

ARE WE PREPARING GLOBAL COMPETENT TEACHERS? EVALUATION OF THE INCORPORATION OF GLOBAL EDUCATION PERSPECTIVES IN TEACHER EDUCATION CURRICULUM IN PAKISTAN

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ABSTRACT

The paper investigates the integration of global component in the teacher education curriculum of B.Ed (1 yr) and looks into its role in preparing globally competent teachers. The overall strategy for the study was based on survey. The present study adopts mix- method (phenomenology and content analysis) as the major modes of investigation. The population consisted of all the B.Ed (1 yr) trained teachers and B.Ed curriculum in Pakistan. The total sample of 200 B.Ed (1 yr) qualified and experienced teachers were selected through purposive sampling while the curriculum of B.Ed (1 yr) developed by Higher Education Commission was chosen for the study. The data was collected through interview and documentary/record analysis. To find the global competency, themes are derived from the responses of experienced teachers using phenomenological research, while major global issues (Global Human Rights, Global Population, Global Language, Global Economy and Global Citizenship) were analyzed in B.Ed curriculum (1 yr) through qualitative as well as quantitative content analysis. The study identifies the missing gaps in B.Ed (1 yr) curriculum in preparing global minded teacher. The results concluded that the changing context of teaching is hampered due to theoretical integration of global education in the B.Ed (1 yr) curriculum. The curriculum partially fulfilled the needs of the teachers. They applied practical knowledge learnt from additional courses and through experience. The curriculum addresses more theoretical aspects and lacks in addressing needs of teachers due to which students are not globally prepared. The study recommends a strong intervention mechanism to revise the teachers' curriculum to help teachers integrate the practical global phenomena in their everyday classroom teaching.

Key Words: Global Competent Teachers, Global Competencies, Global Education, Teacher Education, Curriculum.

INTRODUCTION

The concept of globalization results in functionally shrinking of the world (de Blij, 2005) into a global village (Held, 1995). The things are changing and the new ideas are emerging. People are now incorporated into a single society and working together with mutual consent (Albrow, 1990, p.9). Due to the direct and powerful impact of globalization, the social as well as moral values are rapidly transforming. From the religion to the language, it has affected every individual in different capacity, depending on the diverse number of factors such as income, education, etc.

Where globalization brought many challenges, the demand for acquiring global competency (both for teachers and students) is increasing. Preparing students in advance to understand the global interconnections (Tye, 2009), will certainly enable them to participate fully in society at local, national and global levels.

The youth of 21st century are living a complex and challenging life than ever. They are worried about the global challenges and showing distress in the form of brain drain, hatred, protest, etc. At the same time, they are

more inclined towards western culture. To develop positive attitude to confront the future challenges with confidence, and to survive in this increasingly competent world besides inculcating global awareness, there is a dire need to integrate global components in the curriculum.

Teachers are considered as the heart and soul of every education system. They are the key players who transmit knowledge and enhance true learning in global education (Smith, 2000). Most of the educationists are in view that the educational reforms are associated with the professional development of teachers (Borko et al, 2002; Cochran-Smith, 2001; Fullan, 2002).

The global knowledge of teachers is related to type of training, acquired by the teachers. Literature suggests that quality of teachers depends on educational qualifications of teachers and quality of pre-service and in-service teacher education (Aga Khan Foundation, 1998; Jangira & Ahuja, 1992; Sharma, 1993). Unless teachers are trained and capable enough to meet the challenges, we cannot expect good reaping.

The global mindedness of teachers is often linked to the knowledge, attitude and skills development of students. These factors contribute in enhancing students capabilities to face the world challenges with confidence. Fargusan (as cited in Paliakoff & Schwartzbeck, 2001) observed that quality of teachers has a direct impact on student learning. Therefore, their professional development is crucial to maintain the standard of education and it is very essential for the teachers to be well-equipped with modern skills beside up-to-date knowledge about the world issues to impart globally competent knowledge to the students.

The current state of teacher education in Pakistan is in a dismal state that obstructs its overall effectiveness. The National Education Policy (Government of Pakistan, 1998) laid greatly emphasis on the role of teacher's in implementing education reformation in Pakistan. In Pakistan, teacher training is offered by Government Colleges for Elementary Teachers (GCETs), Colleges of Education (GCEs), public and private sectors universities and affiliated institutions through various academic programmes such as ADE (Associate Degree of Education), B.Ed (Bachelors of Education), M.Ed (Masters of Education), etc. One of the problematic areas, identified by Dilshad (2010) related to teacher training in Pakistan is the narrow scope of curriculum. According to the National Education Policy 1998-2010, although we are successful in mass production of teachers, but their content and methodology of education is shallow (Government of Pakistan, 1998).

Keeping the curriculum responsive to changing demands leads to prepare global competent individuals. Educational institutions providing teachers training are required to plan and design such curriculum, which can equip global competent teachers with attitudes, knowledge, and skills. According to Fullan (1999), not all change is improvement, but all improvement leads to change. Successful curriculum improvement should be based on the evaluation of the existing curriculum of teachers' training programmes and on the expert views of all the trained teachers.

RESEARCH DESIGN AND METHODOLOGY

Research Question

How the component of global education is integrated in the teacher education curriculum of B.Ed (1 yr) in Pakistan?

Are teachers globally competent?

Subsidiary Questions

How the important global areas are portrayed in the B.Ed (1 yr) curriculum?

What is the approach of teacher education (B.Ed, 1 yr) curriculum?

Is the B.Ed (1 yr) curriculum addressing the needs of teachers?

Are they applying learnt knowledge to their practical teaching?
Are teachers and students prepared to face the global challenges?
What are the views of teachers on the importance of teacher education?

Methodology

The overall study is based on survey methodology

Research method

The present study adopts mix method approach, i.e., phenomenology and content analysis (both qualitative and quantitative) as the major modes of investigation. The population consisted of all the B.Ed (1 yr) trained teachers and B.Ed curriculum in Pakistan. The total sample of 200 B.Ed (1 yr) qualified teachers disposed at five private and five public institutions are selected through purposive sampling, while for content analysis, the curriculum of B.Ed (1 yr) designed by Higher Education Commission is selected.

Research Instruments

The data is collected through structured interview and content analysis.

Data Analysis

To find the global competency of teachers, themes are derived from the interview responses of experienced teachers using phenomenological research, while major global issues are identified from the B.Ed curriculum (1 yr) through content analysis. The data is made reliable and valid by comparing the themes and by identifying the missing gaps derived from content analysis and structured interview.

Ethical Consideration

The participants were well informed about the research study. The informed consent letter was signed by the participants, which described the nature of the research and confirmed that the data will be kept confidential, while pseudonym is employed to avoid the disclosure of name as well as institution identity.

Research Findings and Discussion

The research findings are divided into two sections. The first section is based on the responses derived from the interviews, while the second section discusses the major global issues, derived from the B.Ed (1 yr) curriculum

Section 1

Phenomenology

Table 1: Showing the trained participants on the basis of gender

S. No	Gender	No. of Participants
1.	Male	84
2.	Female	116
	Total	200

The major themes derived from the interviews are as follows:

1. Lack of Integration of Global Education in B.Ed (1 yr) curriculum
2. Theoretical Curriculum (Lack of Practicality)
3. Lack of addressing the needs of Respondents
4. Lack of Globally Competent Students
5. Partial Application of Learned Knowledge to Practical Teaching
6. Innovative Teaching Strategies

Several structured questions were asked to the participants (see Appendix 1, 2 and 3). For the first question, mix responses were gathered. Majority of the respondents agreed that they did not observe the integration of global education in teacher education curriculum of B.Ed (1 yr) during their studies, however eight of the respondents completely observed and seven respondents partially observed the component of global education in the teacher education curriculum of B.Ed (1 yr); but only few identified the specific global areas, covered in the B.Ed (1 yr) curriculum. By integration of global component we mean whether there was an infusion of the knowledge about global challenges in the curriculum or not. For example environmental issues, global warming, diversity, pluralism, etc.

One of the respondents was in view that the current state of teacher education curriculum is not competitive and does not meet the current demand of teachers. The respondent said

“Although there was an integration of global education in teacher education curriculum of B.Ed (1 yr) but it did not fully match the current situation of global education. The objectives set for most of the courses were hazy while the strategies taught to us were out-dated.”

Another respondent was in view that she learnt few innovative topics related to global challenges during B.Ed studies. She responded

“To some an extent, there was an integration of global education in teacher education curriculum. Subject related to global education like environmental studies was taught to us as a part of course, which raised global awareness.”

One of the respondents was totally dissatisfied with the B.Ed (1 yr) curriculum. In his words

“I didn’t observe any integration of global education in the curriculum of B.Ed (1 yr)...I had a very bad experience during B.Ed course as it was completely based on parrot learning. We were encouraged to prepare plagiarized assignments rather enhancing teaching skills. In fact, we were not even told what this global education was all about. All what I learnt and still learning about global education is from internet sources. The teachers completely addressed the theoretical aspects of courses which did not help us to explore our capabilities and skills so how could you expect a person to have global educated mind.”

The concept of integrated curriculum empowers students, parents and teachers (Vars, 1991) by focusing on higher level thinking and provides deeper understanding of course contents. The integration of global component in teacher education curriculum helps to provide deeper understanding to teachers about society, culture, and enhance their skills to appreciate diversified ideas. This eventually helps teachers to foster positive attitude among the students. The curriculum of B.Ed (1 yr) seems to provide few of the global education components; however, it does not completely address the need of current time. It focuses more on knowledge content than on providing practical insights.

When asked, whether the curriculum of B.Ed (1 yr) is practical or theoretical, majority agreed that it was completely theoretical, however, only 9 respondents agreed that it was based on practicality.

One of the respondents said

“As far as B.Ed curriculum is concerned, it was based on theory with limited practical applications. Most of the methods taught to prepare effective lesson plans were also out fashioned. We were just asked to prepare lesson plans and to implement it practically without polishing our teaching skills.”

Another respondent shared her experience in the following words

“The B.Ed curriculum taught to us was completely theoretical. The curriculum did not address majority of the components of global education, which I was looking forward for. We were asked to complete teaching practicum at the end of the course, but the course instructors did not attend any of the practicum and marked the assignments on the basis of favoritism. One can never expect practical changes unless intellectual teachers come forward to bring changes in B.Ed curriculum.”

Emphasis on the practical approach with updated content was also made by one respondent

“There is a blend of both in the curriculum, however the practical approach needs to be implemented more along with theories. There is also immense need to unlearn some old theories and learn the new and updated ideas.”

Another respondent was in a very positive view and believed that it depends on teacher’s style, how to use the knowledge, gained from teacher education degree. He said

“...it depends how a teacher takes it or implement it. I found the curriculum theoretical, but I did my practice with different type of teaching methods. In a nutshell, it depends of teachers, how to transform theory into practice.”

Siddiqui (1990) discussed the problems of teacher education in Pakistan and observed that it is due to lack of knowledge about the current state of teacher education by the policy makers; non professional heads of institutions of teacher education; lack of goal oriented curriculum and theoretical teacher education that our teacher education system is in a dismal state. The global concept of curricula is increasingly transforming from static to a dynamic document, which is partially observed in the teacher education curriculum in Pakistan.

The respondents were asked, if the B.Ed (1 yr) curriculum addresses their needs or not, majority of the respondents disagreed. One of the respondents shared

“My needs are based on my desire to teach my students effectively. However, in some aspects, B.Ed curriculum did not give me capacity to grow professionally. Active learning environment was missing. Beside that the courses did not provide me with knowledge and evaluative skills for the curricular decisions.”

However, one of the respondents laid great emphasis on the role of teachers and had a positive views

“Needs are never fulfilled but as for a human being, we always try to achieve it. Time is changing very rapidly. The curriculum of B.Ed (1 yr) is comprehensive in nature and addressed my pedagogical knowledge as it helped me to provide proper training to my students... The curriculum also helped me to improve content knowledge.”

The needs of human are unlimited but the needs of teachers are related to the need of students. Iqbal (1999) & Muhammad (2002) stressed that the trained graduate teachers in Pakistan should appreciate their profession, have intellectual competence and effective decision making and research skills. These needs can be fulfilled through globally competent as well as practical teacher education curriculum. Besides that, the teachers can gain these skills through experience.

Although limited number of teachers are in view that they acquired global knowledge and that B.Ed (1 yr) curriculum helped them to gain practical knowledge, majority of the respondents said that their students are not fully prepared to face the global challenges. This may be due to the heavy weightage of out-dated and theoretical curriculum or due to the lack of practical training.

The respondents were asked if their students are prepared for the global challenges, one of the respondents was in view that today's youth are striving to cope up with the future challenges, but also emphasized that the teachers should adopt innovative methodologies rather relying completely on their degree. One of the respondents said

"The greatest obstacle to help students from developing countries to meet global challenges is due to lack of availability of resources. Yet I appreciate the youth who, with all these obstacles, are striving hard to take pace with the rapidly progressing world. However, the teachers and parents need to understand the importance of adopting new and innovative ways of learning. If the curriculum did not address the needs, we must try to learn it through the rich experiences of others."

Another respondent felt that the youth of under developed countries are facing more challenges due to access to low quality education and non availability of trained teachers

"Being a citizen of under developed country, our students are not fully prepared to face challenge at global level. We are unable to maintain standards or meet the global criteria. Since many of the teachers are untrained, we cannot expect students to have global mindedness."

It is globally observed that the youth, particularly of the third world countries, have lost their identity. Beck discusses the issue of young people living and growing up in a world of risk and uncertainty (Beck, 1992; 2000). Many factors contribute depending upon cultural and social contexts (Harvey, 2003). Ray (2007) opine that it is a difficult for the young people to construct social identities, particularly with regard to the nature of education, cultural influences and the needs of the current labour market (Furlong & Cartmel, 2007).

When asked the respondents if they applied the learnt knowledge to their practical teaching, majority of the respondents were in view that it was because of their practical experience and on-going teacher training workshops that they were able to gain more insight of practical knowledge. Majority of the respondents suggested that lectures, conversations and group studies and discussions are the best mode of imparting practical knowledge to the students. Few of the respondents, who believed that the B.Ed curriculum addressed their global needs use teaching aids such as internet. Beside that, teaching strategies, methodologies and lesson planning helped to deliver lectures more effectively. One of the respondents shared

"I applied the learnt knowledge to my practical teaching to fulfill psychological needs of students and to boost up the confidence level of my students."

Contrary to that, another respondent said

"I feel that I didn't learn any fruitful things from B.Ed, but I am applying my knowledge and skills through the additional trainings and trying to provide them active learning environment."

Another respondent highlighted the role of technology in transmitting knowledge to the students in the following words

"Before obtaining B.Ed degree, I never incorporated technology to my teaching, but after learning computer skills, I embedded it in practical teaching."

The quality of teaching depends upon the professional knowledge and pedagogical skills (Exley, Walker & Brownlee, 2008) of teachers. Chandra (2004) emphasized that the teachers should acquire continuous trainings to have sound knowledge and up-to-date skills to apply practical knowledge to their classrooms.

The respondents were asked for the teaching strategies they prefer to prepare global minded students. The list of the mostly used teaching strategies are given below;

Table 2: Showing the list of all the teaching strategies, use by B.Ed (1 yr) trained teachers

Project based Learning
Cooperative Learning
Activity based Teaching
Use of ICT
Interactive Teaching
Self- Study
Debates/Discussion Method
Case Studies
Role Play
Rote Learning
Experimental Study
Independent Learning
Inquiry Projects
Questioning Skills
Problem Solving Approach
Creative Writing Skills
Teaching through Art and Music

Most of the strategies shared by the respondents are creative, innovative, competent and up to the demand of current need of preparing competent students. The list clearly define that teachers use modern and latest methodologies, however, it is may be due to lack of skills or proper training that not all can use innovative strategies effectively. One of the respondents said

“I am keen to learn and improve my teaching practices and prefer to use different teaching methods, which I learnt from B.Ed books; however, due to theoretical training, I am not prepared to execute it effectively.”

Another respondent believed

“Education these days is more focused on the needs of students. While each teaching method engages students in different ways, each has its advantages, depending on the type of topic... so I prefer to adopt flexible teaching methods than adopting permanent pattern of method. I design teaching strategies according to the needs of global minded students.”

The positive learning outcomes can be reaped through successful teaching practices (Hargreaves & Ho, 2000; Thomas 1975; Connell, 1974). Mastering contents of the subjects is not the sole ladder to success rather teachers need to plan effective teaching strategies. Effective and challenging classroom practices could also ensure quality education for children (Chandra, 2004).

All the respondents highlighted the role of teacher education in preparing global competency in teachers in different context but many shared their view that although teacher education is a crucial step in professional development but unless practical components are included, one cannot term it as global competent curriculum. Misra (1993) stated that proper designed teacher curriculum is linked with the effectiveness of teachers which eventually enhance the educational standards and quality.

One respondent highlighted the role of teacher education in 21st century

“Global competency is a very important where one has to think out of the box. The major role played by teacher education is to prepare individuals to face 21st century academic challenges.”

Further comments were added by another respondent

“The first step is to prepare teachers for different global competency before imparting knowledge to the students. Teachers should have enough knowledge and skills to reflect their competencies. Teachers need to learn how to face different challenges for which teacher education should help to improve their teaching and research skills. ”

The role of Teacher Education in preparing global competency face a set of complex challenges because teachers are educational innovators, able to project a strong and coherent vision of teaching; at the same time struggle to meet the conflicting needs and expectation. One respondent stressed on the need of competent teacher education

“Teacher education is the need of time. It should encompass teaching skills, sound pedagogical theory as well as professional skills. Since teaching is considered as an art and a science, they should acquire not only knowledge but also practical skills.”

Teachers play an important role in meeting global challenges. They have responsibilities on their shoulders to transform the world through their way of teaching and to enhance the skills of the students in a positive way. UNESCO (2008) pointed out that there is a dire need to improve the quality of education in Pakistan. Teacher education institutes need to develop research skills. Teachers should be technology friendly and feel no hesitant in the use of technology for interacting with the world. They should have enough knowledge and skills to reflect, critique existing norms and methods and contribute for the improvement of teacher education.

Section 2

Content Analysis of Global Issues in the BEd Curriculum

After reading and understanding the B.Ed (1 year) curriculum by Higher Education Commission, following global issues were content analyzed in this study:

- Global Human Rights
- Global Population
- Global Language
- Global Economy
- Global Citizenship

Table 3: Content Analysis of Global Issues in the B.Ed (1 yr) Curriculum

S. No	Courses	Number of Times the Component were used in Curriculum				
		Human Rights	Global Economy	Global Language	World Population	Global Citizenship
1.	Foundations of Education	09	07	03	02	01
2.	Educational Psychology	04	01	02	02	00
3.	School and Society	02	01	02	01	03
4.	Measurement and Evaluation	00	00	01	00	00
5.	Counseling and Guidance	02	02	01	01	00
6.	School Organization and Management	01	03	03	02	01
7.	Secondary School Teaching	05	02	03	02	01
8.	Elective I (Language)	05	01	09	02	01
9.	Elective II(Social Studies/ Science)	05	04	05	04	03
10.	Functional English	00	00	05	00	01
	Total	33	21	34	16	11

Category 1

Human rights are the fundamental rights entitled to every human being. Though the term “human rights” is a relatively new one, yet human rights issues have been around for many centuries as a means to accord human beings respect and dignity. Some of the important human rights include: life, liberty and security of person; freedom from slavery and servitude; equality before the law; freedom of movement and residence; nationality; the right to marriage; freedom of thought, conscience and religion; peaceful assembly and association; right to work; right to health care and right to education.

Teacher education curriculum must equip the teachers to learn means and ways to inculcate human rights values in children. As this study is analyzing the integration of the global issues in teacher education curriculum, human rights was taken up as the core issue. The study highlights that the concept is not practically taught in any of the courses of B.Ed curriculum. However, indirectly it is taught in many courses. For instance, it was noted that in Foundations of Education, Educational Psychology, Secondary School Teaching, Elective II(Social Studies/ Science), and Elective I (Languages) the concept was discussed at length. The concepts of life, liberty and security of person, freedom of thought, conscience and religion were taught in Foundations of Education course. The concept of equality before the law, freedom of movement and residence, nationality were seen included in the Social Studies course but the practical teaching of how to integrate these into practical teaching was the missing gap. The number of times these concepts used were counted and categorized. Table shown above explains in detail. During the interview, majority of the teachers discussed that their students are not prepared for the global competent world. Few also revealed that the global human right issues were rarely incorporated because teachers were either unfamiliar with the effective strategies to discuss controversial issues or the curriculum taught to the students did not highlight its importance.

Category 2

The term “**Global Economy**” is based on economies of all of the world's countries. It is common to limit questions of the world economy exclusively to human economic activity. As global economy impacts local economy and since the world is facing economic crisis, it is vital for teachers to know how to teach students to be able to make predictions and decisions, or in other words how to make economic analysis. The study in hand highlights that the concept is discussed liberally in the Foundations of Education course, and marginally in the School Organization and Management and Social Studies course.

Category 3

The term **global language** refers to the language that is commonly spoken all over the world. English is now widely spoken language and taught as a foreign language--in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil (Crystal, 2003). The analyzed content shows that English language receives its due share and weightage as it is directly and indirectly taught in every course. Students who want to take it as elective get the chance to make an in depth study, while others study English language through functional English. As the entire curriculum is taught in English, the use of global language is emphasized. Contradictory to that, it was observed during the interview that most of the respondents were bilingual or used native language (Urdu¹) in their responses. Only limited numbers of respondents were fluent in English. This shows lack of practical efficacy of coursework to polish global language skills of the respondents.

Category 4

The **world population** comprises of all the living humans living on Earth. Question like balancing the resources in terms of supply and demand have been raised and it is often wondered how the survival of human kind will be made possible in the absence of resources. Teachers educate children about the future threats and their impact on the society. Population explosion continues to be a hot global issue. In the analyzed curriculum, the topic is indirectly discussed in Social Studies, Foundations of Education, and languages. However, it does not receive its due weightage and share.

Category 4

Global citizenship is an emerging concept that we are the part of global citizens and that we all are equally responsible for what happens on, and to our world. Thus, every global citizen has a duty to understand what the issue entails. A very common observation is that our educational experiences do not provide us with the knowledge and tools to know what is happening around the world, and how it is affecting our lives and the lives of others. Teachers as agents of social change must teach students how ordinary people might change their lives and how they can participate in creating a safer, prosperous and sustainable world. The analyzed content shows that the term continues to be an ignored topic. It does not get the weightage it deserves. It is taught in Social Studies and School and Society courses. Teacher can teach the concept of citizenship by providing students with a set of guides by which to examine a global issue, and teaching them to apply it to a specific case study. Students should be able to work through the process, distinguish between and among various perspectives, and be able to show specifically how the issue is related to their lives: personally, locally, nationally and globally.

SUGGESTIONS

For the modification of teacher education curriculum of B.Ed, the respondents suggested that it must be changed to fulfill the requirement of teacher's of 21st century. It can be improved by adding component of research. The curriculum needs to be more practical and should be based on practical life experiences. Theoretical part should be decreased. It must develop connection between school and family. Action Research

¹ National Language of Pakistan

should be incorporated in all the instructional strategies. New writers should be involved in developing curriculum. Confidence, good communication and leadership skills are few of the elements, which should be taught to the teachers beside the curriculum so that they can polish their skills before entering into the world of teaching. This will certainly give independent thoughts to the teachers to experiment new techniques in teaching without any fear. All the stake holders should be involved in the process of curriculum. Considering that the mode of acquiring education is rapidly progressing where multimedia based teaching is replacing the conventional teaching globally, the curriculum need to be updated accordingly.

Since teachers organize learning process rather than transmitting the knowledge alone, a great responsibility lies on the curriculum developer to infuse globally competent areas in teacher education curriculum, based on practical approach. The practical integration of global component in the curriculum is possible by revisiting and revising the current teacher education curriculum.

RESULTS

The study identifies the missing gaps in B.Ed (1 yr) curriculum in preparing global competent teacher. The changing context of teaching is hampered due to theoretical integration of global education in the B.Ed (1 yr) curriculum. The curriculum addresses more theoretical aspects and lacks to address needs of teachers due to which all the students are not globally prepared. The B.Ed (1 yr) curriculum partially fulfilled the needs of the teachers. They applied practical knowledge learnt from additional courses and through experience.

We as a teacher should promote the awareness about the upcoming challenges to the students and should make them ready to solve any conflict or problem.

The study recommends a strong intervention mechanism to revise the teachers' curriculum to help teachers integrate the phenomena in their everyday classroom teaching.

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APPENDIX 1

Consent Form for Participants

I, _____, agree to participate in the study titled “Are we Preparing Global Competent Teachers? - Evaluation of the Integration of Global Education Perspectives in Teacher Education Curriculum in Pakistan” I realize that this information is for educational purposes and understand that I may withdraw from the study any time.

Signed _____

Date: _____

APPENDIX 2

Interview Protocol for Teachers

Name (optional): _____

Gender Male Female

Institution Name: _____

Professional Qualification: _____

1. Did you observe the integration of global education in teacher education curriculum of B.Ed (1 yr) during your studies?
2. Is B.Ed curriculum practical or just theoretical?
3. Did the B.Ed (1 yr) curriculum address your need? If yes, in what capacity? If no, what were the missing elements?
4. Are your students fully prepared to face the global challenges?
5. How have you applied the learnt knowledge to your practical teaching? If yes, how?
6. Which teaching strategies you prefer to prepare global minded students?
7. What are the roles of Teacher Education in preparing global competency in teachers?
8. Do you think B.Ed curriculum should be changed? Suggest any two ways to improve B.Ed curriculum?

APPENDIX 3

Explanatory Letter to Interviewees

Dear _____,

I, Munir Moosa Sadruddin am evaluating the integration of global education perspectives in teacher education curriculum in Pakistan.

The present study will adopt phenomenology and content analysis as the major modes of investigation. The population consist of B.Ed (1 yr) trained teachers in Karachi and the Curriculum of B.Ed in Pakistan. For structured interview, total sample size will be 200 B.Ed (1 yr) qualified and experienced teachers, while for content analysis, B.Ed (1 yr) curriculum, designed by Higher Education Commission is selected.

Participation in the study will require approximately one-hour in depth interviews. The interviews will, with your permission, be taped and transcribed. To maintain confidentiality, pseudonyms will be employed.



Interviews will be arranged as per your feasibility and location. Your name and any other information gathered in this study will remain confidential and will only be used for educational purposes.

I appreciate your thoughtful consideration of my request. I look forward to your participation in the study.

Sincerely,
Munir Moosa Sadruddin