

**CASE STUDY ON THE ROLE OF HIGH SCHOOL TEACHERS IN  
PROMOTING GLOBAL CITIZENSHIP SKILLS FOR DEVELOPING  
GLOBAL GOVERNANCE**

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**ABSTRACT**

Global citizenship education (GCE) has gained significant attention to foster a more just and sustainable world. This research paper presents a case study of the Role of the Science and language teacher in implementation of GCE in a NIS, Chemistry and Biology, Shymkent, Kazakhstan. This study also focusses for the impact on understanding the GCE components after two days workshop conducted by authors. The study employs a critical analysis approach, drawing on interviews with educators as well as document analysis of “Global Citizenship understanding Scale” (GCUS) and The Respect of Differences Scale (RDS) pre and post workshop. Researchers tried to find the

teacher’s skill to integrate GCE curricula and related policies. The findings reveal both promising practices and challenges in GCE implementation, including the need for more teacher training, increased funding, and better coordination among stakeholders. The paper also discusses the impact of GCE on students' knowledge, skills, attitudes, and behaviors, highlighting the potential for GCE to promote global-mindedness and social justice. However, it also identifies limitations and suggestions about the practices in GCE inside NIS, Chemistry and Biology, Shymkent, Kazakhstan. The paper concludes with implications for future research and policy development in GCE in NIS CIS, Shymkent. Researchers emphasized the

importance of a more comprehensive and equitable approach to global education.

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**KEYWORDS:** global citizenship education, global governance, teachers’ role

## **1. INTRODUCTION**

Phenomenal advances in information and communications technology and transnational migration have greatly increased the interdependence and interconnectedness of people and places. Changes in the society impacts on education landscape as well, it makes critical demands on in-service teachers to be culturally and pedagogically competence in addressing issues of globalization, racism, diversity, and social justice, and in creating an equitable and inclusive learning environment for all students (Burbules & Torres, 2000; Evans, 2006a; Evans, 2006b; Guo, 2013; Pike, 2008; Reid, Gill, & Sears, 2010). The current increase in the inclusion of contents related to Global Citizenship Education (GCE) in education systems as well as teachers’ education worldwide (Bamber, Bullivant, Glover, King, & McCann, 2016; Gaudelli, 2016) has generated a variety of empirical and theoretical studies. Global Citizenship Education has gained educational importance at the international level because of interconnectedness among countries through international mobility and economic interdependence. It is argued that globalization is leading to more diverse societies that require engagement with broader, more inclusive concepts of citizenship (Banks, 2017; Davies et al., 2018).

In-service teachers’ education and their professional development in the dimension of GCE are not yet adequately examined within the scope of this study. Teachers are the most influential agents of GCE and facilitators of inclusiveness; they determine how and to what extent the Global Citizenship Education is implemented in the classroom (Schweisfurth, 2006).

## **2. LITERATURE REVIEW**

### **2.1 Conceptualizing Global Citizenship**

Global citizenship is not associated with legal status and cannot be defined simply as progressive politics or extensive world travel. It is a 21st century way of life, applying the principles of global responsibility and accountability to daily local actions and addressing complex

global problems on an individual basis. Pillars of global citizenship are human rights, environmental sustainability, cultural diversity, and global governance. Moreover, students in the 21<sup>st</sup> century need GCE to equip with the knowledge, skills, and values that can help them take action to address the interconnected social, political, cultural, and global realities of the 21<sup>st</sup> century.

A study of the literature on global citizenship shows that global citizenship is still a contested concept and means something different to each author (Abdi & Shultz, 2008; Bennett, 2008; Carr & Porfilio, 2012). However, crosschecking themes of most literature on the philosophy of global citizenship confirm that a global citizen should have some or all of the following characteristics, including:

- Respect for fellow humans, regardless of race, gender, age, religion, or political views;
- Appreciation for diversity and multiple perspectives;
- A view that no single society or culture is inherently superior to any other;
- Cherishing the natural world and respecting the rights of all living things;
- Practising and encouraging sustainable patterns of living, consumption and production;
- Striving to resolve conflicts without the use of violence;
- Be responsible for solving pressing global challenges in whichever way they can;
- Think globally and act locally in eradicating inequality and injustice in all their forms.

Educational practices conducted from the perspective of global citizenship aim to prepare students to become global citizens with the above characteristics. The question of how teachers can effect change in classrooms and in the broader school community and how teacher education programs can be designed and adapted to support the goals of universal college readiness, has become a fundamental issue for global education communities.

## **2.2 Teacher role to educate Global Citizenship**

Recent studies show that many novice teachers rarely begin their careers with the in-depth knowledge and solid skills needed to address the wide variety of learners in their classrooms (Desveaux & Guo, 2011; Goddard, 2013). While educated in teacher preparation programs, many teacher candidates are not adequately equipped with the theoretical understanding and professional

skills to effectively engage and empower students to become global citizens who can be responsible for creating a more peaceful, environmentally safe, and just world (Weber, Evans, MacDonald, & Ingram, 2013).

Globalization and interconnectedness among countries are becoming wider and covering different areas of economic security, culture, technology, health, and peace. This context requires teachers to be pedagogically competent to help students intellectually and morally examine the complex and controversial global issues, act as responsible global citizens for sustainable development of local and international communities, and promote holistic thinking and cross-cultural understanding.

Previous research shows that while teachers recognize the importance of cosmopolitanism in the curriculum and have a strong interest in integrating cosmopolitanism into their practice, many teachers lack the confidence and pedagogical skills to teach cosmopolitanism (Desveaux & Guo, 2011; Schweisfurth, 2006; Sears & Hughes, 2006).

### **2.3 GCED Entails Three core Conceptual Dimensions**

GCED (Global citizenship education) has three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education. These core conceptual dimensions are based on aspects of all three domains of learning: cognitive, socio-emotional, and behavioural.

#### ***Cognitive:***

- To acquire knowledge, understanding and critical thinking about global, regional, national, and local issues and about the interconnectedness and interdependency of different countries and populations.

“Develop an understanding of global governance structures, rights, and responsibilities and global issues and connections between global, national, and local systems and processes · Develop and apply critical skills for civic literacy such as critical inquiry, information technology, media literacy, critical thinking, decision-making, problem-solving, negotiation, peace building, and personal and social responsibility · Recognize and examine beliefs and values and how they

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influence political and social decision-making, perceptions about social justice, and civic engagement

### ***Socio emotional:***

- To feel one belongs to a common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity.

Recognize and appreciate different and multiple identities, e.g. culture, language, religion, gender, and our common humanity; develop skills for living in an increasingly diverse world · Develop attitudes of care and empathy for others and the environment; respect for diversity; develop values of fairness and social justice and skills to critically analyze inequalities based on gender, socio-economic status, culture, religion, age, and other issues

### ***Behavioural:***

- To act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world.

Participate in, and contribute to, contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens

## **2.4 Study objectives and research questions:**

### **Research objectives:**

- To analyze the global citizenship competence in high school teachers
- To learn the effect of global citizenship skills after the workshop
- To integrate internationalism in day-to-day teaching

### **Research questions:**

1. How do high school teachers promote Global Citizenship in the classroom?
2. What is relationship between global citizenship and cultural awareness in teachers' perspectives?

## **3. METHODOLOGY**

### **3.1 Data gathering instruments**

Participants from the language and science departments of Nazarbayev Intellectual school of Chemistry and Biology in Shymkent, Kazakhstan, were selected for this study. Teachers in the scientific department came from the fields of physics, chemistry, and biology. There were participants in the language department from the Kazakh, Russian, and English disciplines. The survey comprised 28 participants, and the same number attended the two-day workshop on "How to construct a more successful Global citizenship classroom," which was held in schools from February 2 to 3.

The replies were all gathered using a Google form that was created and distributed to participants a week before the program. Data gathering considered consents, and the participants were informed of the results once they had been analysed and shared.

The workshop was scheduled for 12 hours (six hours per day), and participation was required for the post-workshop data. Participants exchanged information about the workshop's goal, materials, and activities. “Global Citizenship understanding Scale” (GCUS) and “The Respect of Differences Scale” (RDS) were used as pre-and post-two days’ workshop. Finally, evaluation forms containing open-ended questions were collected at the end of GCW.

Prior to this study, the researcher informed all participants of the aims of the study, and all data were collected willingly.

In this study authors have used two scales to understand and analysis of global citizenship skills among NIS teachers for their applications in classroom teaching.

### **3.2 “Global Citizenship understanding Scale” (GCUS)**

The participants shared their experiences. In this study, the Global Citizenship Understanding Scale (GCUS) was utilized. Cognitive, Social-Emotional, and Behavioural Elements Have Been Utilized for Scaling and Assessment of Global Citizenship Knowledge. We have used 26 items scale to understand GC among teachers.

### **3.3 The Respect of Differences Scale (RDS)**

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In this study, "The RDS" (Oksüz and Güven, 2012) was used to measure individuals' levels of respect for differences. The thirty-item scale comprises three sub-dimensions: differences in knowledge, differences in social categorization, and differences in value.

#### **4. FINDING AND DISCUSSION**

##### **4.1 Survey data**

**Table 1. Topic and content of GCW (Global citizenship workshop).**

<b>Topic Number</b>	<b>Content</b>
(1) Concept of Global Citizenship	What is global citizenship? and What are the qualities of Global citizen (Presentation prepared by Authors)
(2) Tools to create Global citizenship classroom	Role of teacher and learner to develop Global classroom (Presentation prepared by Authors)
(3) Multiculturalism, Equality and Different cultures from local to universal	Article Activity: Instructional Environment and Teacher Competencies in the Context of Multiculturalism (Başbay and Bektaş, 2009) Article Activity: Excellence, Equality, and Education (Ornstein, 2015) An activity to introduce different cultures (teacher bring a game song or meal specific to their local culture to the classroom) writing scripts and dramas about the topics discussed during the workshop
(4) Global issues	Activities developed by Oxfam
(5) Integration of Global citizenship in various subjects effectively	Activities and group discussion developed by authors

**Table 2. Pre-workshop and post-workshop independent t-test results of the comparison of Global Citizenship understanding Scale” (GCUS)**

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Test	N	$\bar{X}$	ss	Sd	t	p
Pre-workshop	28	3.10	0.52	30	-7.97	0.000
Post-workshop	28	4.21	0.38	27		

**Table 3. Pre-workshop and post-workshop independent t-test results of the comparison of The Respect of Differences Scale (RDS)**

Test	N	$\bar{X}$	Ss	Sd	t	p
Pre-workshop	28	3.87	0.35	31	5.77	0.000
Post-workshop	28	4.34	0.39	27		

**Concept of Global Citizenship:** Introductory session was delivered to the participants for more deep knowledge and understanding about global citizenship, what are the skills, values, and attributes. What Global citizenship involves.

**Tools to create Global citizenship classroom:** This session involves discussion led by presentation about how to create a global classroom and how it looks like. Participants were motivated to use tools to create global classroom and transition from product-centred learning to process-centred learning.

**Multiculturalism, Equality and Different cultures from local to universal:** The article Instructional Environment and Teacher Competencies in the Context of Multiculturalism (Başbay and Bektaş, 2009) was selected to discuss „What is multiculturalism?“, „What are the qualities of the multicultural school environment?, „What are the competencies of the multicultural teacher?“ and finally, the article Excellence, Education, Equality (Ornstein, A.C., Pajak, E.F. and Ornstein, S.B. (6th. Ed.)) was selected to discuss the concept of equality in education. Also, “European Convention on Human Rights”, “United Nations Convention on the Elimination of All Forms of Discrimination against Women”, “The Convention on the Rights of the Child”, and “The Kyoto Protocol” were selected to inquire the topics such as human rights, women and children rights and environmental problems.



**Global issues:** There were two activities for the teachers to get more aware about Global issue and how Interconnectedness and interdependency is most crucial part in the learning and teaching of GC. Participants’ skills were enhanced by case study and establishing connection between two different parts of the world.

**Integration of Global citizenship in various subjects effectively:** Participants were divided into groups and asked them to work on effective integration of GC in subjects. Many lesson plans were discussed and told them to share their feedback. This session helped them to understand the connection between GS and subjects like science and language.

## **4.2 Interview data**

Five open-ended questions were asked to reveal how in-service teachers evaluate global citizenship workshop. These questions were:

- (1) How do you critically examine local, national, and global issues, responsibilities, and consequences of decision-making?
- (2) How can you integrate connectedness between different groups, communities, and countries to encourage the learner to accept and understand diversity in the world and the equal treatment of everyone?
- (3) In your opinion, what are the most important attitudes and values, knowledge, understanding and skills that learners need in the world today? Briefly explain why.
- (4) Can you share your view to explore global issues while developing reading, writing, and spoken language (English, Russian, Kazakh) skills? (Only language teachers)
- (5) How can you include sustainable development and climate change in your lessons? (Only science teachers)

## **4.3 Qualitative analysis**

(1) To the question “How do you critically examine local, national, and global issues, responsibilities, and consequences of decision-making?” All teacher candidates expressed that training program positively affected their perception of global citizenship. Some of the answers that teacher candidates gave in the question forms are as follows:

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**Chemistry teachers:** “The most major quality of being a global citizen individual is respecting differences. To achieve this, one must put oneself into the place of others. While making decisions teachers always should take into account local, national, and international issues and peculiarities of their students. What is more, we teachers have to think in advance what would be consequences of our decisions, and definitely take all responsibilities to ourselves”

**Kazakh language teacher:** “The question is though-provoking. How do I critically examine...well, I try to put myself into any situation and evaluate what I would do and say. Teachers critically examine any situation in the learning process”.

**English language teacher:** “I firmly believe the biggest virtue is trying to understand the problems of others and global problems. I believe I had considerable progress in this with the help of this training. Also, I found brainstorming about global issues very beneficial and creative”.

(2) To the question “How can you integrate connectedness between different groups, communities, and countries to encourage the learner to accept and understand diversity in the world and the equal treatment of everyone?” Workshop participants responded that connectedness and diversity are challenging issues, and teachers try to promote equality and equity concepts through lesson activities.

**Physics teacher:** “I integrate diversity concept through group activities, classroom projects, and group online chats. Students aged 14-17 are still children, it takes some time to change their mind set about the world. The world now is diverse, people are different. I suppose that most of our biases stem from insufficient information. By the help of rich content of this training, we have developed a critical perspective to our biases”.

**Biology teacher:** “We are the people of the world we live in rather than our race, religion or values. This belief has been engraved in my mind after this training. Also, in no part of this training, I asked myself what is going to be the use of these things I learned because the answer was always crystal clear. I integrate connectedness in my lessons, but because of tough deadlines in the curriculum it is not always taking place. I wish I would encourage my students to be acceptable to diversity”.

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**Russian language teacher:** “This training gave me the opportunity to view global issues from many different perspectives. We had the chance to make extensive discussions during the session. For example, during the sessions, we discussed the uncertainty of multiculturalism and I think I reformulated my own concept of multiculturalism. In my lessons, I integrate equality concept and diversity through readings and novels”.

(3) To the question “In your opinion, what are the most important attitudes and values, knowledge, understanding and skills that learners need in the world today? Briefly explain why.” Almost all teachers concluded that students need to be critical thinkers in order to be a global citizen. They explained as following:

**English teacher:** “I believe students need to be critical to any circumstances in the world today. In other words, students should view one issues from different perspectives and accept all opinions, there is no wrong opinion. Everything depends on what perspective you look at”.

(4) The answers to the question “Can you share your view to explore global issues while developing reading, writing, and spoken language (English, Russian, Kazakh) skills?” showed that language teachers do not have any challenges in integrating global issues and sustainable development goals in their lesson. On the contrary, language teachers make their lessons more captivating and interesting through connecting global problems in reading and writing skills.

**English teacher:** “It is an effective way to deliver the content and context together through developing other language skills such as reading, writing, listening, and speaking. For example, the topic “Global Pollution” can be integrated in the reading skills to develop students’ understanding about the nature as well as enhance vocabulary on this topic. Afterwards, the same topic can be integrated in the writing skills where students should write an essay on air contamination topic”.

**Kazakh language teacher:** “High school students learn to write academic essays on various topics, and global issues are included”.

(5) To the question “How can you include sustainable development and climate change in your lessons?” science-related teachers replied, “teachers organize debates and group discussions with students regarding different topics, including climate change and its impact on the world.”

**Chemistry teacher:** “In the classroom activities students are able to share opinions and views regarding current global issues. Such discussions help students not to be afraid from sharing viewpoints”.

Physics teachers: “I had the chance to face my own biases in two-day workshop. In the classroom, we discuss the effects of climate change and natural disasters with students. It helps to raise awareness about global issues”.

### **The aims of Global citizenship education in NIS**

- To cultivate self-awareness and mindfulness in students.
- To instil critical thinking and inquiry in students.
- To enable students to speak effectively and express themselves freely and creatively.
- To enable learners to utilize life skills to deal with stressful and contradictory situations.
- To build social awareness and human values in learners so that they can make a significant contribution to society.
- To develop comprehensive approaches to education in a global context.
- In-depth understanding of global issues and universal values such as justice, equality, dignity, and respect.
- interdependence/interconnectedness, the global problems that cannot be appropriately or differently discussed by individual nations, and self-sufficiency as the core concept of the coming years.
- Cognitive abilities to critically examine, analytically, and creatively, including adopting a multi-perspective approach that acknowledges the multiple aspects, views, and angles of

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an issue (e.g. reasoning and problem-solving skills supported by a multi-perspective approach).

- Capabilities to act collectively and ethically to discover global solutions to global problems and to pursue the common good (e.g. sense of commitment, decision-making skills).

### CONCLUSION

This study aims to evaluate the efficacy of the NIS Teachers and their role in modern education. The "Global Citizenship Understanding Scale" and "The Respect of Differences Scale" served as pre- and post-workshop for the 2-days GCW. In addition, educators recorded their impressions for the open ended questions on the end of the workshop. The data indicates that GCW has a considerable favorable impact on teacher candidates' perceptions of their global citizenship competencies. Other data indicate that the GCTP has a substantial positive impact on teacher candidates' levels of respect for differences. Examining the literature, it is clear that global citizenship education is provided and recommended for all levels of education, from primary education to higher education, around the globe. It is believed that these GC educations improve students' global citizenship skills (Appleyard and McLean, 2011; Estellés and Romero, 2016; Massey, 2014). (Aktaş et al., 2017) found that GC educations provided in higher education not only teach students but also enable them to obtain certification that they may apply in their professional development. Teacher candidates were able to engage in in-depth debates regarding global citizenship, multiculturalism and multicultural teachers, human child and woman rights, and social rights thanks to their journals. From the responses its clearly visible that participants are well aware about the role of educators in teaching global citizenship and the impact of 2 days workshop evidently shows positive effect so they can apply in every day classroom setting.

Finally, in the last day of the workshop two meetings, the educators worked in small groups to come up with scenarios for solving the difficulties they had been discussing. Research shows that the GCE benefits from group discussions and inquiry-based activities (O'Connor & Zeichner, 2011). It is therefore proposed that the offered local opportunities contribute positively to intercultural communication (Croese, 2011). These efforts tried to lay the groundwork for self-awareness and engagement/activity (self-action and social justice action) as proposed by Larsen (2014). Teaching staff who participated in this training had their understanding of global

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citizenship broadened, their ability to promote global citizenship in the classroom practiced, their biases challenged, their perspectives broadened, and their appreciation for the training's materials and activities confirmed by a thorough analysis of open-ended items on a questionnaire. Finally, it can be concluded that GCW has positively influenced teacher candidates' abilities to inquire about and analyze topics like multiculturalism, women's rights, children's rights, and global issues, as well as their perceptions of global citizenship competencies and levels of respect for differences. In this study we can see from the data analysis that teacher enhanced the skills for teaching and implementing global citizenship education in every subjects. They were agreed and discovered their new role that is not limited to a subject teacher but also as GCE transmitter.

### **SUGGESTIONS:**

- The role of NIS teachers' preparation programs in developing global citizens can be evaluated, and if necessary, modified.
- Subjects like language and science can complement the curriculum of teacher GCE training and courses that aim to foster global citizens
- NIS educators to participate in global citizenship training programs.
- New, Creative, and engaging activities help to motivate and learn faster GCE so they can incorporate in the lessons.

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