yin, 2010).

There is a network of schools across the country, called the International Studies School Network (ISSN), which focus on developing college- ready, globally competent high school graduates (Asia Society, 2014). According to research, the ISSN schools are doing better academically and have higher graduation rates than their peers in other schools (Asia Society, 2014). This research quoted by Asia Society could be biased based on the study's funding. In a study conducted by the Consortium for Policy Research in Education and Hopothesi, Inc. looking at school performance data from 2004-2008, ISSN schools show greater academic achievement than non-ISSN schools in 85% of all classes (Asia Society, 2014). These schools focus on international content throughout all subject areas. The students use technology to link to schools around the world, are encouraged to participate in international travel and exchanges, and are given service opportunities at internationally-oriented business or cultural institutions. Students are also given the opportunity to study one or more languages, including an Asian language (Asia Society, 2014). Although there were three schools in New York State that participated in this network, that were showing success, the cost of the program caused the schools to withdraw.

Policies and Politics of Global Education

To be able to make global education effective at forming more sensitive and responsible students, it needs to become an integral part of schools' mission statements and on the agenda of policy makers (Cozzolino, 2014). In 2001, federal policy makers passed the legislation for No Child Left Behind (NCLB) in an effort to address the achievement gap between the United States and our international counterparts. It was recognized that most U.S. high school students, when compared to their international peers, do not have sufficient world geography, foreign language proficiency and other skills required to work in the global marketplace (Cozzolino, 2014). Unfortunately NCLB increased the level of standardized testing and focuses mostly on math and English, without approaching international education topics that could bridge the gap between global peers. Schools are required to have their students take these tests that have taken away resources and time from subjects such as social studies and foreign languages (Cozzolino, 2014).

Teachers have another reform effort demanding their attention, which is the Common Core Initiative. This initiative was started in 2009 by two organizations: the Council of Chief State Officers and the National Governor Association Center for Best Practices, with the purpose of creating clear and rigorous standards, based on techniques adopted from some of the highest performing countries around the world, to ensure that American students are ready for college and careers (Cozzolino, 2014). This initiative, like NCLB, focuses on math and English, but does not touch on global learning.

The reality seems to be that global education has only superficially entered the federal policy agenda, but there are some states taking action. In the United States, the

federal Department of Education suggests standards to each state, but each state has its own standards and curricula (Hui-Yin, 2010). On the New York State Department of Education website there are a few standards indicated that are related to international competency. The standards shown for Languages Other Than English are: “Students will be able to use a language other than English for communication” and “students will develop cross-cultural skills and understanding” (NYSED, 2013). Unfortunately, there is no further elaboration on these standards or information on how these standards are to be measured. In 1980, New York State did change the social studies curriculum to add a global education perspective through a global studies course teaching world history, geography, economics and citizenship (Hui-Yin, 2010). World History standards mention understanding world history and examining history from various perspectives (NYSED, 2013). In the subject of geography students must develop an understanding of the “geography of the interdependent world in which we live” (NYSED, 2013). The state requires that students take a statewide regents exam in global history and geography in order to graduate. Examining enrollment and test scores from the students enrolled in high school in 2000, one can see that only 46% took and passed the regents in global history and geography (Hui-Yin, 2010).

Perceived Obstacles of Global Education

Educators are up against many obstacles - there is a lack of time needed to address content that goes beyond the basics, as well as a lack of financial resources and support for strategic capacity building (Cozzolinio, 2014). In New York City (NYC), the Department of Education and teachers have the tough job of improving the graduation rate. In 2008, the four- year high school graduation rate was at 55.8% (Hui-Yin,

2010). Educators are pressured to also prioritize NCLB and Common Core Standards that take away time from global studies (Cozzolinio, 2014). Many of the teachers also seem to categorize global education as something that deals only with Social Studies and World Languages, showing the lack of interdisciplinary integration (2014). One of the other obstacles to global competency is that it is hard to assess on a grading scale, making it difficult to measure student success.

In exploring global competency in NYC, Hui-Yin surveyed 2,157 students in five different high schools (2010). The study showed that high school students in NYC have a relatively strong awareness of the importance of understanding and appreciating different cultural perspectives, but have a low willingness to become a global citizen (2010). Hui-Yin's study focused on measuring students' development of global literacy. The research found that students' global literacy was related to a number of factors: firsthand cultural experiences, education, age, years spent using technology, academic achievement and gender (Hui-Yin, 2010). Students surveyed showed that their greatest global concerns at the moment are terrorism and environmental deterioration (2010). This study shows that on a macro level NYC needs to first improve high school graduation rates, then work to strengthen language programs and advocate for "new literacy" practices in classrooms with an emphasis on the integration of technology (Hui-Yin, 2010). On a mezzo level, schools need to work with teachers to enhance teachers' ability to integrate global education in all subjects (2010). At a micro level, teachers need to be better trained in teaching global education using more interactive and in-person techniques (2010).

Strategies for Globalizing Education

Despite the obstacles presented, there are still educators and schools that are working to internationalize their curricula. The standards for the state do not appear to be high, but there are minimum standards for all high schools in the state. Schools on a local level can choose to change their policies and mission to incorporate a global focus. A considerable group of scholars, educators, school leaders, and “movement intellectuals” are diligently advocating for an education for global citizenship, creating a basis for knowledge, developing successful practices, and together spreading a grassroots movement for significant innovation in education (Cozzolino, 2014). Stewart suggests schools expand teacher training to learn more about global issues, create graduation requirements for international knowledge, develop world language programs which focus on strategic languages, and encourage technological virtual links to schools abroad (2007). In order for change to happen, teachers must be supported through professional development, teacher collaboration, and financial resources (Cozzolinio, 2014). For global education to become a successful school reform, we need dedicated teachers, guided by effective leaders, and supported by their local community and federal policy makers (2014).

Students need a range of educational experiences to expand their horizons beyond themselves to their communities, and to the rest of the world. A focus on global learning both during and after school can help advance academic achievement, social and emotional development, and civic engagement, providing learners with the skills they need to succeed (Menten, 2011). Menten proposes various different strategies for integrating global competencies in the classroom or after school. The first is project-

based learning, which starts with a question or issue that interests students (Menten, 2011). Object-based learning asks questions based on an object that could tell a story about people, culture, and environment (2011). Further examples of learning strategies are taking students on field trips within your community and visiting a museum or cultural institution to build on what students are learning. In Hui-Yin's study students indicated that they preferred personal contact and firsthand experience approaches to understanding the world, but mentioned that they did not get many opportunities to do this in their NYC schools (2010). Menten suggests that engaging students in an event or celebration to highlight traditions, participation in travel exchanges, and having guest speakers and internships are effective interactive ideas for global education (Menten, 2011). Teachers can get support, lesson plans and training from organizations such as the Asia Society, World Savvy, and the Longview Foundation (Cozzolino, 2014). These organizations are also taking important measures in the creation of a powerful advocacy for teaching students about the world (Cozzolinio, 2014). There is no single model that can be created for global education that fits all schools.

In researching schools that have tried to make these changes in their mission and curriculum, Asia Society's network of International Studies schools were highlighted. Asia Society is a nonprofit organization that works to strengthen relationships and promote understanding among the people, leaders, and institutions of the United States and Asia in the fields of arts and culture, policy and business, and education (Menten, 2011). In education, the Asia Society Partnership for Global Learning works with schools to teach their students to be globally competent citizens, workers, and leaders by equipping them with the knowledge and skills needed for success in an

increasingly interconnected world (Menten, 2011). The schools participating in ISSN prepare students for work in a globalized environment so they can compete, collaborate, and cooperate on an international scale (Asia Society, 2014). Whether educators in high schools chose to work with a third party, like Asia Society, or enhance their curriculum on their own, is a decision that educators and learners can make. Each school is unique and must develop a vision, strategy and practices that work for them, that have been agreed upon and supported internally and by the community.

Conclusion

Globalization is changing our lives, and with these changes education needs to be adapted accordingly (Merryfield & Kasai, 2004). Local events can affect the global world and events happening abroad can affect students locally. With global issues like biodiversity, proliferation of weapons, disposal of toxic waste, and energy consumption facing Americans in the workplace, students need to be prepared to face these topics upon graduation and understand their complexity while maintaining a level of cultural sensitivity.

The current body of literature shows that internationalization of curriculum in high schools is important. The federal government is focusing on global competency for our security and economic success. Many schools see the importance of global education but are more concerned with meeting standards already established. The literature indicates that most schools leave global education to the social studies teacher and have not worked to integrate the subject across disciplines. Despite obstacles, some schools are changing their missions and classes to incorporate culture, language, and global issues and that their efforts have been successful. Although several of the authors gave

suggestions of what schools could do to promote global education, they did not study what has been working in classrooms already. The literature does not include studies about what high schools are currently doing to make their students ready for the complexities of a globalized and interconnected world. In the research to be conducted for this paper, it is the intention to fill in the knowledge gap existing in the current published literature.

Research Methodology

The research methodology used in this study was an exploratory approach. The intentions of the study were to determine the depth of global education currently implemented in high schools and use the ideas and concerns gathered to potentially improve the system. The research was conducted through a combination of personal interviews, online surveys and observations. I focused on New York City public high schools for my research. The public schools in this study were chosen based on their mission statement. The mission statement of all the schools selected indicated a focus on international/global concepts or global citizenship.

It was my intention to interview principals at each of the schools selected, but that proved impossible due to their schedules. The next approach was to send surveys to the teachers at each school. There were limited responses to the survey, but they do represent four public high schools and five subjects of study. Interviews were done in person with a teacher at one school and an assistant principal at another school. Professionals at three different global education organizations substituted for the perspective that a principal may have provided. I interviewed professionals from World Savvy, Global Kids, and Asia Society, who all work extensively with the implementation

of global education in schools throughout the city. The interviews were done in person or on the telephone (interview questions available in Appendix A). Surveys were distributed to teachers via phone or email to explain the research and ask for their consent to participate. The survey was distributed online to over 60 teachers, but the responses were dependent on time and willingness to complete it (survey questions available in Appendix B). I visited and observed the atmosphere of two high schools with the intention of gaining an understanding of the learning environment and its impact in this study.

Limitations

The greatest limitation in this study was the lack of responses. I contacted ten school principals through e-mails, voicemails and leaving messages with secretaries. In most cases I did not receive a response at all, and in two cases I was told that the principal would not have the availability to talk to me. By not having the perspective of a principal in this study, the research lacks the insight of administrative overview. The limitations of my time made it difficult to follow up with principals more than five times. The survey was sent to over 60 teachers, representing four boroughs and five schools, but only five teachers responded. Although there was diversity in academic instruction of the responding teachers, the study would have been more robust with a greater response rate. The staff I interviewed from the global education organizations were incredibly insightful and helpful to the research, but their responses were broader in scope and thus did not provide the specifics of individual classrooms that more surveys may have been able to provide.

Analysis of Data

Hindering

In surveying and talking to educators, it was clear that even with the initiatives that they have been able to achieve to integrate global education into curriculum and school activities, there are a considerable number of obstacles. Ms. Hall at the Global Learning Collaborative (GLC) said that the school had been part of the International Studies School Network, but because global understanding is hard to measure, the students were not being given numerical grades in many of the subjects (personal communication, March 10, 2015). At GLC this became a problem because students then did not have a grade to show to universities when they were applying. The school is now focusing on the New York State standardized Regents tests. Almost all of the educators contacted in this study mentioned the Regents as being an obstacle to teaching global education. The requirements of the Regents tests are rigorous and covering all the material for those tests is time consuming enough; to add more to the curriculum is daunting and many teachers worry that if they drift away from the curriculum set out by the Regents then their students will do poorly on the standardized tests.

World Savvy's Lead Implementation Associate in New York City, Aditi Naik, has worked with educators throughout the city and mentioned that teachers struggle greatly with discipline issues and students dropping out of school (personal communication, January 12, 2015). These issues take precedence over global education in educators' time. Another big issue in schools is underfunding. Schools do not have much money for professional development. Teachers who are interested in learning how to integrate global issues into their classrooms do not have the resources to get the proper training. Aditi mentioned that World Savvy charges a fee for their professional

development and some teachers pay out-of-pocket for the services (personal communication, January 12, 2015). Kate Farmer at Asia Society said that many times even if one administrator at a school is supportive of global education initiatives and is willing to allocate resources to it, the administrations in NYC schools change so frequently that it is hard to maintain long-term initiatives (personal communication, March 16, 2015). Kevin at Global Kids also mentioned that support of their programs fluctuates depending on the school leadership (K. Murungi, personal communication, March 12, 2015).

Although none of the educators I spoke to found their initiatives to integrate international topics in their schools to be unsuccessful, many of them mentioned that student reception was not always positive. Teachers said that students sometimes have a hard time wrapping their head around world issues because it is difficult for them to understand a world outside of their neighborhoods. Many of the students in underfunded schools have not had the opportunity to leave their borough, much less travel internationally. Students often struggle relating to something that seems too far away and foreign to them.

Helping

The teachers surveyed mentioned that support from other educators has been helpful for their success in integrating global topics into their classrooms. When visiting Andy at Harvest Collegiate School, it was clear that the teachers worked together closely on their curriculum. He said their school is part of the New York Performance Standards Consortium that opposes standardized tests (A. del Calvo, personal communication, March 5, 2015). Instead they have a performance-based assessment method that allows

the teachers to have a lot more leeway to teach content in which they are interested. The teachers work together to design thematic-based courses rather than a chronological curriculum that is generally used in high school textbooks. Teachers are allowed to focus on their own personal strengths and design their curriculum based on their interests. Harvest Collegiate School encourages collaboration of educators for interdisciplinary teaching, which is only achievable because they do not have to teach to the Regents. Although not having to abide by the Regent's regulations is a helping factor for integrating global education in this school, most New York City public high schools must teach to standardized tests.

Almost all the educators surveyed and interviewed mentioned the importance of access to resources. The teachers surveyed mentioned various websites and textbooks that they used to help provide additional materials for their lessons. The Global Learning Collaborative uses an online curriculum design resource, Rubicon Atlas, which helps teachers integrate global concepts into their lessons (H. Hall, personal communication, March 10, 2015).

In speaking with the various organizations in New York City that offer schools with assistance in global education planning, the biggest thing they provided was additional resources. Global Kids is paired with the High School for Global Citizenship (HSGC) and acts as a resource for faculty to come and ask anything they want about global education (K. Murungi, personal communication, March 12, 2015). At HSGC the staff from Global Kids helps teachers to design curriculum that uses interactive teaching techniques and experiential learning. Kevin explained how Global Kids offers teacher-

training sessions, professional development workshops and sends periodic newsletters to faculty on how to integrate cross-curricular lesson ideas.

Asia Society has a similar initiative pairing a school with an educator, who acts as a consultant for three years and actively works with administrators and teachers to integrate global education into the curriculum (K. Farmer, personal communication, March 16, 2015). Instead of providing teachers with a standard prepared curriculum, Asia Society provides educators with a matrix with 42 elements and teachers implement these elements into their classrooms. They also provide a rubric for student global competency and performance (K. Farmer, personal communication, March 16, 2015).

Organic support from students, teachers, and administration is one of the biggest factors for successful integration of global education in schools according to the educators in this study. Harvest Collegiate School has been successful in integrating lessons about history of the ‘developing world’ in part because of the cultural diversity of the student and teacher body. Global Kids (GK) designs its curriculum and activities completely based on student interests (K. Murungi, personal communication, March 12, 2015). GK picks topics that show students they can take action to make a difference. By giving students input in what they learn, they are more likely to feel empowered and be engaged in the material (K. Murungi, personal communication, March 12, 2015). Asia Society gives teachers the resources to change curriculum to have a global perspective, but the teachers have to support the changes in their own classrooms. Kate Farmer, the Associate Director of School Partnerships at Asia Society, said that some of their best advocates are math teachers who originally could not see how international topics had any relation to their materials (personal communication, March 16, 2015). When given

the proper resources, the teachers designed incredibly interesting and engaging lessons - like teaching geometry through the study of Islamic Art (K. Farmer, personal communication, March 16, 2015). Strong internal support and buy-in from students, teachers, and administration is integral in the success of global education in New York City schools.

Funding

Funding within public high schools in New York City is incredibly limited and rarely allocated to global education. Of the teachers surveyed, none of them had financial support for global learning in the classroom. One of the teachers, who coaches a Model UN Club, has funding for that, but not for his classes. Despite the lack of support for individual classrooms, one of the teachers surveyed mentioned that her school has benefited from the Governor's support of education. Kevin at Global Kids explained that the current mayor of New York City, Bill De Blasio, has pushed to expand global education to middle school and made "extended day" a requirement at many schools throughout the city (personal communication, March 12, 2015). Through the extended day program, students can stay in school for extra time and engage in enrichment programs. Global Kids took advantage of that change to adapt their programs, which were previously afterschool and optional, to be part of the extended day program to reach a younger audience and help keep students in school (K. Murungi, personal communication, March 12, 2015).

The programming of World Savvy, as a nonprofit organization, is supported in part by donations, but mostly is funded by charging schools and educators for their services (A. Naik, personal communication, January 12, 2015). The Gates Foundation

historically funded Asia Society, but since that grant ended, their funding is structured similarly to that of World Savvy (K. Farmer, personal communication, March 16, 2015). Global Kids has been more fortunate in their funding. They receive support from the city, state and federal governments, as well as private donors (K. Murungi, personal communication, March 12, 2015). They are supported by the Department of Youth and Community Development to focus on keeping ninth graders in school, to counter the high dropout rate of freshmen in New York City. Another funding source for GK is The Fellowship Initiative through the JP Morgan Chase Foundation, designed to help underprivileged youth succeed academically. Although this support is helpful in the success of their programs, some of the funding sources restrict the scope of Global Kids efforts by specifying what population they must target and the goals on which to focus (K. Murungi, personal communication, March 12, 2015). When talking with Global Kids about their programming, I learned that the funding they receive positively affects their ability to succeed. They have many different programs - teacher workshops, curriculum design, after-school activities, summer camps for students, travel opportunities, and college visits - which individual schools and other programs have not been able to afford. Hopefully, if the integration of global education in schools proves to engage more students and thus improve grades and increase student retention, the government and schools will increase funding toward globally focused programs and initiatives in the future.

Ideas

From communication and discussion with educators in schools throughout New York City, I found it apparent that there are numerous creative ideas on how to integrate

international perspectives and global learning into high school education. Asia Society encourages teachers to pair their current lessons with global issues; for example, in an English class, while teaching persuasive writing or public speaking, the teacher could have the students focus on topics like water scarcity or the global spread of diseases in the writings or presentations (K. Farmer, personal communication, March 16, 2015). Many of the teachers who were surveyed were integrating global issues into their curriculum in small ways. A math teacher said that he uses a textbook written in Australia and that just by using that book the students gain a different perspective through discussions about foreign currency and understanding the inverse seasons of the Southern Hemisphere. An English teacher surveyed said that she tries to use literature offering an international perspective or that was written by an international author (i.e. Things Fall Apart). In Earth Science class, when talking about earthquakes, hurricanes and tsunamis, one of the teachers mentioned talking about the countries that had been affected by these types of weather patterns. That same teacher invited a retired Lieutenant from the Navy to visit her class to talk about Earth Science in the context of his international travels in the Navy. Almost all of the teachers surveyed and interviewed mentioned using the diversity of the students in the classroom to spark and engage in conversations about global topics. World Savvy mentioned that New York City has a unique opportunity with its large population of immigrants, or children of immigrant parents, that they encourage teachers to look at them as an asset to learn from their cultural knowledge and enrich the class lessons through personal anecdotes (A. Naik, personal communication, January 12, 2015).

In my conversations with Aditi and Kevin at World Savvy and Global Kids respectively, each of them mentioned the importance of students being engaged and feeling like they can take action in response to a global issue. After the hurricane in Haiti in 2010, Global Kids students were encouraged to brainstorm what they could do to help (K. Murungi, personal communication, March 12, 2015). Students of Haitian descent were the leaders in the discussion and brought first-hand knowledge to the recovery plans discussed. At one school Global Kids taught students about microfinance loans. The students raised funds to support a loan through Kiva Microfunds and then kept in touch with the recipients to understand their progress after the loan (K. Murungi, personal communication, March 12, 2015). Students were empowered by initiating projects to help others and then were guided to follow through to see the positive impact of their work. The total impact of the projects and lessons make students more likely to remember the material and continue to seek additional information for that cause.

World Savvy's programs focus on students understanding that different cultures have unique perspectives about the same topics and supporting respect for those views. They focus on understanding the history of issues to gain a better comprehension of why things happened in the world (A. Naik, personal communication, January 12, 2015). At Harvest Collegiate School, Mr. del Calvo uses history and art to teach students about world events (A. del Calvo, personal communication, March 5, 2015). He is currently teaching a class called "War and Art." He has chosen wars, like the Congolese War and other conflicts, which have had minimal attention in standard high school curriculums. He described these conflicts as being "written out of curriculums." In teaching about World War II, he has used the medium of art (A. del Calvo, personal

communication, March 5, 2015). Engaging students through different relatable mediums makes it easier for students to comprehend the material and understand global issues more thoroughly.

Travel is one of the most expensive, but most immersive ways to teach students about global perspectives. Schools that have fundraised enough money have been able to travel. GLC offers classes in Mandarin and Italian and has taken students to both Italy and China to give a more in depth understanding of culture and an opportunity to practice their language skills (H. Hall, personal communication, March 10, 2015). This year 14 students at GLC are visiting three cities in the south of China to learn about Chinese practices and engage with locals (M. Mi, personal communication, March 20, 2015). Harvest Collegiate School has a “Winter Intensive” two week course in which two teachers took students to Montreal to explore Francophone migration (A. del Calvo, personal communication, March 5, 2015). Another teacher took students to visit fifteen museums throughout NYC to learn about history through art (A. del Calvo, personal communication, March 5, 2015). Global Kids has had the funding to take students on trips both nationally and internationally (K. Murungi, personal communication, March 12, 2015). The national trips are most often to colleges, but they have also gone to Washington D.C. to learn about advocacy and to New Orleans to learn about sustainability. Internationally they have gone to Kenya where students used social media for social justice (i.e. food security). Through sponsorship from the Department of State, Global Kids students have also had the opportunity to travel to Bosnia and Haiti (K. Murungi, personal communication, March 12, 2015). Traveling with students gives a

unique opportunity for students to see and experience in person different cultures and perspectives, thus giving more depth than a classroom-based lesson can provide.

Theories/Frameworks

In order to understand my research further, I examined the responses in the context of a schema and framework from the International Education field. In the schema of Academic Strategies and Organizational Strategies of internationalization, Knight looks into different methods and structures that schools can adopt to become more internationalized (2008, p. 47). Although the schema is focused on universities, many of the internationalization techniques can be applied to New York City public high schools. It is obvious when looking at this schema after having talked to educators who both work at public schools or in conjunction with them, that they are lacking the resources (financial, time and human capital) to be able to achieve the level of internationalization that can be achieved by universities. That being said, looking at the two schools I visited and observed, I noted that they have been able to adopt some of Knight's strategies.

At the Global Learning Collaborative (GLC) the academic programs and extracurricular activities follow the strategies outlined by Knight. GLC offers classes in Mandarin, Italian, French and Spanish and within each of those classes they teach language and culture, as well as annually offering either cultural events or international travel opportunities (M. Mi, personal communication, March 20, 2015). This allows for short exchange programs, staff mobility, and a link to academic programs abroad. The trip GLC is planning this spring break to China will include a presentation at a local international business school (M. Mi, personal communication, March 20, 2015).

The Global Learning Collaborative School has numerous international teachers. While there I met several of the international teachers, two from China, the principal who is Latina, the ESL teacher who is Mexican/Iranian, and the gym teacher who is Latino. The majority of the bulletin boards in the school are posted in both Spanish and English. The Mandarin class is part of the Confucius Institute that pairs with the Ministry of Education of the People's Republic of China (M. Mi, personal communication, March 20, 2015). Despite all the initiatives at GLC, what is most clearly lacking of Knight's schema is the integration institution-wide. Internationalization of certain classrooms is happening, and the staff and students are diverse which supports global education, but most of the initiatives are by individual teachers and are not promoted with intentionality.

The Harvest Collegiate School has a bit more flexibility to be more creative with their efforts to internationalize, since they are not bound to Regent's requirements. The teachers work together to create cross-disciplinary lessons and focus on the history of the non-western world. Knight emphasizes the importance of "expressed commitment by senior leaders, active involvement of faculty and staff" (2008, p. 47) that was apparent when visiting Harvest Collegiate School. The school has a Model UN Club and even a Tai Chi extracurricular group. The school offers a diverse range of engaging classes such as "Role-Playing our World and Ourselves," in which students role-play to understand their sense of perspective and decision-making in the world, and "Urban Ecology - Our Global City," which has students look at how the diversity of language, religious beliefs and culture of New York City affects its ecology (A. del Calvo, personal communication, March 5, 2015). There is commitment by administration and it is integrated into the

mission statement. The only thing that Knight mentioned that would apply to a high school setting that this school has not achieved is the external relationships and partnerships with groups and organizations outside of the school that are internationally themed and driven.

When looking at the two schools through the framework of the Typology of Change presented by Green and Olsen (2003) one can assess the level of integration of internationalization. At GLC they are in the Adjustment section of change, because the change is pervasive, but adjustments have been made in individual classrooms, without depth of school-wide integration of global education. At the Harvest Collegiate School they have achieved a Far-Reaching Change. The one difficult factor about the Harvest Collegiate School is that it is so new that none of the original students have graduated, making it hard to see if the change and the international focus of the school is effective and will help students either get to college or succeed in the workforce.

Discussion

Through the interviews and surveys I conducted with educators in New York City, it became clear to me that global education is a topic on teachers' minds. Going back to the question "What efforts are being made to educate the student body about international topics?" one can look at the ideas that teachers have had across disciplines and schools. Not only are teachers integrating international topics into their lessons, but schools are also pairing with organizations that focus specifically on global education in high schools. Asia Society, World Savvy and Global Kids all have strong professional development programs for educators in the city. These organizations also have programming to work with teachers and students both during school hours and after

school to engage them in global issues and expand their understanding of global perspectives.

Part of the intention of this research was to look at what ideas are transferrable to schools outside of New York City. This question is hard to answer with the data collected. New York City has many unique factors: multicultural students, a large pool of diverse teachers, culturally rich neighborhoods, and a proximity to major international airports. All the organizations interviewed in this survey are based in New York City and as a result are focused on this area, rather than in the rest of the state. Even though there are limited resources and less favorable conditions for internationalizing schools in the rest of the state, teachers can still make some of the changes suggested in this study. Ideas like integrating global issues into persuasive writing, or teaching about geometry through Islamic art, or using an internationally written textbook are all small changes that teachers could implement independent of their location.

The research was limited in its scope. Focusing only on schools that have global topics in the mission statement was helpful for the timeframe of this study, but if further research is done, a broader group should be interviewed and surveyed. There may be teachers with fantastic ideas in global education that work in schools that are not internationally focused. Further research should also include interviews with principals to give a better overview of each school. The data in this study can be used for teachers hoping to incorporate global education in their curriculum and schools. Teachers can understand some of the obstacles as well as the factors that could help them succeed. Many interesting suggestions for ideas in the classroom and as well as

extracurricular activities have been presented by the educators in this research and can be used by other educators in their schools.

Examining the data collected, one can say that although many teachers are making individual movements to include global concepts into their classrooms; it is less common to see school-wide integration. The greatest obstacles seem to be the New York State Regents requirements and limited funding. As the world becomes more globalized and international issues continue to resonate locally, the education system will need to adjust curricula accordingly. Students must be prepared for the world. Individual teachers and some schools are starting, but wider internationalization is needed.

Conclusion

I started this research with trepidation, worried that the barriers integrating global education in high school classrooms were too high and that it might not be possible to succeed. Thinking about my own New York State public school education, I remember that teachers were required to teach to the standardized tests, and the only time we learned about other countries was through Global History class. My main exposure to present-day issues and global culture was through the exchange students living in my house and snippets of public radio. Through this study, I have learned that despite the many hindrances educators have, it is possible to integrate global perspectives and issues into the schools. Many of the ideas presented in this paper can be used in schools throughout the country. Small changes in literature used, terminology incorporated, and perspectives presented can help students to understand global issues better, while still adhering to the Common Core and Regents standards.

The literature reviewed in this study made it clear that global education is important for youth to provide an understanding of the world around them. In order for high school graduates to be successful in the global workforce, whether they pursue college or not, they must understand international issues. This study outlines a number of obstacles that schools and educators must overcome to be able to integrate global education in their curricula. Educators indicated limited funding, standardized test requirements, and lack of time as the main factors deterring them from doing more in their schools.

Both the hindrances and supporting factors outlined in this paper can provide ideas for the New York State Department of Education (NYSDOE) to understand what can be changed and improved to help teachers be more successful in teaching global topics. The NYSDOE should consider integrating global education into the state Regents requirements and increase funding for professional development for related topics. School administrators should support teachers to allow time to work together in building cross-disciplinary curricula with an international focus. Schools can work more closely with organizations like World Savvy, Global Kids and Asia Society to get professional support to integrate global perspectives.

It is difficult to determine how much being located in in a diverse metropolis affects teachers' ability to integrate global studies, given this research's specific focus on New York City Schools. Some teachers mentioned using the diversity of their students to provide insight on lessons. Other educators mentioned going to museums or a specific neighborhood to learn about a culture or international art. These things are limited to this area and are not necessarily transferable. In future studies into this subject, researchers

should expand the scope of the study, to avoid overlooking the perspective of teachers in other areas.

Students deserve to learn about the world around them. They need to be prepared for what they are going to encounter post-graduation. Teachers and educators throughout New York City have recognized that, and are working to integrate global education into their schools. Global issues should not be isolated to just Global History or Language classes. Educators contacted for this study mentioned ways to include international issues in science, math and art classes, as well as afterschool programming. These ideas can be used in classrooms throughout the city, state and country to help students understand our complex world.

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Appendix A
Interview Questions

Name:

School:

How many years have you been at this school?

Have you worked any other schools? If so, can you describe what sets this school apart from other schools you have worked at?

In your mission the school says it will strive to _____? What has been your biggest obstacle(s) in achieving your mission?

What are you most passionate about in terms of educating students about international topics?

What has been one (or two) of the most successful initiatives in engaging students in international issues?

What has been one of the least successful initiatives?

In New York State there are tests and Regents requirements that often guide curriculum, have teachers at this school expressed issues in integrating global topics into curriculum and covering what is needed for achieving high scores on these tests? If so, please describe.

What, if any, extra-curricular activities does your school offer students to engage in global topics? (ie language club, school trips, international dance, model UN)

What, if anything, does your school do to diversify the student body and faculty?

What, if anything, does your school do to teach students about their culture and culture of others?

Please tell me about what, if any, funding your schools receives to integrate international subjects into your lessons and activities?

What did you do to get them?

What feedback have you received from students about the internationalization of your school?

What feedback have you received from educators?

What, if anything, can your school improve to better prepare students for the global world? What are your obstacles to getting there?

Is there anything else you would like to share with me?

Appendix B
Survey Questions

Name (optional):

Please indicate the name of your school:

What subject(s) do you teach?

What are the top two things you do in your classroom to integrate international issues into student learning?

Have any of your efforts to make your curriculum more globally oriented been unsuccessful?

If yes, what happened?

What is your biggest obstacle to integrating international topics into your classroom?

Do you find it difficult to integrate international issues into your curriculum/teaching?

If so, what is your greatest difficulty?

Explain what support, if any, you receive in making your lessons more global oriented.

Do you believe you have enough support to integrate international topics into your classroom?

If not, please explain what could help.

Are there any international journals, newspapers, websites, resources you use with your students? If yes, please list your favorites.

Have you ever lived or studied abroad?

Have you or your students been given the opportunity to travel internationally on a school trip? If yes, how was the trip funded?

Do you use Skype or another social media technology to connect with students abroad, international classes or teachers from other countries?

If yes, please explain what methods you used and if you found them to be successful or not.

Have you ever invited in an international guest speaker or speaker to talk about international issues?

If so, please describe the topics discussed and what was the impact of the visit on your class?

Have you ever had an international student in your class? If yes, please describe any methods you may have used to involve the student in class to provide an international perspective.

Is there anything else you would like to share?