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Teaching the Moral Imagination: How Global Education Aids in Peacebuilding

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***TEACHING THE MORAL IMAGINATION: HOW GLOBAL
EDUCATION AIDS IN PEACEBUILDING***

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PIM 72

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts
in Peacebuilding and Conflict Transformation at SIT Graduate Institute in Brattleboro,
Vermont, USA.

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ABSTRACT

In this paper I present distinctive information from written resources and in-depth interviews with 17 constituents who are in some way involved in the incorporation of Global Education curriculum in the US. I specifically looked at Brookwood School in Manchester-by-the-Sea, Massachusetts, a private school looking to develop programming around this subject. I also looked at World Learning Youth Programs in order to gain insight from an institution solely focused on GE. The aim of the research was to learn why and how Global Education programs are being incorporated into curriculums, what skills schools are aiming to have their students learn through this curriculum and the challenges surrounding this effort. Additionally, the research was aimed at finding connections between these educational goals and peacebuilding skills. Though there is great agreement as to what skills should be garnered from these efforts to incorporate Global Education, there is little consensus on how to teach these skills. There is little time and energy devoted to the development and incorporation of these programs, they are often times not valued by the educational community, and though students are occasionally coming into contact with schools in other countries, there is little to show they have learned the skills the programs propose to teach. This study presents an innovative understanding of the skills needed for students to be global, empathetic citizens, and suggests that to bring peacebuilding skills in as part of Global Education curriculum can be a way of developing students' "moral imaginations," which is, ultimately, the projected goal of Global Education curriculum.

INTRODUCTION

In this course-linked capstone, I focus on the importance of Global Education (GE) in our school systems and as a form of peacebuilding. I became interested in this topic through my own experience with Global Education as a student in high school and college, and it was renewed when I was employed as a facilitator in my practicum with World Learning Youth Programs in Brattleboro, Vermont and as a Global Initiatives Intern at Brookwood School in Manchester, Massachusetts. As a student, my own experience in GE very much led me to where I am today as a peacebuilder and working in the sustainable development field. As a facilitator and teacher, witnessing the transformation in behavior of students who were empowered to understand different points of view and return home to work for peace and sustainable development in their own communities, has been deeply inspiring. Frequently, the students taking part in World Learning Youth Programs asked why they did not learn GE as part of their normal school curriculum. Like my students, I find myself wishing that more of our youth, across the globe, could be exposed to these same methods of active listening, cultural exchange, and safe dialogue space. I believe that these are the building blocks of what John Paul Lederach describes as the “moral imagination,” and that if we foster these values at a young age, we will all be one step closer to a more peaceful and just world.

This course linked capstone (CLC) will be a grounded theory study focusing on the Global Initiatives Program at the Brookwood School in Manchester, MA and World Learning Youth Programs in Brattleboro, VT. However, because little theory currently exists on this subject, this paper will be more of an exploration of GE and a description of

what exists in one location. I will explain the theoretical basis of this inquiry later in the paper.

Main Research Question:

What is the link between Global Education, empathy and peacebuilding?

Sub Questions:

1. What is the importance of Global Education in developing the minds of young students?
2. What are the challenges and potential solutions that institutions and faculty face in incorporating Global Education into their curriculum?

Context

Brookwood School

Founded in 1956, Brookwood School is a private, non-profit, non-denominational elementary and middle school, serving students from pre-k through 8th grade in Manchester-by-the-Sea, Massachusetts. The student body consists of a very affluent and mainly white population of students. Brookwood's mission states:

Brookwood is a warm, child-centered community of exuberant learners with an unparalleled commitment to both the development of the mind and the development of the self. Through a distinctive balance of challenge and encouragement, the school fosters excellent lifelong habits of scholarship and instills deep respect for others and a healthy sense of self. Ultimately, Brookwood strives to graduate academically accomplished individuals of conscience, character, and compassion (Brookwood School, n.d.).

Recognizing the global increase in technology and the requirement for those in the workforce to work with people from multicultural backgrounds, for the past few years

Brookwood has been trying to incorporate GE into their curriculum. They are able, and lucky to be able to do this primarily because they are a private school; they are well funded and they can create their own curriculum as opposed to the set curriculum that public schools are forced to follow. Brookwood is incorporating this form of education by way of a number of impressive avenues. One is by having students work with other schools in developing countries. At the moment, they have created relationships with a school in Brazil, Uganda and the FAWE (Forum for African Women Educationalists) school of Rwanda. Brookwood students email, Skype and collaborate with students from these schools on projects throughout the year. Additionally, faculty from Brookwood and faculty from these schools often exchange visits with one another, and in so doing spend time working in the classrooms with the students, getting to know different curriculums, teaching methods and cultures.

Some Brookwood teachers have also designed in-classroom projects that give students greater awareness of different countries and cultures as well as a deeper understanding of the interconnected parts of our world. Projects include a 7th grade initiative to connect Brookwood students with students at the Battle Ground Academy in Franklin Tennessee to study perspectives of the US North and the US South in examining the meaning of the confederate flag (Fox, 2013). Brookwood also celebrates various holidays and days of recognition, including the Hindu festival of Diwali, Chinese (or Lunar) New Year, and International Day of the Girl. The 8th grade participates in Global Awareness Projects (GAP), where they pick a global issue to study and a project to complete related to the issue. Issues include but are not limited to girls education, efficient cook-stoves, HIV/AIDS, and chimpanzee conservation in Uganda. Additionally,

once a year, 8th grade students will show the film *Girl Rising*, a film chronicling the stories of girls across the globe in their struggles and successes to access quality education. They show this to the 6th, 7th and 8th grade, as well as a viewing for parents and faculty.

Despite Brookwood's important and worthy attempts to incorporate GE, there are of course many problems that have arisen in the process. One problem Brookwood has faced is a lack in financial and curricular resources. According to many teachers, there is little existing information on how to incorporate GE into a daily curriculum. Some teachers have expressed to me during my practicum that they don't have time to spend designing their own activities or helping other teachers design and facilitate activities. Additionally, there is little funding allocated specifically to acquire materials or support student/faculty trips to different cities or countries to enhance their learning. Another problem is that when teachers do want to connect with other schools across the globe, they have to contend with issues around time zones and technology being sometimes spotty; Skype doesn't always have a clear connection and makes it difficult and frustrating for students to talk. I found out recently that the Brookwood email system is limited for students to persons inside the system; hence, students cannot email anyone with a non-Brookwood.edu address. This makes communication outside of the school bounds even more difficult. It has to happen through a teacher's account. This is of course for security reasons, but it would seem that it could hinder the goal of having students more globally connected and taking risks to reach outside their bubble.

The final and most apparent problem Brookwood has had to contend with is the value of GE in the minds of each part of its community. Brookwood's community

consists of board members, administrators, teachers, alumni, students and the parents of those students and alumni. Changes in curriculum come mainly from administrators and faculty, but the new ideas must be supported by all these other entities (some more than others) if the change is to be successful. Though those in the Brookwood community might recognize that the subject of GE could be important, they do not value it as they do Math, English, History, and other core classes. Because GE is not seen as top priority for all entities, finding time for this type of curriculum becomes a challenge, as it usually takes the backburner to allow for more time spent on other subjects and projects that have risen in importance to the Brookwood community over time.

There are several reasons behind this lack of support, the first being that GE is a fairly new concept in independent schools. This is to the point where some aren't even sure quite how to define it. In my various conversations centering on the subject of GE, some have seen it as separate from international education or multicultural education, and think of it only as education about other countries, including only a small amount of direct contact with those other countries. Faculty members and administrators are the ones who will ultimately decide what the definition of GE is, and how it will, or won't, become incorporated into regular curriculum.

Convincing parents of the importance of GE is another issue. Brookwood is a private institution where students go if they are interested in going to the higher universities of the world. Many parents see their kids attending prestigious high schools like Philips Exeter and Andover Academy, and then continuing on to institutions like Harvard, Columbia, and MIT. They recognize that their children are going to have to have great strength in classes like math, English, history and science in order to do this.

Because GE hasn't made it into regular study, it probably isn't on parent's radar as something necessary for success in higher education. Perpetuating their doubts could also be the fact that GE was probably not a large part of their own education. It must be difficult, and rightly so, to understand how a visiting teacher from FAWE helps their child along their path to Harvard. However, if parents are not on board with incorporating GE into the curriculum, then the school will continue to face challenges as the parents are the ones who comprise most of the funding for programs like these.

The faculty has concerns as well. They are responsible for making curriculum that complies with the school's mission as well as giving students the skills needed to get into high school and college and for making it interesting for the students so that they can indeed internalize these skills. Though it seems that most faculty members recognize the importance of exposing children to other cultures and educating them in the skills of global citizenry, there are some who do not see its importance and there are others who see it not having enough importance to spend what time it will take to incorporate it. Strapped for time already, incorporating GE into a daily routine will take immense amounts of it as well as energy. It could possibly mean completely rethinking Brookwood's schedule. It could mean placing less value on other programs such as the 8th grade play, an endeavor that takes over the lives of students, faculty and parents for 3 months a year and leaves little room for anything other than core curricular classes. No matter what, it is going to take a great sacrifice of time, resources and brainpower on the part of the faculty.

The board of directors and administrators are faced with similar concerns. They are concerned with making sure the faculty is doing their job to get the students into

prestigious high schools. It is also important that they not only keep up with the other independent schools in the area, but that they also provide some competitive qualities that draw kids to Brookwood as opposed to another school. They are also concerned with raising money to make sure that the school can continue to function in the way that it has for over 50 years. They are responsible for balancing the needs of all the other constituencies of the school. They, too, are strapped for time and energy and will have to make great sacrifices to put GE into gear.

The success of incorporating GE into Brookwood's curriculum depends on each of these entities understanding its importance and working in harmony to implement it, yet there are clearly structural and cultural reasons that make this difficult to do, and I doubt Brookwood is alone in contending with and facing these challenges.

World Learning Youth Programs

Because empirical knowledge is scarce concerning successful implementation of large GE programs, I will look at World Learning Youth Programs (WLYP) to help develop my theory. I hope to see the similarities and differences between the two programs and see if and how WLYP can inform some of Brookwood's process. WLYP is a curriculum specifically designed to give students an experiential opportunity to explore different cultural perspectives, which is why I chose to interview a few of their facilitators to help develop the theory for this study. Their mission reads,

World Learning's youth programs administer exchanges to foster greater understanding and respect between the youth of the United States and other countries worldwide. Projects focus on specific themes, ranging from civic participation and volunteerism to leadership development through sports and activism. Though primarily designed for students, some programs also enable high school teachers, community leaders, and

staff of non-governmental organizations to participate as well. In collaboration with the [SIT Graduate Institute](#), World Learning's institute of higher education, our [International Development and Exchange Programs](#) division has created an effective model that helps participants to gain a stronger sense of civic responsibility; establish relationships with others of different ethnic, religious, and national groups; and develop the skills and knowledge to transform their communities and countries (World Learning, 2013).

Funded by the State Department and the embassies in the various countries they work with, WLYP is able to bring students from abroad to the US for a cultural exchange where they go through a series of homestays, dialogues, and educational classes on leadership, peacebuilding and sustainable development. After returning back to their countries of origin, students are required to implement a project of their own in their communities as a continuation of the learning they received while in the States. Though this program provides GE to its students, it only functions as a camp in the summer and as sporadic three-week programs varying by country during the rest of the year. It is not incorporated into the regular curriculum of a student's learning, and is only available to a handful of students from a handful of countries. However, I chose to look at their perspectives on GE because they have been able to completely focus their curriculum planning on this subject. I wanted to see if there was any overlap as to their points of view on GE and those of the constituents at Brookwood, as well as to see if there were any pieces of knowledge from World Learning that could inform Brookwood's process of incorporating GE into their own curriculum.

This paper will be a grounded theory study, deducing themes that emerge directly from my subjects that draw directly on their ideas, language and ways of understanding

their attitudes and behaviors (Hesse-Biber and Leavy, p. 224, 2006). Because there is very little empirical knowledge on if and why it is important to incorporate GE into curriculum, as well as how to do so effectively, in this study I hope to gain and present greater understanding as to why GE is important in a student's formal education in becoming global citizens, as well as understanding how GE can be implemented well. Since there is not much theory already in existence on this subject, this will be an exploratory paper in the sense that it will hopefully stimulate thinking around Global Education and articulate the issues present in its development. Additionally, the paper will describe in part what does exist in the context of two schools in order to see what two institutions are doing. However, this subject is too broad a subject to get a general view by looking at just two settings. One theory that seems emerge, however, is that the skills aimed at through GE curriculum are the same as those learned through peacebuilding processes, and teachers might have more success both in teaching these skills effectively as well as measuring their students' success if they used dialogue as a way to teach about global issues as well as helping students function better in multicultural contexts and give context to their other core classes. If implemented such that students are not only getting a sense of other cultures but also learning elements used in formal peacebuilding work like teambuilding and facilitated dialogues, it can inspire not only understanding, but deep empathy. It is this latter element that is the keystone in the effectiveness of GE and in creating a future population of global citizens.

LITERATURE REVIEW

Defining Global Education

In order to complete this research, we must first have a common definition of Global Education. The National Council for the Social Studies describes, “Global education focuses on the interrelated nature of condition, issues, trends, processes, and events while international education emphasizes specific world regions, problems, and cultures” (National Council for the Social Studies, n.d.). Brown and Kysilka define “multicultural” as students who are from different backgrounds be it their culture, language, religion, and/or class (Brown & Kysilka, 2009, p. 1). They define “global” as the interdependence of countries in “daily issues and events such as global warming predictions and international terrorism” (Brown and Kysilka, 2009, p. 3). I struggle with the concept of separating these ideas, as I don’t believe one can separate one’s culture or background from the global issues we face on a daily basis. For, if we teach them as separate ideas, it could be difficult to see the interconnectedness of these aspects, hence the student will miss the forest for the trees.

The National Association of Independent Schools combines all of these aspects in their “Principles of Good Practice,” in “Educating for Global Citizenship:”

1. Present a view of the world that invites and rewards curiosity concerning the richness and diversity of all human societies and encourages respect for all people.
2. Develop a curriculum that helps students recognize how differing cultures, traditions, histories, and religions may underlie views and values that can sharply contrast with their own.
3. Provide resources and activities in support of instruction that can help carry learning in the direction of world understanding.
4. Expect teachers, administrators, and other staff members to model respect for all peoples and cultures and to address constructively instances of bias or disdain for nationalities, cultures, or religions outside of their own.
5. Seek beyond the institution itself partnerships and networking that may help it promote global awareness, experience, and problem-solving for its students.

6. Educate and encourage parents to support school initiatives that promote global understanding.
7. Seek a diversity of cultural, national, and ethnic backgrounds in the recruitment of teachers and administrators (National Association of Independent Schools, 2006).

All of these aspects are very much interconnected, and so for the purpose of this paper, I refer to Global Education (GE) as a combination of them all. Hence, GE is a study of culture, of diversity, and of the issues and processes we face as a planet, as well as the skills necessary to problem solve, understand how structures of power influence peoples' livelihood, and the ability to work/communicate effectively across cultures.

Though it is not clear when the concept of GE was first coined, it is clear that there is rising awareness and rising need of it in school curriculum. Brown and Kysilka attribute it to rising influx of immigrant populations in the classroom, rising disparity between rich and poor, and they state “the global economy and the international communication network are forcing educators and policymakers alike to reevaluate their positions” (Brown and Kysilka, 2009, p. 3). Chris Harth echoes this sentiment by saying that “ongoing technological changes in recent years have rendered strangers in distant lands into neighbors—as real to us as those in our local communities” (Harth, 2010). He goes on to articulate that because of these changes, we are becoming interconnected across different fields, including “economics, the environment, and human health—with important moral implications for all residents of our shared planet” (Harth, 2010). All of these authors seem to agree that no matter what discipline one works under, people are having more interaction with different cultures, and, whether in a school or in the workforce, the requirement for cross cultural communication is on the rise.

Many are beginning to adhere to the philosophy that the competencies we've long taught in our education systems—mainly the “3Rs” (reading, writing and arithmetic)—are becoming less and less valued in the workplace. Brown and Kysilka write that in international settings, “company representatives...have found that corporate success often depends more upon the expatriate manager’s personal skills of empathy, ability to remain nonjudgmental, and tolerance for ambiguity rather than his or her technical and managerial skills” (Brown and Kysilka, 2009, p. 21). The core curricular subjects are holding less importance, while social skills are holding more.

Likewise, a 2013 Microsoft Partners in Learning and Pearson Foundation study of 21st Century skills in the workplace, measured success in the workforce against skills taught in school. Part of the push for children to go to elite schools comes from the deeply rooted socio-economic structures and cultures sustained by corporate needs. Often, success is defined in US culture as being able to work in a corporate profession of some kind, and attending elite institutions can help to ensure this success. In the study, skills included: “collaboration, knowledge construction, skilled communication, global awareness, self-regulation, real world problem solving, and use of technology for learning” (Microsoft Partners in Learning and the Pearson Foundation, 2013, p. 8). Though the latter skill is the only hard skill, the study found that “respondents with high 21st Century skill development are twice as likely as those with low or medium 21st Century skill development to achieve excellence in work quality” (Microsoft Partners in Learning and the Pearson Foundation, 2013, p. 13). They also found that “student self-worth, engaged learning, and a sense of purpose are critical components for student success in reaching their potential” (Microsoft Partners in Learning and the Pearson

Foundation, 2013, p. 14), and that real world problem-solving was the “significant driver of higher work quality” even if less than 2/3 of their respondents reported having developed this skill in school (Microsoft Partners in Learning and the Pearson Foundation, 2013, p. 4). It seems that though the hard skills of reading, writing and arithmetic are still important in successful completion of a job, they are no longer significant qualifiers for success in the business world. Rather, social skills are of heightening importance in attaining, keeping and doing a job well. This says a lot in regards to what should be taught in schools, for it makes it clear that corporate business is demanding a more globally minded workforce due to an influx of more cultures into the workforce as well as business more often being taken abroad.

Harth has an interesting interpretation of what it means to be a student of GE. He writes,

...All students should have a base level of knowledge in key subject areas, including mathematics, the sciences, the arts, the humanities and social studies...this essential background information enables people to be “culturally literate” and, therefore, to interact more effectively with others who share such knowledge. However, given intensifying global interactivity and the expanding context for learning and living, we need to update our definitions of “core knowledge” to include...awareness of, and appreciation for, cultures from around the world. Moreover, they need to understand their global and local contexts and the various levels in between (Harth, 2010).

Harth recognizes that not only are the basic core curricula still important, but they are key factors in the GE equation. Without understanding of math, science, the arts and social studies, when a student goes out into the world he or she will be missing a great deal of skill required to be a global citizen as these are daily parts of our lives. Yet, Harth takes it a step further by saying that not only do they need these skills, but students also need to

foster deep understanding of other cultures and of their context relating to and within those cultures. GE is not only a study of culture and global issues, it is a study of how students relate to those cultures and issues as being not separate from, but as an intricate part of a cultural web.

Defining Empathy and Putting it in the Classroom

In many conversations and books on education, I've seen and heard people referring to the classroom as a microcosm of our greater world. And yet, in the past two decades, our classrooms have become increasingly violent. Bullying runs rampant in schools around the world, not just here in America, and school shootings in this country seem, unfortunately to be on the rise. In their book, *Waging Peace in our Classrooms*, Linda Lantieri and Janet Patti write that though it is not schools' sole responsibility to create peace, it is necessary that they "educate our young people in the ways of peace" (Lantieri and Patti, 1996, p. 12), if there is to be any hope of creating a peaceable society in the future. They recognize that in this day and age, a child's emotional competencies are just as important as their hard skill competencies. They write,

Our society needs a new way of thinking about what it means to be an educated person. We can no longer turn away from the emotional fabric of children's lives or assume that learning can take place isolated from their feelings. We need a vision of education that recognizes that the ability to manage our emotions, resolve conflicts, and interrupt biases are fundamental skills—skills that can and must be taught (Lantieri and Patti, 1996, p. 3).

If violence can be curbed in our school system by teaching kids the tools necessary for transforming their own interpersonal conflicts and managing their emotions, then perhaps

they will be more likely to use these skills outside of school and later in their professional and personal lives.

In her book, *Roots of Empathy: Changing the World Child by Child*, Mary Gordon defines empathy as “the ability to identify with the feelings and perspectives of others...and to respond appropriately” (Gordon, 2005, p. 30). She articulates the need for empathy in the classroom saying that, “understanding how other people feel is the first step to building caring relationships in the classroom, in the community, and in the world at large” (Gordon, 2005, p. 35). She teaches children to not only discuss their emotions, but to know that their feelings are accepted by both their peers and the adults around them. She says that, “knowledge may influence decision-making, but it is emotion that truly changes behavior” (Gordon, 2005, p. 39). She uses the example of people continuing to do unhealthy things despite their doctor telling them otherwise, until some emotional event finally inspires them to make a change (Gordon, 2005, p. 39).

Likewise, Lantieri and Patti define empathy as the “root of caring” (Lantieri and Patti, 1996, p. 10). They go on to describe it as,

...the ability to imagine and understand other people’s feelings without their having to tell you how they feel. People rarely express their feelings in words alone, and empathy includes being able to read facial expressions, gestures, and other nonverbal signals. Empathy is a critical human capacity and is crucial for harmonious relationships (Lantieri and Patti, 1996, p.10)

If a child is taught to empathize with anyone, and especially someone from a different culture, they are able to imagine that person feels as if those feelings were the child’s own. Teaching this skill can not only help students in having awareness of different perspectives, but when students make decisions, those varying perspectives can then be

taken into consideration as valid and important to the best outcome of the situation. It is imperative that this takes place in the classroom, for as Brown and Kysilka state what many others have before, “the classroom is used as a microcosm of the global world. What is learned in the classroom about multicultural and global concepts is constantly applied there as well as in the world beyond” (Brown and Kysilka, 2009, p. 31). Schooling is intended and designed to prepare students for their lives after and outside of school. It is therefore just as important to teach empathy, as it is to teach basic curriculum like math, science and the arts.

Tools and Theories of Peacebuilding and How GE can Foster Empathy

Global Education has the potential of not only creating awareness of different points of view, but of fostering understanding and empathy between points of view. Merry Merryfield writes that teachers of GE “confront stereotypes and exotica and resist simplification of other cultures and global issues; foster the habit of examining multiple perspectives; teach about power, discrimination, and injustice; and provide cross-cultural experiential learning” (Merryfield, 2002, p. 18). Through GE, students are able to break through barriers of judgment, allowing them the ability to see each other without screens of misperception shading their view. When these barriers are broken and they are able to interact with each other across cultures through experiential learning, students grow friendships with one another, despite their personal backgrounds.

Merryfield articulates that this has to happen on an even playing field, not when students are put in a “superior” role, such as working in soup kitchens or volunteering in shelters (Merryfield, 2002, p. 20). Rather, when students are able to learn together, they

realize each other's humanity, not only identifying their differences but most importantly, their commonalities.

In our graduate level class on peacebuilding, we are given a number of tools and skills in order to understand individual conflicts better, and most importantly, work at cultivating "deep empathy." These tools and skills include conflict analysis, frameworks and theories to better understand where someone's feelings come from, and mediation/dialogue skills in order to help other people cultivate empathy and understanding for each other. Herzig and Chasin of the "Public Conversations Project," see dialogue as a conversation between people of different perspectives who are there to try to find mutual understanding (Herzig and Chasin, 2006, p. 3). They distinguish dialogue from debate, group therapy, mediation and negotiation, saying that it is a time where people agree to set aside argument and use genuine questioning and authentic expression to try to shed new light on conflicts that have often become completely polarized (Herzig and Chasin, 2006, p 3-5). They write,

The need for dialogue in our public life is less well understood than the need for debate and activism. In history and civics classes in the US, debate and political activism are presented as time-honored tools in the toolbox of democracy, and rightly so...Dialogue has a vital, if quieter, role to play...It can build bridges across divides in the body politic. It can promote healing in small communities that are struggling with a controversy. It can also reduce the likelihood of gridlock in the halls of Congress, hatred in the arena of public opinion, and potentially dangerous misrepresentations in our sound-bite saturated media (Herzig and Chasin, 2006, p.1).

Effective dialogue constitutes a number of positive results besides healing and understanding. Dialogue could be seen as one of the many creative ways we face conflict that steps outside the bubble of violent interaction. It's an opportunity for people to feel empowered to share their own story as well as listen to the stories of others because they

own their own dialogue; people are asked to stay committed to “the stated purpose of the dialogue” (Herzig and Chasin, 2006, p. 6). It also teaches the skills of active listening, patience, respectful and genuine questioning, and authentic expression. When one sees the effectiveness of a successful dialogue, perhaps they can also see the value in employing those skills in conflicts that arise on a day-to-day basis.

How GE is Related to Peacebuilding

Up to now, I have come across no literature that directly connects GE to peacebuilding, and so how we look at this connection will depend on how we see the defining features of GE and the possible links to features of peacebuilding. Though nothing combines the two concepts directly, there is a call for more education on how to be a global citizen and there is a call to teach students empathy. Brown and Kysilka articulate that there is a purpose beyond awareness in GE, they write that “the focus is not only the diversity of individuals and cultural groups, but also on the interconnectedness of all individuals and groups and the need to work together for solving the world’s problems” (Brown & Kysilka, 2009, p. 11). The study of GE helps students not only understand issues that the world is facing today, but it also gives them the skills needed to work together in order to solve them.

In the peacebuilding field, John Paul Lederach calls for the honing of a kind of creativity that he calls the “moral imagination.” He articulates that the moral imagination “develops a capacity to perceive things beyond and at a deeper level than what initially meets the eye” and emphasizes the “necessity of the creative act” (Lederach, 2005, p. 26-7). He goes on to say that the moral imagination has a “quality of transcendence. It breaks

out of what appear to be narrow, shortsighted, or structurally determined dead ends” and “breaks out into new territory and refuses to be bound by what existing views of perceived reality suggest or what prescriptive answers determine is possible” (Lederach, 2005, p. 26-7). The moral imagination requires us to see our interconnectedness as human beings, whether we are friends or enemies, and “embrace complexity without reliance on dualistic polarity” (Lederach, 2005, p. 5). This said, he does recognize that there is risk involved in this, but it is imperative that we be bold and step “into the mystery of the unknown that lies beyond the far too familiar landscape of violence” (Lederach, 2005, p. 5) if we are indeed to try and find alternative solutions to violence.

The purpose of GE as we have seen it in the literature stated above, is congruent with that of Lederach’s moral imagination. The interconnectedness that Harth talks about is echoed in Lederach’s definition; students must have the ability to see all people in a web of interrelated relationships, including those who we usually see as “the enemy.” And there must be a cultivation of creativity, of risk taking, of giving students that safe place to take a risk that allows their imagination to flourish despite the potential dangers. In this sense, Lederach uses Mark Johnson’s analogy to art, and how art breaks the rules of morality for the purpose of helping us see morality in a new light (Lederach, 2005, p. 27). We must teach our students at a young age to break the rules of how we have for too long attempted to solve conflict, teaching them to use their creativity to explore other possibilities in transforming their own personal conflicts. We must help them develop their moral imagination.

Paulo Freire, the renowned education-revolutionary from Brazil, articulates the importance of understanding one’s own world, be it at a local or global level. He writes,

As men amplify their power to perceive and respond to suggestions and questions arising in their context, and increase their capacity to enter into dialogue not only with other men but with their world, they become “transitive.” Their interests and concerns now extend beyond the simple vital sphere. Transitivity of consciousness makes man “permeable.” It leads him to replace his disengagement from existence with almost total engagement (Freire, 1974, p. 14).

Freire argues that critical thinking is born out of people perceiving their global context (awareness), and that it actually helps them to become involved in decision-making. Once they are exposed to their situation, people are able to “comprehend causality” (Freire, 1974, p.14), how one thing affects another; hence the skill to be able to map conflicts, to understand one’s place among a web of other players. This gives people the ability to see a whole picture and be able to work on the pieces of that big picture. People then can start thinking beyond what their existence is to what their existence could be, and locate the specific people, places and systems, that can make this change happen. This is what Lederach means when he talks about the imagination in peacebuilding, it is the ability to critically think beyond what has been and to experiment with what could be. And he stresses its utter importance:

The north of peacebuilding is best articulated as finding our way toward becoming and being local and global human communities characterized by respect, dignity, fairness, cooperation, and the nonviolent resolution of conflict. To understand this north, to read such a compass, requires that we recognize and develop our moral imagination far more intentionally (Lederach, 2005, p. 24).

If students are able to cultivate respect, cooperation, awareness, curiosity and risk-taking in the safe space of a classroom, then they will be aware, curious risk-takers when they leave the classroom. Join these with the understanding and respect of different cultures

and knowing their place as one among those different cultures and we have created a truly global citizen equipped with the potential to work towards the betterment of society.

Challenges of GE in Curriculum Design

As of now, I have come across no literature written on the challenges of incorporating GE into everyday curriculum. However, in my observations at my practicum site, I have witnessed several challenges including time, resources, teacher's involvement levels, student interest, and time-zones. It is my hope that this research project sheds light on these issues and explores some potential solutions to these challenges.

DATA COLLECTION, ANALYSIS AND INTERPRETATION

Collection

The collection of this data was aimed at exploring the way Brookwood's process is functioning and to identify the issues that emerged. My method of data collection consisted of three aspects that created a triangulation of information in order to increase the validity of the research. These methods included: observations, public document analysis, and semi-structured interviews.

The first method, observations, consisted of my own field notes as an observer and participating facilitator of Brookwood's 6-8th grade classes. In these settings, my role was as a participant as observer. I am participating in the facilitation of GE, however I am an outsider of the group under study since I am not a regularly employed faculty member. During these observations (approximately 20 hours worth), I looked for specific indicators of what I previously defined as my interpretation of GE, both in the setting and

in the behavior/language used by the teacher. I observed the challenges that the facilitator might have faced during a class period, and how the facilitator did or did not overcome those challenges in my assessment. My protocol for the method of recording notes consisted of recording the date, time and place of observation and included my experiences, hunches and leanings, the physical setting, particular events and activities, my own reactions, personal reflection, insights, ideas, confusions and breakthroughs.

In analyzing public documents, I located essays, program descriptions, articles and the like that Brookwood and WLYP faculty and administration have written about their programs and about GE in general. I looked for insight into why and how these programs are implemented the way that they are, any solutions to potential challenges, and I looked for a link to peacebuilding.

The interviews were a series of semi-structured interviews. Twenty people were originally contacted, seventeen of which responded. Each person was involved in GE in some way, ranging from great involvement to very little involvement. I chose these interviews based on the position of the faculty person, parent or administrator, making sure there was diversity in their involvement in GE curriculum, to gain a maximum variation sample. I asked them where they identified being from and how often they traveled outside the US to see if there was any correlation between their thoughts on GE and their experiences abroad.

Three interviewees were from WLYP, all from varying degrees of involvement. One had been there since its creation, one for the past 10 or so years, and one for only a couple of the summer programs. All three called the US home, but traveled at least once a year.

Fourteen interviewees were from the Brookwood community. Three were in administration, one was a parent who did not identify being from the US, and the rest were faculty members. One constituent was a parent of a current student as well as being employed by Brookwood. One faculty member was also an alumna of the school. The constituents' travel experience ranged from very infrequently to 2-3 times per year. The length of their terms at Brookwood ranged from 1 year to 34 years.

These different perspectives helped to shed light on the issue being explored from three or four different angles, and continued in the development of my working theory on GE. All interviews were audio recorded and transcribed.

Participants took part in the interviews of their own free will, and were given a statement as to why the research was being done before they agreed to take part so that they knew exactly how their opinions were used. They had a choice to remain anonymous, in which case I took extra care in making sure their opinions remain unidentifiable. All participants are a mix of genders, and between the ages of 18-70. This research did not include student perspectives. In the future, research on how it influences students while at school and later as alumni of institutions promoting Global Education will be necessary to have a more complete picture of its effects. Additionally, it will be necessary to gain information as to how GE effects different kinds of schools both in and outside of the US.

After the collection of the data, I looked through each interview and my observations multiple times, and through an open coding analysis I determined if there emerged a number of categories of information observed in the data, for instance challenges surrounding implementation of GE education and the skills GE teaches its

students. I used the inductive method to look for instances in the data that represent the category in order to describe or generate theories and ideas about it. For instance, if a category was “challenges surrounding implementation of GE,” I looked for my constituents’ perspective on what is happening regarding that category, what people are doing about it, and what it means to them. I looked for these both in the interview data and in my records of observation and the public documents, synthesizing the three methods of collection in order to enhance the validity of the findings. Then, I looked for subcategories that illustrated diverse perspectives in relation to what my constituents said about the larger categories. For instance, many of my constituents talked about “time” as being one of the challenges, and so I listed all of the different perspectives on time as a subcategory of challenges. After this was completed, I selected a category that is extensively discussed by the participants, and made this the central phenomenon. What emerged was how GE was defined and implemented in relation to the skills my constituents hope it teaches. Through this kind of coding, a set of hypotheses emerged that relate the categories together, however I looked more for understanding of the process rather than explanation. I wanted to gather information on the different meanings these individuals gave to the nature of the reality of GE. In the concluding section, I relate the data to what I have discovered in the literature review.

Validity

Over the course of designing this research project, there were a few validity issues that came to light. In order to increase the validity of the data analysis, I used the method of triangulation to test the theories against different forms of data collection. Of course,

having worked in both atmospheres and studied GE to a great extent, my own biases are strong regarding GE's importance. To make sure that my theories were based on fact and not on my own opinions, in addition to the interviews I used my own observations of classes as well as literature that WLYP and Brookwood has published on GE, comparing the three against each other.

While conducting interviews, in order to increase authenticity in their answers, at the beginning of each interview I emphasized that there were no right or wrong answers to my questions. Rather, I was looking for their individual interpretations to gain a sense of the thinking around the questions. Also, I knew that since I worked in the institutions where I would be conducting interviews, there were going to be some premonitions on the part of my constituents as far as what subjects I wanted to hear about. For instance, one of the questions I asked them was: "what skills do you find are most emphasized in schools for preparing students for their adult life?" Many of my constituents responded to this question by emphasizing skills I might be interested in as the Global Initiatives Intern, like cross-cultural competency and global awareness. However, after making it clear that this answer did not have to be specific to any subject, they did add other skills unrelated to GE to their answer. In that sense, and specifically because of my sustained relationships with them, my presence in this research was very much a factor in the kind of answers I received. Additionally, their relationships with each other most likely effected the expression of their views, and I know that many of them were not as open to discussing some of the challenges for they told me to omit certain things they said. It is impossible to know exactly what would have changed in their answers if these relationships had been different.

Because I have worked in both site locations and have formulated my own opinions on GE through experience, it is possible that the sources and quotes chosen are slightly biased to my own opinions. However, by triangulating my sources of information, I hoped to create more validity as far as the data analysis was concerned.

I think the most positive outcome of my conducting these interviews was that through them, thought on these subjects was given space to be explored, and the conversation could be continued. One person prefaced his accepting the interview invitation saying that he didn't think he could offer much because he wasn't highly involved with the GE initiatives at Brookwood. However, as the interview came to a close, he realized that he had a lot to say on the issue and found the questions very intriguing topics to think about. Hopefully, this kind of realization will in turn help create a more common, articulate view on the subjects of teaching GE, empathy and conflict resolution skills.

Ethics

Ethics was a concern in this research project because it focuses on schools. However, to minimize risk, I limited my research population to faculty members, parents, of-age alumni, and administration. I made sure my questions were open ended and that my interviews were semi-structured, giving a general topic for them but not limiting them in any way as to what they wanted to focus on. This gave them the option of going as in-depth on the issue as they wanted. I made sure they were clear that their names and identifying features would not be included in the presentation of the data so that anything they said that might be offensive in any way, could not be pin-pointed at them. That said,

some constituents still felt uncomfortable going into certain subjects, and at times asked me to omit certain things they said creating implications for the validity of my findings.

Limitations

This research project only lightly brushes the surface of how we look at GE in our schools because it was limited in a few ways. The triangulation sought to increase the validity of the findings by offering multiple methods of gathering perspectives, and comparing these perspectives accordingly. The triangulation helped to emphasize many of the points made in the interviews. It also brought to light where more information was needed and the intricacies of the relationships between stakeholders. It is clear from the triangulation, that these intricacies can have a great effect on what people say or don't say. I found that many of my own observations articulated complexities of the inter-personal relationships between faculty-student, faculty-faculty and faculty-administration, yet only one faculty member mentioned this in the interviews as having importance in GE programming at Brookwood, and even so they only alluded to it briefly. This makes me again question what else might have been said if relationships had been different or if follow-up interviews were conducted.

Other issues that arose was that there is not a lot of written material published by Brookwood on the subject of GE, especially materials highlighting faculty/administrative feelings and insights on the subject. What does exist is documentation of different projects Brookwood has their students work on during the year. Most of them highlighted the successes of Brookwood's program, while none articulated the processes of these successes or explored any of the challenges.

Brookwood's faculty and administration is already strapped for time and energy, and so the ability to interview as many people as necessary to get a full picture of the project was impossible. Further research should include more faculty and administrators, as well as students. An even more in-depth study should look at how students relate to their education both when they are at Brookwood and WLYP, a few years beyond their education at these institutions, and again many years down the line, getting a full scope of the impacts of learning the specific skills they were taught at these institutions. And of course, this research is limited by being focused only at two institutions, both very unique examples of education institutions in the US. A more in-depth study should focus on other kinds of institutions and compare and contrast these allowing for this kind of study to be more generalizable and have more external validity.

Presentation of Data

As a result of coding my written observations, interviews and information materials, there were a number of themes that arose. I have created tables that include these categories and quotes to support the points of view surrounding these categories (see Appendix A). For identification purposes, each constituent is assigned a letter and a number depending on what institution they are from, however none of these offer identifying details of the constituents. WLYP constituents are assigned the letter W, while Brookwood constituents have the letter B. Their number is random. My written observations have the letter O and the information materials have the letter M. In most cases there were subthemes that emerged in order to organize the data further. I chose

the most representative quotes in the interview texts that described these subthemes, trying to glean as much diversity of opinion from these quotes as was presented me.

Defining Global Education in Relation to the Skills it Provides

The first theme that came up was how my constituents defined GE through the skills they thought it did and didn't teach. I divided this category further into three different subthemes: skills emphasized in schools, skills GE teaches, and what GE is supposed to cover.

Constituents had different perspectives on what subjects GE is supposed to really cover. One thought it should be the teaching of global issues. Another felt it was a complex web of curricula including science and math and foreign language that "equip" students with the skills necessary to be "global citizens." Another was a bit unclear and said that it's about "making the world accessible" though the constituent did not go on to deepen the definition. One constituent tied them all together saying that GE is about teaching issues while also making connections around the world in order to create the ability in students to work across cultural divides on those particular global issues.

The constituents thought that the skills emphasized in schools are mostly reading, writing and arithmetic. They articulated this in different ways. One constituent described it as "the 3Rs," another as "basic literacy skills" and another as "core foundational academic skills. One constituent felt like the skill they learn first is "how to do school," going on to explain it as learning how to follow instructions and how to be obedient.

Interestingly, a common thread in the skills GE teaches according to my interviews and the materials published on the subject, is that none of the GE skills were

the same as those skills emphasized in regular curriculums. Rather, GE skills focused on behavior and personal growth like empathy, respect, understanding of diversity, understanding of self, creativity, collaboration, and awareness of difference.

Issues in the Incorporation of GE

Though I could not come across any documentation of challenges faced in schools around incorporating GE into curriculum, I have noticed quite a few challenges come up in the context of my practicums as well as in my interviews. The second theme, and one of the subjects that was focused on the most, were the many issues related to incorporating GE into every day curriculum. Three sub-themes came from this greater subject: challenges, student needs and teacher needs.

Some of the challenges that Brookwood faces are more complex than one might originally think. One constituent was concerned about the idea of service learning, articulating that GE can't be about paternalism otherwise you remove the ability for those students to see themselves and those from other countries as equal. Another concern raised was the issue of being able to quantify learning. There is no test to determine whether students have learned GE skills, and it's difficult to determine when students are only at a school for a short number of years. There is no way to measure the curriculum's success. Similarly, it's difficult to maintain students' interest in the subject especially when there are no grades to be concerned about. They start to question why they are studying GE if they aren't going to get graded on the material, which raises the question of evaluation in GE, regardless of grading being applicable or not. The last concern is the dedication of the faculty. Many constituents said that though the institution as a whole

values GE, not everyone is on board as far as dedicating time, energy and brainpower as well as good devoted instructional leadership that is necessary for success in its incorporation.

In order to solve some of those challenges, it seems that there are a number of needs both on the part of students and teachers. According to my observations, the teachers seemed to be frustrated when the 8th grade students who didn't act involved in or like they cared about the subject. The only times the students seemed to act involved was if they had guidance from the teacher as to how to ask the right questions and conduct their research. This could be because students have little preparation leading up to their big 8th grade GAP projects. If they've connected with the schools in other countries, it has only happened infrequently. One constituent articulated the need for students to have authentic experiences, with lots of opportunity to be creative and inventive. Another emphasized that it is probably difficult for students to work in teams, let alone in teams that have students from different cultures and time-zones.

Teacher's needs include more logistical needs and resources. This includes the ability to measure a student's success, time, dedication, having GE be valued, scheduling, money, and flexibility.

How to Engage Students

The third theme that my constituents talked about was the issue of engaging students and continuing to keep them engaged, which is very much connected to the previous category and the issue of measuring student's success and keeping them

involved in their projects. This subject was also divided into three sub-themes: what students need to be engaged, how to engage, and how GE has engaged students.

There were a number of theories as to what students need in order to be engaged in a subject. One person felt that it was a safe space where they are not labeled or judged. Many thought it was learning through experience, and many used the words “excitement” and “fun” in their interpretations. Quite a few constituents stressed the importance of having GE be a part of a continuum, that to engage students it can’t happen as part of one subject, rather it happens across the board. Students must be engaged in GE through every subject.

There were also a number of theories as to how a teacher might try to engage a student, particularly in GE. Two constituents believed it’s done by teaching it in-depth, making sure they are presenting a full picture of culture rather than picking small pieces to emphasize. One felt it was done through authentic experiences and project based learning. They need to be shown that risk and mistakes are ok. One of the documents I found articulated the need for a specific kind of learning, one that is experiential, interactive, empowering, exciting and challenging. Another document emphasized the importance of creating strong expectations and making them clear to students from the beginning. Both called for necessary debriefing of information after a project had been completed, focusing not just on the project itself but the way in which the team interacted and the individual participation of each student.

Many constituents felt like they had at times succeeded at engaging students in GE curriculum. This included giving them an awareness of social and community issues that helped them make decisions later in life, and helped some of them see their

investment in global issues. Some helped their students feel validated by explaining nuances regarding other cultures. Others felt that students have begun to understand that though their world is protected and “cushy,” others live in more extreme situations.

Indicators of Learning

The fourth theme that came up was how to identify when students are learning the skills that teachers feel they should be learning from GE curriculum. Interestingly, none of the identifiers had to do with tests. Rather, behavior was the most emphasized identifier of a student’s learning. Some said it was curiosity, commitment, and compassion, others said it was visible listening to others and respect. One constituent said it was the light in a student’s eyes, or the “fire” of finding a sense of themselves. In my observations, I noticed that teachers felt like students had learned something when, in a Skype session with one of the schools or meeting with a visiting teacher, the students were asking multiple thoughtful questions. One document listed the different aspects a teacher/facilitator could look for to see successful learning taking place. It stated that for students to take on roles of leadership it takes: understanding critical issues, teamwork, communication skills, forethought, group dynamics, compassion, passion and determination, taking action in small steps, developing a vision, and empowerment and celebration.

Crossover of Skills in Empathy and Skills in GE

The fifth theme that emerged when coding the interviews was a crossover in language when constituents were referring to the skills gleaned from GE and those in

relation to their definitions of empathy. I broke down this category into two sub-themes, “Language around GE” and “Language around empathy.” Most often, the idea of “putting themselves in someone else’s shoes” came up in regards to both GE curriculum and skills around empathy, both from WLYP constituents and Brookwood constituents. Many of them talked about respect and caring, non-judgment, interconnectedness, and learning about the different way that people live and their different perspectives on things. All of the materials emphasized the same sentiment, using GE as a way to build empathy and compassion as well as understanding. One Brookwood constituent even described GE as being critical to world peace.

Debate vs. Dialogue

A great deal of constituents, both from Brookwood and WLYP identified dialogue as being one of the important aspects of teaching GE and conflict resolution skills. Yet, in my observations, I noticed at Brookwood that there was little teaching of the kinds of dialogue skills that are taught as part of higher learning. There was only one constituent who mentioned using debate as a teaching tool. When teaching about a conflict, teachers seem to choose to have students gather in groups of opposing positions and debate about the issues around those conflicts. One teacher is doing a unit on the Israel/Palestine conflict, having students choose sides and debate each side. Another did a unit on the meaning of the confederate flag in the south, having students choose sides and run a mock trial. Students were given legal information regarding how to study proceedings and how the court functions. None were taught any skills of dialogue. Many of the documents coming from World Learning emphasized how debate is different from

dialogue, and that they prefer to use dialogue as their way to create a safe place where students can employ good communication skills and build trust while learning about all the complexities of difficult global issues. The documents coming from Brookwood articulated the wish for a similar outcome, yet they don't say how exactly to achieve this.

DISCUSSION

In this paper I have presented observations regarding the implementation of Global Education curriculum, looking specifically at Brookwood School in Manchester-by-the-Sea, Massachusetts, with insight given by looking at World Learning Youth Programs. The aim of the research was to explore how two processes exist, the issues that emerged, and to identify how these issues are reflected in the larger debate that is happening in the literature. In depth interviews were conducted with 17 constituents that were in some way involved in implementing GE curriculum, both at Brookwood and at WLYP. The aim of the interviews was to investigate why GE is becoming more important, in what ways schools are defining the boundaries of a GE curriculum and the challenges and successes of this process. The interviews at WLYP were done to see if there was consensus between a program that completely focuses its attention on GE and an institution that is only just starting to implement it, and if so, in what ways, if any, could WLYP constituents offer insight into Brookwood's process.

Most likely because the concept of GE is so new to educators, there has been a lack of clarity across the field as to its definition. At Brookwood, creating connections between students there and students in foreign countries has been the most emphasized

piece of the National Association of Independent Schools' (NAIS) "Principles of Good Practice," yet, according to that same list of principles, and to many of the responses in the data, there are many other ways of providing GE skills. The NAIS also lists instructing students in such a way that their learning leads them in the direction of world understanding. Exposing students to other schools and way of life is only one part of the equation. According to many of the documents and some of the interviewees, students need to be guided through a teacher's expectations about what respectful interactions should look like, as well as provide ample time to debrief and discuss those interactions. This became clear in my observations when teachers became frustrated when students were put in a Skype session and didn't know how to ask good questions of those at the other end of the conversation.

It is also clear from the literature and the data that the way in which these interactions and this learning take place can have different effects depending on how it is conveyed. The result of using dialogue can, according to the Public Conversations Project, be a tool to build bridges across a divide and promote healing, fighting against hatred and misrepresentations in information. For instance, if teachers teach these subjects through debate, there is more chance the student's sympathies will lean toward one side or the other, instead of, if through dialogue, they are taught to appreciate the complexity of each of the different sides. It is this complexity that Lederach articulates is needed in our "moral imaginations," this ability to see our interconnectedness in a web that includes our enemies. The Public Conversations Project as well as constituents from WLYP have clearly articulated how dialogue can create a safe place for everyone, not just students, to explore this web of interconnectedness and employ skills that help us

respect and accept other viewpoints rather than persuade others that one set of viewpoints is more valid than another. It is clear that not only should students be exposed to other cultures, but they should also be taught how to interact appropriately with these other cultures. As one constituent and one of the pieces of literature stated, this appropriate interaction happens only when students are not put in a role of “paternalism,” but rather are working together on an even playing field with the students in other countries.

There was consensus between both the constituents and the documents that GE teaches skills that aren’t taught in regular curricula, and that they are mainly behavioral. This creates an issue of measurability, since it is more difficult and time consuming for teachers to measure behavior than it is to give them a written test. Indeed, the issue of time and energy on behalf of the teachers became a central theme in discussing the challenges of incorporating GE into Brookwood’s curriculum. However, there was also consensus that GE skill sets are crucial to the future success of these students, and both the literature and the data support this. Many of the constituents talked about the ability for students to “put themselves in someone else’s shoes,” both as a skill learned from GE courses, as well as in defining empathy. It is clear from both the literature and the data that developing empathy in the classroom is an important endeavor and one that can come from GE programs when students are given the ability to “put themselves in the shoes of others,” while at the same time knowing that their own feelings are important and valid even if they are different from everyone else’s around them. Involved in this process is the breaking down of stereotypes, judgments and generalizations, and Merryfield directly linked this to being one of the great things that comes from GE, both

in the study of different cultures and the guidance teachers give students in developing insight into every person's humanity.

Another challenge frequently mentioned in the interviews was that of keeping students engaged and interested. The documents from WLYP outlined their strategy, emphasizing leadership opportunities, reflection and dialogue as ways for students to learn many of the skills aimed at through GE curriculum, including active listening, public speaking, cross-cultural communication, among others. Though Brookwood constituents offered general conclusions as to how to keep a student engaged, for instance keeping material exciting and challenging, few offered concrete methods.

A great number of the interviewees were concerned about dedication on behalf of the stakeholders in developing the GE program at Brookwood. Many often mentioned that it would take great sacrifice on everyone's part to help each other understand the importance of GE as well as figure out the details of how best to situate it amongst the other core classes. It was clear in my observations and from the interviews that this consensus building needed to happen at a greater degree, for though many felt GE was great in theory, all constituents from Brookwood felt that more support was needed across the board.

All pieces of the literature and the data inform us that Global Education curriculum is becoming more highly valued in regular school curricula across America and that it will be increasingly important to have this base knowledge when entering institutions of higher education and the job market. At the same time, the data presented raises multiple questions as to how GE should be defined and implemented into these curricula. Because Brookwood is a private institution with more financial support and

curricular freedom than public schools, the school is able to face this transformation in a more involved manner than public schools. However, I don't doubt that if and when other schools attempt to develop GE programs they will face similar problems as Brookwood. In fact, a number of interviewees mentioned the constraints public schools are under, mentioning similar constraints that others spoke of regarding Brookwood. Making sure there is consensus of a clear definition of GE will become crucial in the process of developing these programs, as well as a clear understanding of the ways in which skills can be developed in GE in order to further that "moral imagination," and employ the creativity necessary to face the great issues before us in the present and coming years. In fact, perhaps the "moral imagination" will need to be employed by teachers as they develop their definition of GE and programming, for it is clear that much creativity will be needed to find the right path through all of this difficult information and, in Gandhi's own inspiring words, help our future generations "be the change they wish to see in the world."

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APPENDIX

A. Interview Response Matrix

Defining GE in Relation to Skills it Provides

Skills Emphasized in Schools	Skills GE teaches	What GE Covers
B3: My impression is that it's still kind of the 3Rs. I think secondary schools that prepare kids for college education are few and far between. I think those kids have to self select.	W1: I think by bringing more global content in, you increase a lot of empathy, and you increase respect, understanding of diversity, understanding of self as well, students can kind of examine their own reality, identity and perhaps privilege and they compare their reality to their peers around the world. So I think it can increase humility. I think if you can teach it in an experiential or group oriented way that's somewhat interactive then you teach all of those social skills those group work and project, communication and listening. If you can harness the diversity that's already in your classroom, then you can increase dialogue skills and understanding skills and that kind of community oriented, group oriented communication that serves students very well in life because that's certainly how real life is. So I think there's a lot to be gained...	W1: For me, global education is about making the world accessible and engaging to students within the classroom. It's about translating a very complex world, global system, global issues into engaging material or curriculum for students in school and in non-traditional education programs such as the one we run.
B9: I think the skills that are being taught most are how to follow directions, how to be obedient, how to do basic literacies that are necessary, including math literacy and reading and writing literacy. And in schools in general... well I think those are the first that come to mind. I think the first skills that kids learn are how to do school. So the skills I mentioned, how to follow directions, how to be obedient. And then other fundamental skills that have probably been taught for years, basic literacies.	M1: The 6 Cs of 21 st century learning that define the desired outcomes of global education (creativity, collaboration, character, critical thinking, and communication, and cosmopolitanism) are "grown" in the soil of carefully designed, lovingly implemented, developmentally appropriate curricula.	W2: Teaching about global issues.
W1: Basic literacy skills to varying degrees, language, reading writing, basic math, social skills, working with others, playing nice, playing fair, working in groups, individual skills of self discipline, respect, living by certain values, morals, being able to live as part of a community, set goals, often where schools do a better job is through	B5: I would say that an awareness of differences and respect of difference. It's one thing to just make children aware that there's a lot of people are different from them and there are environments that are different from the one they live in, but I think we need to go a step further and make them comfortable with those differences. And I think that's a really hard thing to do if you don't have a depth	B12: I'm increasingly seeing GE as a multi faceted process that involves the kind of learning I was talking about learning about countries and cultures current events past and current conflicts, through content areas like social studies, literacy, science, so there's this academic piece to it, learning world languages, being

<p>sports or extracurricular activity, more so than formal education.</p>	<p>of richness and diversity within your community. So you have to expose them to that so they feel comfortable and adaptable to going into environments that are very different from their own, or talking with people that they can't understand and how do you negotiate that, whether it's a language barrier or just a difference in understanding. So I think it's really important to familiarize children with cultural differences, traditional differences, life differences. I think we have to go further than just their skin color looks different from mine....I think it's important to just help them communicate about those differences and not be afraid to talk about them. Because that's when you really get understanding.</p>	<p>equipped with more than one language in this life</p>
<p>B12: In elementary/middle school, the skills that are emphasized are core foundational academic skills. In this particular school we really do try to walk the talk of educating the whole child so there's an emphasis on social curriculum. The responsive classroom curriculum for our younger students, professional growth and development curriculum, all aimed to provide kids with skills for relationship with others.</p>	<p>W2: they have to open up their way of thinking. And also they have to figure out how they fit into a more complicated world than they previously knew. So it's sort of about redefinition of self in terms of a more complicated other and community and global community. So I think it's good it stretches the brain and sense of self.</p>	<p>W3: GE to me is bringing awareness of global issues to schools...It's connecting students to the wider world and whether that is what's going on in our country or halfway across the world, it's really helping them invest in those issues and why it matters to them.</p>

Issues

Challenges	Student Needs	Teacher Needs
<p>B2: I think that what might be hard is finding an equal or a similar platform from a wealth point of view. There's so much more that these students have that students would have in Africa. And it's not necessarily that these students aren't wealthy in Africa. It's just hard not to have our students in our culture not becoming paternalistic to that country. And that's challenging because when you're paternalistic you're not coming from the same value place.</p>	<p>O5: When students have good guidance it seems they can come up with good ideas as to how to apply their research to their projects and they come up with good questions to ask of themselves and FAWE students. But otherwise they goof off or act like they don't care. The teacher seems to be frustrated in trying to get the kids to care.</p>	<p>B3: I think that there's a pressure between what the higher ups tell you needs to happen. So if you're in a public school you have the MCAS coming up or our kids always place into second or third level world language and so it's that tension between the things you can see on paper and needing to make sure that still happens versus the really intangible things. So we may not have time to do this really need PBL research project because we have to have two quizzes this semester</p>

		in order to get them in the grade book. So it's that tension between the quantifiable things and then non.
B9: I think sometimes that's hard for us to assess teaching in a middle school when we say goodbye to kids after 8 th grade. And I think that's true for a lot of things that we teach that are not immediately measurable or quantifiable	O3: 8 th grade students seem to have little preparation for their global awareness projects. There's little emphasis put on the skills they need to use for GAP pre 8 th grade.	B6: There really isn't a manual in how to get involved in GE. But it takes dedicated faculty and a couple good ideas and connections and pursuing it. And as we all know, teachers are over-worked, so finding the time and those dedicated few is part of the challenge.
B13: Another challenge is that you have some teachers, some isolated teachers who are entirely on board and you have an institution that supports in theory at least, or in its mission and vision from a development standpoint but it really needs some really strong instructional leadership to convey that vision and to connect those teachers so that they can provide a coherent curriculum tied to GE and the teachers who are working in isolation have the challenge of access to students, because students at this school are pulled in so many different directions and the time of the students, and they also have the challenge of having it be a valued piece so we have a global coordinator and we have these GAP projects that are emerging, but it should be a 6-8 grade or even beyond where all the core teachers and even special teachers understand their role and piece and it should be integrated through PGD, through advisory.	B10: . So what I'm saying is that global ed is those skills and you teach them how to collaborate, how to problem solve, you give them lots of opportunity to be imaginative and inventive. You give them as many authentic experiences as you can and exposure to as many differences as you can possibly do without giving lip-service.	B8: Having it not only be valued but also supported by the school. So I think everybody sees the value in making sure that our kids are prepared for a super globally connected world, but to ante up and provide the things that are needed to have it be implemented in the way that other things that we value are implemented... people aren't willing to devote the resources or the time or the energy or the brain space to just make it happen.
W3: Getting interest, if students don't already have an interest, I could see...it might be hard to get them willing to spend that extra time and effort to work on programs like this.	B13: it's certainly hard for some students to work with people on something that has a grade attached to it or a public presentation attached to it, stresses and pressures that go along with working in a group and I think it's an even harder challenge when those people that you're working with are on the other side of the world in different cultures and traditions and times and scheduling.	B10: We're talking about throwing our schedule in the trash right now and starting over so that somehow we can build in a greater degree of flexibility even something as simple if you're working on something like these kids with the kids in Rwanda or Uganda or Brazil, something as banal as time zones can be a huge obstacle... So dedicated time, dedicated personnel, and dedicated money. That helps.

How to Engage Students

What Students Need to be Engaged	How to Engage in GE	How GE has Engaged Students
<p>W3: you can have a group where everyone is safe and understands where you're coming from and understand that humans need a safe space where they're not labeled or judged or made fun of</p>	<p>B4: making sure that [GE] is not just touched upon, that it truly is...that it's done to a depth that is truly meaningful to the kids rather than a...we've brushed against it we can check it off as being a done initiative, a done project.</p>	<p>W1: I know that through my teaching of global issues it...turning students on to working on to a career community issues, social issues global issues, international relations, maybe not as a driving part of their career but the awareness has really driven a lot of the choices they've made in college in their travels</p>
<p>B1: I think it's a learn by doing.</p>	<p>B10: Probably we're also trying to give kids as many authentic experiences as we can emphasize experiential, project based learning, that kind of stuff. The theory that that's what they're going to be doing, so that's what they should be practicing.</p>	<p>M5: Leadership is as much about the 'how' as the 'what'. We have high expectations. We expect punctuality and preparation, full participation and cooperation, respect and responsibility, motivation and drive, reflection and commitment. We emphasize 'making good choices' in regard to rules, safety, group and learning... Leadership is about empowering everyone in a team of equals to perform at their highest abilities, and creating an atmosphere of trust, respect, support in which everyone is valued and diversity thrives.</p>
<p>B2: I think GE is at the root of everything we experience. Everything. It's at the root of math, it's at the root of music, it's at the root of everything to me... I think Global Ed perhaps helps show how differences can be so exciting and inspiring rather than...I know lots of people say it's great to show how we're the same. I actually think it's great to show how we're different. And it's so fun!</p>	<p>M5: It is possible to teach leadership & teamwork by making activities experiential, interactive, empowering, exciting and challenging. Just about every activity on a program can be infused with leadership and teamwork learning moments. Activities are often debriefed to identify the decision-making, the inclusion of and respect to participants, the communication used, the consideration of diverse ideas, the critical thinking, the listening skills and the group and gender dynamics.</p>	<p>W3: It's connecting students to the wider world and whether that is what's going on in our country or halfway across the world, it's really helping them invest in those issues and why it matters to them.</p>
<p>M1: Global Education at Brookwood, just like other areas of the curriculum, occurs along a</p>	<p>B4: I would say global education is again creating an awareness in your students, even young</p>	<p>B1: I think it's broadened their understanding for people for life, for positives, negatives, they're</p>

<p>continuum. Learning at each level moves students toward increasingly complex concepts and skills. Just as children make patterns before they tackle algebraic equations and clap rhythms before they pick up a guitar, they learn how to be caring, responsible participants in their own classrooms and communities....</p>	<p>students, that there's a whole world out there and it's populated with people who share many similarities but also who have differences and so at this level, I think we try to do a lot with a focus on kids and cultures and not just painting with a broad brush but really focusing in on particulars of their cultures that are special.</p>	<p>out of their realm. They all live in a pretty cushy world, and they've come to realize that that's not true for everybody</p>
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Indicators of Learning

<p>Indicators</p>
<p>M1: The curiosity, commitment and compassion of our older students is a testament to the importance of those first steps they once took at the other end of the long Brookwood corridor that leads from 4 to 14.</p>
<p>W1: Listening carefully to others combined with a respect for others. Often, good listening is a form of showing respect and that's a basic human connection of engaging with someone, talking, listening, having respect, respecting their story and their reality after you've taken the time to do that.</p>
<p>B1: You just have to look in their eyes. Just those connections...I think it's just looking at their eyes is the most awesome thing.</p>
<p>B12: I see some kids who didn't seem to have a place, a sense of themselves a niche for themselves, as emerging astonishingly as people who see themselves as global citizens...that kind of fire, I see everywhere....they had no idea of the challenges of people who don't live in this culture...you see them leaning forward in conversation with their eyes alight.</p>
<p>B10: and as she moved through she literally almost started to vibrate. And it was this realization that through science and imagination you could change people's lives. And there was an international component to it because obviously the D-Lab works all over the world so that's what she was seeing was projects from different countries. And I remember at the end I said to her, I think you're going to be a scientist, cuz she literally was on fire. And she said I hope so! And I think to a degree it was global education. It was the collaboration of people in different countries putting their heads together and solving a problem and it just turned her on so much it was unbelievable.</p>
<p>O5: At first they look bored, but once they get going on the Skype session with the FAWE students, they seem sad when it stops. They seem nervous but excited to have an opportunity to talk with the other students. Other students seem to be doing work while the conversations are happening so they get to complete work while also listening in on conversations. They seem to appreciate this, articulating that the computer talking is not bothering them...</p>
<p>M6: 10 Vital ingredients in developing youth leadership:</p> <ol style="list-style-type: none"> 1. Understanding critical issues: developing critical thinking and understanding on vital current issues, stakeholders, and being able to make connections between complex issues, causes and impacts 2. Teamwork: Finding creative solutions to problems, sharing and hearing all ideas, making decisions, compromising, finding consensus, real skills for building community 3. Communication skills: active listening, strategic questions, public speaking, networking, cross cultural communication and understanding, authentic expression, dialogue vs. debate 4. Forethought: Making a plan before acting, designing projects, trying new ideas, taking a risk 5. Group Dynamics: When to speak, when to listen, including everyone, sharing the lead 6. Compassion: Caring, thoughtfulness, kindness, empathy, shifting your perspective, 7. Passion and Determination: What are you most interested in? What excites you? What motivates you? What issues do you want to get involved in? What resources do you have to draw upon when the going gets tough?

8. Taking action in small steps: every moment of a program/exchange is about leadership—what are the leadership actions that you’ve never thought of as a leader before?
9. Developing your vision: What do you want to see happen? What is your dream? What do you want to achieve? What change do you want to create-small steps can make a big difference
10. Empowerment and Celebration: believing in the potential and power of youth; inspiring them to believe in themselves; developing trust; building capacities and skills to create positive social change.

Cross over of skills in Empathy and GE

Language around GE	Language around Empathy
M1: Global Education at Brookwood...they learn how to be caring responsible participants in their own classrooms and communities in order to develop the empathy, equity and ethics they need to be informed and effective global citizens.	B6: Empathy to me is the ability to see somebody else’s point of view, to step into their shoes and understand what it is that makes them tick, what made them upset, what made them happy understand why they make the decisions they make and it doesn’t mean you have to agree with it, but you have to be open minded enough to be able to take that point of view.
B2: [GE is] pivotal to our world economy, world peace, world equilibrium.	W1: Feeling someone else’s story without judging it or feeling guilty about feeling someone else’s reality or challenges or struggles. I think it’s about being able to put yourself in someone else’s shoes briefly and see the world a little bit through their eyes...
B3: I think GE is sort of teaching kids about the greater world, the larger world out there and the interconnectedness of it...so trying to put yourself in the other person’s shoes.	W2: Caring about other people. I know it’s supposed to be about putting yourself in their shoes, I think that’s too far, too hard. I think in some of these really difficult situations, how can you really put yourself in the shoes of somebody who’s in Syria in a refugee camp? I don’t think an American can do that. So I’d say it’s sympathy but in empathy you understand that person is a full person even if they are suffering things you can’t really imagine.
B6: I think I would define GE as learning about other ways of living, and having other people learn about your way of living. Again I don’t think it’s a one way street. I think there’s a lot to share going both ways. Again, they talk about the world being a global community and it’s getting smaller all the time, which scientists would disagree with, but as far as the communication that’s going on. The more you can learn about how other people see the world, the more it helps you understand different perspectives.	B7: I think empathy is being able to think outside of your own world and understand where that other person is coming from and in terms of all of those things like socioeconomic status or how they grew up or their religion, their political situation in their country. So being able to sort of have a greater understanding of all of those things and therefor being able to show compassion and connect.

Dialogue and Debate

Dialogue and Debate
W1: I think for me a big part of our program is teaching the skills of dialogue. Distinguishing that from debate or straight up conversation. Teaching the core communication skills that go into effective dialogue

so you ask people for authentic expression...having structured dialogue curriculum with well trained facilitators to guide people through that process.
B4: So we do a lot of work on when you are in conflict, how do you work, what are the steps that you take, almost dialogue or words that you use to work your way through to mediate any situation...The ideal I tell them is to engage in that dialogue when the timing is right, you don't have to wait until Friday if this happened on Monday, feel free to bring it up then.
B14: The teamwork I think it's good. And they're doing a lot of studies in history. They're learning about Israelis and Palestinians which [my son] really understands. And now he's really compassionate about Palestinians one side because they're asked to be..to choose which side and they have debates. So it's just nice how he sees things and how he feels about them too. He feels sorry for them because he thinks they're the original people from there.
W2: Especially in dialogue groups, when we get to serious issues in dialogue groups you see a few people there together and you see how they react to each other and then when they say goodbye to each other and they have to go back to different places, how close they get and how much they care about what happens to that person. And afterwards they stay in touch...
W3: I would say dialogue is a big piece of that. I feel like the dialogue process that we teach with the youth programs is so important for students to be able to handle any conflict...anything small...those skills can be used later in life as students are dealing with larger issues. So I think the dialogue is really importing. Learning to listen to people and really hear them and then to speak based on that and not just trying to get your opinions out there and talk over everybody else....teambuilding as well I think is a much smaller scale of CT, really working on how to be a team and get by with the problems you've faced in these building exercises.
B: 12 CR is many layers I believe...In my own mind the conflicts that I have in my personal life and those that I am trying to be attuned to on national and global levels often times seem to me to be unresolvable completely and so the idea of conflict ending to the satisfaction of all parties is actually seems to be in the realm of the impossible for me, both personally and on the meta level. Being able to change what is maybe an impasse or dilemma or conflict tension between people or nations, to change that into a productive process so that conversation, that dialogue can continue and maybe action steps can be taken even though the essential circumstances may never be altered.
M2. We do dialogue groups with youth groups because: - Small groups=more participation, +substantive face time w/ staff - It gives everyone multiple chances to speak and be heard, building confidence and rapport - It provides an important feedback mechanism for staff on student well-being, health, emotions, and how the program pace, components and content is being received and processed - It provides a safe, focused space to reflect on and process other program components - It provides an opportunity to practice important communication skills: English language skills, active listening (i.e. attentive, respectful, focused), speaking authentically (i.e. formulating and expressing your own opinion+speaking from the heart), conversation skills, and dialogue skills (with clear distinction given between dialogue and debate) - It provides a safe space to explore and discuss sensitive topics and build cross-cultural/cross-regional understanding and compassion among geographically diverse participants. - It empowers participants to select issues/topics for discussion & allows time & space to explore the issues through facilitator-lead dialogue, and questions posed by students
M3. For young people to feel empowered to address social problems in their communities and conflicts facing their world, they need to engage not only with the issues, but with each other. Through structured, adult-facilitated peer dialogue, high school and college students reflect on their generation's role in responding to seemingly overwhelming challenges, from war to child labor to global warming. For future leaders, dialogue groups create a place and time to envision one's own potential leadership for social change.

M3. The purpose of dialogue in YPLP is to empower young people to speak their mind and feel that their voices are heard. The dialogue process and content are structured by the facilitator to create an inclusive atmosphere that builds open, honest communication among participants—authentic conversations that, teens report, occur too rarely in their busy, achievement-oriented lives. It is made clear to participants that the goal of dialogue is to increase understanding and empathy: to understand others and to be understood. This is contrasted to the goal of debate, that is, winning or convincing the other side that my position is right, or goals of a simple discussion, which may be more abstract and purely analytical. Dialogue sessions create a process of reflection and interaction about relevant topics for each student group. An appropriate dialogue structure builds an atmosphere of trust and group safety that deepens interpersonal and intercultural sharing.

B. Interview Questions

For a bit of background information, can you tell me:

How long have you been employed by Brookwood/World Learning Youth Programs?:

What country do you identify being from?

How often do you travel outside of the United States?

What qualities and skills do you find are most emphasized in schools these days for preparing youth for their life post secondary school?

How do you define conflict resolution?

What forms of conflict resolution skills do you personally teach, or that you see other teachers using in their classrooms?

How would you define Global Education?

How would you describe the importance of Global Education in pre-college academia?

How could Global Education assist in providing students with the skills you mentioned earlier?

What forms of GE do you personally teach, if any?

In what ways have you seen GE make a difference in a student's life, if any?

What are some of the challenges you have faced in designing/incorporating Global Education curriculum? Why?

What are some solutions you see that could alleviate these challenges?

How would you define empathy?

How do you, or how could someone teach empathy to a student?

How do you see this being done at your institution?