

Integrating Global Competencies into Business and Information Technology and Marketing
Education Curricula

Jihyun Woo

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William T. Price
Joseph S. Mukuni
George Glasson
Thomas O. Williams

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ABSTRACT

Since the world has become smaller, resulting in the development of a global economy, it is no longer adequate for countries to provide education in silos by country or region. Instead, educators throughout the world need to integrate global competencies into their curricula. However, many teachers generally lack the knowledge of global context 21st century skills and do not have enough global experiences to assist them in providing this context. Although a great deal of effort has been put into providing teachers revised global Career and Technical Education (CTE) curriculum, very little is known concerning how many teachers are integrating global concepts into their curricula. The purpose of this research was to determine the factors that affect the integration of global tasks into Virginia Business Information and Technology (BIT) and Marketing Education (MKED) curriculum as defined by lived experiences of Virginia BIT and MKED teachers.

A qualitative research method design was used to collect and analyze data for this study. A purposeful sampling method was chosen to find the best participants for this research. Interviews were used to determine the lived experiences of BIT and MKED concerning the extent to which they integrate global competencies into their curricula. In addition, factors affecting this integration were identified. The findings of this study suggest strategies for overcoming challenges for integrating global competency into the curricula and provide factors to make best practices for integrating global tasks into Virginia BIT and MKED curricula.

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GENERAL AUDIENCE ABSTRACT

Since the world has become smaller, resulting in the development of a global economy, it is no longer adequate for countries to provide education in silos by country or region. Instead, educators throughout the world need to integrate global competencies into their curricula. However, many teachers generally lack the knowledge of global context 21st century skills and do not have enough global experiences to assist them in providing this context. Although a great deal of effort has been put into providing teachers revised global Career and Technical Education (CTE) curriculum, very little is known concerning how many teachers are integrating global concepts into their curricula. The purpose of this research was to determine the factors that affect the integration of global tasks into Virginia Business Information and Technology (BIT) and Marketing Education (MKED) curriculum as defined by lived experiences of Virginia BIT and MKED teachers.

A qualitative research method design was used to collect and analyze data for this study. A purposeful sampling method was chosen to find the best participants for this research. Interviews were used to determine the lived experiences of BIT and MKED concerning the extent to which they integrate global competencies into their curricula. In addition, factors affecting this integration were identified. The Findings of this study suggest strategies for overcoming challenges for integrating global competency into the curricula and to provide factors to make best practices for integrating global tasks into Virginia BIT and MKED curricula.

Dedication

This dissertation is dedicated to my family. My parents, Injong Woo and Kyungsun Joo, who always love me and have given me unconditional support. To my loving husband, Jaekwan Shin, for his understanding and advice to complete this journey. To my sisters and brothers, who are being really good friends of my life. Without all loves and supports from my family, I would not have been able to accomplish it.

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Table of Contents

Abstract	ii
General Audience Abstract	iii
Dedication	iv
Acknowledgements	v
Abbreviations and Acronyms	ix
List of Tables	x
List of Figures	xii
CHAPTER 1 INTRODUCTION	1
Background of the Study	2
Statement of the Problem	3
Purpose of the Study	3
Importance of the Study	4
Research Questions	5
Theoretical Framework	5
Research Design and Methodology	7
Definition of Terms	7
Limitations	9
Delimitations	10
Summary	10
CHAPTER 2 LITERATURE REVIEW	12
Theoretical Framework	12
Overview of Career and Technical Education	18

Impact of Globalization	25
Frameworks of Global Competence	27
Integrated Global Competency Throughout the Curriculum	35
Summary	44
CHAPTER 3 METHODOLOGY	45
Background Purpose of the Study	45
Statement of the Problem	46
Research Questions	46
Research Methods	47
Data Analysis	53
Research Quality	54
Summary	57
CHAPTER 4 FINDINGS	58
Demographic Profile of Participants	60
Definition of Globalization as Perceived by Participants	65
Research Question 1	70
Research Question 2	77
Research Question 3	83
Research Question 4	86
Research Question 5	92
Research Question 6	97
Research Question 7	102
Summary	107

CHAPTER 5 DISCUSSION OF FINDINGS AND CONCLUSIONS	111
Summary of the Study	111
Discussion of Findings	115
Conclusions	122
Recommendations for Practices	123
Recommendations for Future Research	124
Final Thoughts	124
References	126
Appendices	138

Abbreviations and Acronyms

BIT	Business and Information Technology
CCSS	Common Core State Standards
CCSSO	The Council of Chief State School Officers
CCTC	Common Career Technical Core
CTE	Career and Technical Education
GSAE	Globally Structured Agenda for Education
MKED	Marketing Education
NEA	The National Education Association
OECD	Organization for Economic Co-operation and Development
P21	Partnership for 21st Century Skills
PISA	Programme for International Student Assessment
SOL	Virginia Standards of Learning
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USDOE	U.S. Department of Education
VDOE	Virginia Department of Education

List of Tables

Table 1	Major Program Areas of CTE	20
Table 2	Students Outcomes and Support System in P21's Framework	29
Table 3	Global-Ready Teachers and Students	31
Table 4	Global Standards of Virginia SOL	39
Table 5	Examples of Global Competencies/Task Lists of Global-Specific Courses	43
Table 6	Four Phases of Developing Interview Protocol	52
Table 7	Lincoln & Guba's (1985) Criteria of Trustworthiness and Examples of Techniques	54
Table 8	Transferability Checklist	56
Table 9	Demographic Profile of Participants	60
Table 10	List of Courses Taught by Participants Throughout Their Careers	62
Table 11	Definition of the Globalization	66
Table 12	Important Global Related Competencies Areas for Teaching Determined by Teacher	71
Table 13	VERSO and Participant Global Competencies/Tasks to be Integrated by Classification and Categories	74
Table 14	BIT Pre-Interview Survey Results	77
Table 15	MKED Pre-Interview Survey Results	79
Table 16	Participants' Interview Responses on How Much Integrated Global Competencies	82
Table 17	The Most Highlighted Global Competency List for Integration	83
Table 18	Benefits of Integrating Global Competencies	84

Table 19	Challenges of Integrating Global Competencies	87
Table 20	Data Connection between Question 4 and 5	92
Table 21	Strategies to overcomes the Identified Challenges	93
Table 22	Professional Development	97
Table 23	Factors Contributed to Making Best Practices	102

List of Figures

Figure 1	P21's Framework for 21st Century Learning	28
Figure 2	OECD 2030 Framework	32
Figure 3	CCSSO/Asia Society Understanding Global Competence Framework	34
Figure 4	CCSSO/Asia Society Teaching Global Competence Framework	35
Figure 5	The Demographic Information of Research Participants	61
Figure 6	Summary of Key Findings	107

Chapter 1

Introduction

Career and Technical Education (CTE) faces both challenges and opportunities with the emergence of a new global and knowledge-based economy. In this globally interconnected economy, the labor market has rapidly shifted to seeking highly competent human resources beyond geographical boundaries and cultural differences (Brewster, Sparrow, & Harris, 2005). Consequently, there has been increased attention given to work competencies based on knowledge, ingenuity, innovation and mobilization in today's labor market (UNESCO, 2012). Maier (2007) asserts that workplace readiness competencies are essential in this contemporary economy. A knowledgeable and competent worker for this new economy is defined as a person who is effectively participating in the globally knowledge-based economy and is able to reflect his or her capacities to dynamic workforce situations driven by technological changes and globalization (Maier, 2007; OECD, 2001). According to UNESCO (2012), changing trends of the global labor market have spotlighted the role of CTE to support the economic growth. By assessing and meeting the needs of a changing labor market, education can play a critical role in preparing people for a prosperous career in a global society (Karoly, 2010). Given the increasing significance of qualified workers and rapidly changing trends of the global labor market, CTE can provide a platform from which students can build required 21st century skills. If properly designed, CTE programs can make it possible for students to equip themselves with core academic knowledge and employability capacities that lead to a successful career in a global society (UNESCO, 2012).

While there is agreement on how essential 21st century skills are for worldwide economic growth, and the important role CTE can play in providing educational opportunities

for individuals to gain these skills, there is far less agreement on which globalization skills need to be integrated into current CTE curriculum. In this context, research was needed to investigate whether or not global competencies were being integrated into the curriculum, which competencies were being integrated (if any), the extent to which they were being integrated, challenges for integrating them, strategies for overcoming the challenges, and best practices of this integration.

Background of the Study

Human resource capacity building should be a top priority throughout the world. The most precious resource for any country is its human resources. And, since the world has become smaller, resulting in the development of a global economy, it is no longer adequate for countries to provide education in silos by country or region. Instead, educators throughout the world need to integrate global competencies into their curricula. Doing so, results in a highly educated global population of people who can live and work together.

Education reform worldwide regarding the integration of global competencies into school curricula has already begun (Reimers, 2013). Teachers and administrators, alike, have been involved in this movement. According to California Global Education Summit (2016), more than 50 percent of states started to embed global education into their educational agenda. For example, California Department of Education has provided the conceptual frameworks that guide concerning what should be included in globally integrated curricula (California Global Education Summit, 2016). Governments and education agencies in many countries have begun to implement the integration of these competencies into their curricula. Teachers play a vital role in the quality of their instructional designs and are pivotal in the implementation of these new competencies into their daily teaching of classes.

Career and Technical Education (CTE) is a unique field that equips people with hands-on skills for their career and life. Along with other educational disciplines, CTE has been influenced by economic and social changes in a global context. Industry and students' demand for hands-on global competencies has rapidly increased since the 2007-2009 global financial crisis (Di Bella, 2011a). To satisfy this demand, CTE is in the process of revising its curriculum to include a global context.

Statement of the Problem

While students are ready to learn practical skills to prepare for their future in a global economy, many CTE teachers generally lack the knowledge of global context 21st century skills (Larson, 2014). Although a great deal of effort has been put into providing teachers with global competency lists and other materials to be integrated into their curricula, very little is known concerning the degree to which teachers are actually integrating them. Therefore, the problem to be addressed in this study was to identify the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula. More specifically, the study determined the extent to which Virginia BIT and MKED teachers integrate global competencies in their curricula and factors that influence this integration. In addition, the study explored the challenges associated with this integration and strategies for overcoming these challenges. Finally, the study identified best practices for integrating global competencies into Virginia BIT and MKED curricula.

Purpose of the Study

Teachers all across the globe are being asked to revise their curricula to include global competencies. Many organizations have identified global competencies, as well as frameworks for their integration into current curriculum. Since very little is known about the experiences

teachers are having regarding this integration, the purpose of this study was to determine the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula. The study sought to identify the extent to which these teachers integrate the competencies into their curricula, benefits for integrating them, challenges associated with integrating them, strategies for overcoming these challenges, and best practices that illustrate this integration.

Importance of the Study

Globalization is the essential reason for making changes in education. Many educators and international organizations such as The Organization for Economic Co-operation and Development (OECD), The United Nations Educational, Scientific and Cultural Organization (UNESCO), and The United Nations (UN), place great importance on integrating globalization skills into school curricula. A great deal of time and effort has been given to identifying these skills. But, as with any change, integrating them into school curricula has been a slow process. The results of this study shed light on the perceptions of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula.

The extent to which Virginia CTE teachers were implementing this integration expected to provide insight into the progress being made. Challenges associated with this integration and strategies for overcoming them assisted administrators and teacher educators in developing professional development relating to this integration at the pre-service and in-service levels of teacher preparation. Finally, the identification of best practices for integrating global competencies into BIT and MKED curricula illustrated the teaching and learning strategies to accomplish this integration.

Research Questions

The primary focus of this study was to determine the extent to which BIT and MKED teachers in Virginia integrate global competencies into their curricula and factors that influence this integration. The primary research question to be answered in this study is listed below, followed by related sub-questions.

RQ: What are the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula?

Sub-question 1: What global competencies do Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED curricula?

Sub-question 2: To what extent do BIT and MKED teachers integrate global competencies into their curricula?

Sub-question 3: What benefits are gained by integrating global competencies into the BIT and MKED curricula?

Sub-question 4: What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?

Sub-question 5: What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curricula?

Sub-question 6: What types of professional development will best equip Virginia BIT and MKED teachers with the knowledge and skills needed to integrate global competencies into their curricula?

Sub-question 7: What factors would contribute to making best practices of integrating global competencies into Virginia BIT and MKED curricula?

Theoretical Framework of the Study

The theory to be used for the framework of this study was Globally Structured Agenda for Education (GSAE) established by Roger Dale (2000). According to Robertson and Dale (2008), the major effect of globalization on education is

“an evident shift away from a predominantly national education system to a more fragmented, multi-scalar and multi-sectorial distribution of activity that now involves new players, new ways of thinking about knowledge production and distribution, and new challenges in terms of ensuring the distribution of opportunities for access and social mobility”.

Because of globalization, the local actors must contend with international trends while at the same time contending with local trends. In other words, a global event needs to be covered in a school for international convergence, at the same time, a school should be able to operate with national government minimum control (Lightfoot, 2015). This approach asserts that most significant educational changes should include the influences among the interdependent local, national and global complexes (Verger & Curran, 2014).

In particular, this study applied the GSAE’s perspectives on the level of school or classroom practices in globalized setting with regard to the question; *what should be taught?* The Globally Structured Agenda for Education (GSAE) approaches three primary areas: 1) general knowledge, 2) required skills for a global economic system, and 3) curriculum changes regarding the needs of local, regional cultures, circumstances, histories, politics (Dale, 2000).

In a knowledge-based society, school curricula have focused on the development of key competencies that included local, national and worldwide levels (Zhou, 2004). Thus, the content that students learn should be related to the learners as individuals and members of society, in their present and future. It is critical in educational processes in enabling learners can achieve successful performance at school and become a well-prepared worker, responsible citizens, active community members and life-long learners, in the interconnected world (Zhou, 2004).

A more detailed discussion of this theoretical framework and how it serves as a foundation for this study is included in Chapter 2, Review of Literature.

Overview of Research Design and Methodology

A qualitative research design was used for this study to determine the factors that affect the integration of global competencies into Virginia BIT and MKED curricula as determined by lived experiences of Virginia BIT and MKED teachers. Semi-structured interviews were conducted in order to gain more in-depth and rich knowledge of the participants' perceptions. Other information was gathered from the interviews including, identifying challenges to integrating global competencies, strategies for overcoming the challenges, and best practices for integrating them. Participants were selected from various regions of the state. A more detailed discussion of the research design and methodology for this study is be discussed in Chapter 3.

Definition of Terms

- **Career and Technical Education (CTE):** Organized educational activities that offer a sequence of courses that (i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers; and (ii) provides technical skill proficiency, an industry-13 recognized credential, a certificate, or an associate degree. CTE includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills (U.S. Congress, 2006).

- **Business and Information Technology (BIT):** The Business and Information Technology (BIT) program provides opportunities for students to achieve their academic goals and master skills needed to be successful in business careers (VDOE, 2018a).
- **Marketing Education (MKED):** Marketing Education (MKED) is an instructional program designed to prepare individuals for careers in major occupational areas within marketing and management (Gordon, 2014).
- **Globalization:** a set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internationalization of production and financial markets, the internationalization of a commodity culture promoted by an increasingly networked globalization telecommunication system (Gibson-Graham, 1996, p. 120).
- **Global Competencies:** knowledge and skills people need to understand today's flat world and to integrate across disciplines so that they can comprehend global events and create possibilities to address them. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies (Reimers, 2009, p. 3).
- **Curriculum:** Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organized learning experiences both in formal and non-formal settings (UNESCO, 2017).
- **The Globally Structured Agenda for Education:** The GSAE approach is based on perceived paradigm shift, a new and qualitatively unprecedented level of globalization that has changed the role of the state both nationally and internationally. This shift has

directly, but more important, indirectly, through the impact of globalization on the state, affected national educational system and policies through mechanisms that can be specified and traced (Dale, 1999).

- **Competency-Based Learning:** Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. In public schools, competency-based systems use state learning standards to determine academic expectations and define “competency” or “proficiency” in a given course, subject area, or grade level (although other sets of standards may also be used, including standards developed by districts and schools or by subject-area organizations). The general goal of competency-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life (Great Schools Partnership, 2014).

Limitations

The potential limitations of this study were related to the research design. In this study, the interviewees were purposefully selected. It was possible the participants may have known what the researcher wanted. Participants may have responded to the interview questions based on potential biased survey experiences. In addition, the interview was an interaction process between the interviewee and the interviewer. All diverse interactions during the interview may have led to misinterpreting the data (Patton, 2002).

Lastly, the researcher’s lack of teaching and learning experiences at secondary levels in the U.S. may have led to a misunderstanding or misinterpreting of interviewees’ responses. To

assure the research quality and reduce the limitations of the study, member checking and peer debriefing were used to validate the findings.

Delimitations

The participants of this research were delimited to analyze the narrative data from teachers' lived experiences. This study was limited to interview data collected from 11 of BIT or/and MKED teachers in Virginia along with memos, field notes and other related documents. Participants were purposefully selected by the following criteria;

1. CTE teachers who are teaching BIT or/and MKED courses in Virginia
2. BIT and MKED teachers who have been teaching for at least three years
3. Virginia Department of Education (VDOE) registered BIT and MKED teachers.

Chapter Summary and Organization of Remaining Chapters

This research report is divided into five chapters. Chapter 1 includes the introduction, the statement of the problem, the purpose of the study, research questions, the significance of the study, the limitations and delimitation of this study. Also included is a brief introduction of the theoretical framework of the study and the research design that were used.

Chapter 2 synthesizes the related literature and the theoretical framework of the study. A detailed discussion of the theoretical framework explains how the theory supports the study. The literature review focuses on an overview of Career and Technical Education (CTE), contemporary teaching and learning trends in CTE, existing frameworks of global competencies and identifies the characteristics of global-ready teachers and students, and the effort of integrating global competencies into CTE by two-levels: National and State.

Chapter 3 explains the research methodology, including the research design, research questions and instruments used. Also discussed are the choice and number of participants used,

data gathering and analysis procedures. Finally, Chapter 3 discusses credibility, dependability and transferability.

Chapter 4 presents the results of the study. Chapter 5 includes a summary of the findings, the conclusions drawn from the data presented in Chapter 4, and recommendations for practice and future research.

Chapter 2

Literature Review

Chapter 2 summarizes the literature relevant to the study. The first section provides a theoretical framework of the study. The theory used for this framework is Globally Structured Agenda for Education (GSAE) theory, developed by Roger Dale (2000).

The second section provides an overview of Career and Technical Education (CTE). In particular, two program areas within CTE are briefly introduced, these being Business and Information Technology (BIT) and Marketing Education (MKED). In addition, contemporary teaching and learning trends in CTE are discussed. The next section provides existing frameworks of global competencies and identifies the characteristics of global-ready teachers and students. And finally, the effort of integrating global competencies into CTE by two-levels: National and State was discussed.

Theoretical Framework

Globalization is a universal term used to explain a phenomenon of drastic changes in political, economic, cultural and social environments (Stromquist & Monkman, 2014). The range of globalization generally encompasses economic, social and cultural, and political issues of the world (Lindahl, 2006; Bhagwati, 2003). These changes can possibly be linked to a cause and effect of globalization. The widely spread Gibson-Graham's (1996) definition of globalization makes comprehensive connections to education:

“a set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internationalization of production and financial markets, the internationalization of a commodity culture promoted by an

increasingly networked globalization telecommunication system” (Gibson-Graham, 1996, p. 120).

Two Main Dominant Approaches on Globalization and Education

There are two main theoretical approaches on the relationship between globalization and education (Verger, Novelli, & Altinyelken, 2012). One developed by John Meyer and his colleagues is the world polity theory. The other approach is Roger Dale’s Globally Structured Agenda for Education (GSAE) that attempts to connect globalization and education to respond to the world polity theory.

John Meyer and Stanford School’s world polity theory. In this theory, world polity is defined in terms of a cultural framework in a social system. According to this theory, the world system is based on the social environments and influences of individuals, nations, and international institutions (Meyer et al, 1997). World polity theory is concerned with scripts whose institutionalization creates a world culture where general cognitive principles, norms, values and roles are broadly shared across countries and organizational contexts (Risse & Meyer, 2015). Theorists argue that a widely spread model of schooling around the world is the result of the popularizations of modern nation-state cultural model (Anderson-Levitt, 2003). An example of the perspectives on the relationship between globalization and education as follows:

“An approach rooted in the institutional and world polity perspectives suggests that educational structures and curricula content are institutional at the world level. According to this perspective, mass education and mass school curricula are closely linked to emergent models of society and education which have become relatively standardized around the world. These standardized models or ideologies create homogenizing cultural effects that undermine the impact of national and local factors in determining the

composition of the curriculum. This view implies that national differences in curricular properties – for example, the priority given to mathematics and sciences-will be relatively small and will decline over time.” (Kamens, Meyer, & Benavot, 1996).

World polity theory contributed to the international developments in education and established empirical educational policies. However, there are some criticisms on this theory (Hornberg, 2009). The major criticism of world polity theory is that it has only one dimension from Western culture and its structures (Adick, 1992). In other words, within this framework, a diverse dimension of education in globalized or international settings is not included because only a top-down dimension for diffusion of cultural structural patterns is considered (Hornberg, 2009).

The Globally Structured Agenda for Education (GSAE). The Globally Structured Agenda for Education (GSAE) is the other approach to connect globalization and education to respond to the world polity theory. Dale (2000) developed and introduced GSAE theory to analyze the effects of globalization in education with Marxist perspectives (Tarlau, 2017). GSAE argues that globalization is a result that has been driven by the economic, political, cultural activities by diverse policy sectors such as education in the world capitalist economy (Dale, 2000). By contrast of world polity theory’s perspectives on western based modernization, the major regional groups of GSAE approach are Europe, America, and Asia (Dale, 2000). In this approach, as globalization spreads, it generates common expectations of education systems to provide it with infrastructural underpinning, and this approach broadly applies as the theoretical or conceptual frameworks for agendas of the World Bank and OECD (Verger, 2014).

An example of the perspectives on the relationship between globalization and education is as follows:

“The GSAE approach is based on perceived paradigm shift, a new and qualitatively unprecedented level of globalization that has changed the role of the state both nationally and internationally. This shift has directly, but more important, indirectly, through the impact of globalization on the state, affected national educational system and policies through mechanisms that can be specified and traced (Dale, 1999). This has changed both the nature of the problems confronting nation-state and the nature of their capacity to respond to them. A crucial feature of these changes is ceding some of individual state’ powers to supranational bodies, which consequently become major acts in the determination of their educational agenda.” (Dale, 2000)

Theoretical Framework of the Study

The theory used for the framework of this study was Globally Structured Agenda for Education (GSAE) established by Roger Dale (2000). In comparison to world polity theory, GSAE theory is more reputed as a realistic approach that illustrates the impact of globalization on education (Ioana & Marin, 2012). Within the GSAE perspectives, according to Dale and Robertson (2007), the major effect of globalization on education is

“an evident shift away from a predominantly national education system to a more fragmented, multi-scalar and multi-sectorial distribution of activity that now involves new players, new ways of thinking about knowledge production and distribution, and new challenges in terms of ensuring the distribution of opportunities for access and social mobility”.

Because of globalization, the local actors must contend with international trends while at the same time contending with local trends. In other words, a global event needs to be covered in

a school for international convergence, at the same time, a school should be able to operate with national government minimum control (Lightfoot, 2015).

In particular, the GSAE's perspectives on the level of school or classroom practices in a globalized setting with regard to the question; *what should be taught?* was applied for a theoretical framework of this study. Globally Structured Agenda for Education (GSAE) approaches three primary areas: 1) general knowledge, 2) required skills for a global economic system, and 3) curriculum changes regarding the needs of local, regional cultures, circumstances, histories, politics (Dale, 2000).

In a knowledge-based society, school curriculum must include the development of individual learners' competencies to increase to the national capacity (Zhou, 2004). Thus, the content that students learn should be related to the learners as individuals and members of society, in their present and future. It is critical in educational processes in enabling learners can achieve successful performance at school and become a well-prepared worker, responsible citizens, active community members, and life-long learners, in the interconnected world (Zhou, 2004).

The Effects of GSAE on Education. Dale (2000) asserts that the GSAE approach has influenced educational systems through supra-national agencies such as the World Bank and through policies of nation-states. Firstly, proponents of the GSAE theory claim the international financial organizations' capacities on agenda setting make them as key agents. Secondly, education at the nation-state level needs to integrate into the emerging globalized and competitive knowledge economy (Robertson, 2005). This approach asserts that most significant educational changes should include the influences among the interdependent local, national and global complexes (Verger, Fontdevila, & Zancajo, 2016).

What should be taught? How should it be taught? Dale (2000) does not directly answer the question; *what should be taught*. However, this question was associated with the question *how are students being taught?* and *how are they learning?* (Lindahl, 2006). Economic and social environments have shifted from the industry-based setting to the human capital centered global community. The 21st century's workforce needs a well-prepared worker who equips basic skills and has responsibility and creativity. The employability for today's workforce includes critical thinking, teamwork, and collaboration, problem-solving with the expertise on the job. Besides, a self-motivated and the ability to learn are the significant skills (Delors, 1996). Lindahl (2006) analyzed the International Commissions on Education for the 21st Century (Delors, 1996) with the GSAE paradigm and concluded that the four pillars of the International Commissions on Education for the 21st Century should guide the contents of "what globalization skills should be taught in school". The four pillars are:

- a) Learning to live together in the global village,
- b) Learning to know (including both broad, general knowledge and in-depth knowledge in a few specific areas),
- c) Learning to do (including preparing for the unforeseeable future), and
- d) Learning to be (including such areas as aesthetics, responsibility for community goals, reasoning and creativity)

Even though those pillars were identified twenty years ago, they are the fundamental underlying assumptions that are used by the International Organization, UNESCO. Those four fillers are the basic agenda for the worldwide education and applied as the core guideline of school curriculum.

Within the GSAE theory, this research expected identify the extent in which Virginia BIT and MKED teachers integrate global competencies into their respective curricula.

Overview of Career and Technical Education

The growth of a global world and the demand for using advanced technologies have influenced job elimination and creation. Thus, providing relevant and quality-ensured education and training is vital for competing in today's workplace. The U.S. Congress has enacted reforms to improve K-12 education. This reform aims to modernize the workforce development system and extend the educational opportunities for all Americans to learn skills that lead to them a lifetime of success (Committee on Education and the Workforce, 2017).

In 2018, Congress passed the Strengthening Career and Technical Education for the 21st Century Act which reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (referred to as Perkin V). This Act supports federal CTE policies to help more students to have academic knowledge with skills for their future jobs. The Act still maintains the definition of CTE, which was identified in the Perkins Act 2006 (Committee on Education and the Workforce, 2017).

According the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (U. S. Congress, 2006), *the term 'career and technical education' means organized educational activities that*

- a) offer a sequence of courses that
 - i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

- ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
- b) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Thus, the role of CTE is to equip students with knowledge and skills to pursue a career, whether it is immediately after high school graduation or to further one's education to prepare for a career in later years. The National Education Association (NEA, 2018) identified a career-ready person as one who "effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career." Through CTE, students can build their potential capacities to be successful in their careers. Consequently, CTE is expected to play an essential role in the nation's workforce and economic development (Dortch, 2014).

Another expected benefit of CTE is to prevent dropouts. According to Texas Workforce Investment Council (2018), in comparison with the graduation rate between the student group that students took two or more CTE classes or not, CTE courses were taken group was 10% higher than the other group in 2010-2011 across the Texas high school students.

The study indicates that CTE can help students to engage in exploring their career interests and establishing their career goals, thus encouraging them to stay in school. In transitioning from school to career, CTE supports students to prepare both knowledge and job skills at the

secondary level, and it also helps students to identify and pursue their interests after they graduate from high school.

Due to the broad areas of CTE, the U.S. Department of Education developed the National Career Clusters Framework for experts and stakeholders to use to assist students in career exploration and preparation (Advance CTE, 2018). The National Career Clusters Framework includes sixteen clusters and career pathways within each cluster. The categorized career clusters and pathways help students navigate and explore career opportunities related to their interests. Also, the framework helps CTE educators to identify content to be included in courses relating to specific clusters and pathways (Dortch, 2014). Virginia CTE has incorporated this framework into the curriculum of all CTE courses offered in Commonwealth (VDOE, 2018c).

CTE Program Areas and Introduction of BIT and MKED

According to Gordon (2014) CTE is divided into eight major program areas. Table 1 shows these program areas and examples of offerings provided within each area.

Table 1.
Major Program Areas of CTE

CTE Program Area	Examples of CTE Offerings by Program Area
Agricultural Education	Horticulture Agricultural mechanics Agribusiness
Business Education	Accounting Office Occupations Business management programs
Marketing Education	General merchandising Apparel and accessories marketing Real estate Financial Services and Marketing Business and personal service marketing
Family and Consumer Sciences Education	Consumer and Homemaking Education Food Services

Table 1.
Major Program Areas of CTE (Continued)

CTE Program Area	Examples of CTE Offerings by Program Area
Trade and Industrial Education	Auto mechanics Carpentry Metalworking Graphic Arts Cosmetology
Health Science Education	Practical Nursing Registered nursing Medical and dental assistants Radiological technicians
Engineering and Technology Education	Manufacturing that materials, processes, and technologies used in Construction Transportation
Technical Education	Communications Engineering related technologies Computer Sciences

Source: Gordon (2014). *The history and growth of career and technical education in America*. Waveland press.

The number of program areas and categorized program fields in secondary CTE vary by States. In Virginia, eight areas in CTE programs are associated with National Career Clusters and Career pathways. The Virginia CTE programs are as follows: 1) Agricultural Education, 2) Business and Information Technology, 3) Career Connections, 4) Family and Consumer Sciences, 5) Health and Medical Sciences, 6) Marketing, 7) Technology Education, and 8) Trade and Industrial Education (VDOE, 2018b).

Business and Information Technology and Marketing Education in Virginia

Although all CTE program areas in Virginia lend themselves to teaching global competencies, BIT and MKED are two areas that teach a specialized course in global business. Because they each have a specialized global course, teachers in these program areas may be

more attuned to integrating selected globalization competencies into their other courses as well. This is why the study is being narrowed to these two program areas.

Business and Information Technology. The Business and Information Technology (BIT) program at the secondary level in Virginia provides opportunities for students to achieve their academic goals and master skills needed to be successful in business careers. The Virginia Department of Education provides the following description of BIT.

“Through the Business and Information Technology program, students are provided opportunities to complement their academic preparation while exploring a variety of careers and learning skills and concepts in the areas of word processing; computer applications and solutions; finance and accounting; business law and management; programming; database design and management; design, multimedia and web technologies; entrepreneurship; and principles of business and marketing. Intensive preparation for business and information technology careers is available at the secondary level. Courses enable students to investigate opportunities in business, prepare for entry and advancement on the job, develop management skills and identify further education and training necessary within a chosen career cluster.” (VDOE, 2018a).

Marketing Education. According to Gordon (2014), Marketing Education (MKED) is an instructional program designed to prepare individuals for careers in major occupational areas within marketing and management. Marketing Education in Virginia provides instruction and experiences that will prepare students for postsecondary education and careers in marketing, finance, hospitality, management, and entrepreneurship. Marketing courses provide marketing instruction in the career clusters of Marketing,

Hospitality and Tourism, Business Management and Administration, Arts, and AV Technology and Communications (VDOE, 2018d).

Competency-Based Learning in CTE

According to Berkins and Kritsonis (2007) the success of the 21st century education refers to how well programs equip students with 21st-century competencies. Competency-based learning at the secondary level means that students need to demonstrate their competencies in areas of their plans of study. When students demonstrate proficiency in specific skills through their learning, they receive credit for the course or degree. Competency-based education also includes prior learning assessments, where students show what they have learned in the past (Wang, 2015).

The U. S. Department of Education introduced competency-based learning as a theme of flexibility. Competency-based teaching and learning strategies enable students to master skills at their own pace, providing flexibility for each learner through personalized learning opportunities (U.S. Department of Education, 2018). The benefits of using competency-based learning illustrated by the U.S Department of Education are as follows:

“Depending on the strategy pursued, competency-based systems create multiple pathways to graduation, make better use of technology, support new staffing patterns that utilize teacher skills and interests differently, take advantage of learning opportunities outside of school hours and walls, and help identify opportunities to target interventions to meet the specific learning needs of students (U.S. Department of Education, 2018).”

Competency-based education provides students opportunities for high levels of engagement when learning relevant content (U.S. Department of Education, 2018). Kreamer and Zimmermann (2015) found that academic skills associated with occupational competencies can

be attained at a much higher level of learning when taught together in a CBE environment. Furthermore, they found that competency-based learning can assist students to anchor meaningful career pathways related to their interest and encourage them to achieve proficiency in academic knowledge and technical skills with a wide variety of settings in an interdisciplinary environment.

Competency-based education is the foundation for instructional design in CTE. It serves to develop curriculum that provides students instruction that help them gain knowledge of a given subject area and relevant competencies or tasks essential for success in given occupational areas. Furthermore, CTE teaching and learning activities focus on motivating and engaging students in their learning and equipping them with knowledge and skills for problem-solving, self-monitoring their learning, and critical thinking (Wilks, 2005).

Competency standards, as a trend of professions and governments, have been used to define the qualifications of workforces. In education, particularly CTE, the competency of the graduates serves as the proof of program effectiveness (Trinder, 2008). As stated in the 2006 Carl D. Perkins Career and Technical Education Improvement Act, competency-based learning in CTE can “contribute to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual (U.S. Congress, 2006).”

Career and Technical Education’s use of competency-based education fits perfectly into the tenets of reforms associated with the 21st century classroom and with globalization reforms of the 21st century curriculum.

Impact of Globalization

Globalization often requires ensuring or increasing educational quality. Carnoy (2005) asserts that the reason for focusing on quality of education is that skilled labor results in higher wages in a knowledge-based economy. Competitiveness is one of the important features of this globally interconnected economy. Globally knowledgeable and skilled human resources can enhance competitiveness.

Educating Global Competency

An effective school depends on accomplishing its goal of preparing students to invent their lives to cope with the rapid shifting of social and economic contexts. However, Reimers (2009) points out that the paradox of the early 21st-century education is a disconnection between greatly prepared schooling systems and students' under preparing to be global citizens. To make students become more competitive, the National Education Association (NEA) emphasizes the role of public education to prepare students, who will lead tomorrow's global economy, to attain global competency (NEA, 2010). Therefore, teaching and learning global skills is greatly advantageous in this economically competitive era (Balistreri et al., 2012).

From a global perspective, being equipped with the abilities of interdisciplinary and cross-cultural collaboration are frequently mentioned agenda items by world leaders. To evaluate the efforts and reveal the accountability of educating global contexts, beginning in 2018, the Organization for Economic Co-operation and Development (OECD)'s international assessment, PISA (Programme for International Student Assessment) includes the assessment of global competence. The purpose of PISA assessment of global competence is to oversee each nation's success in equipping youth to support the development of diverse communities through education (OECD, 2018).

Definitions of Global Competency

The term ‘global competency’ is defined “in various ways because globalization covers almost all changing issues of any discipline including inventions, new information, and technology, increasing economic integration, and the emergence of global environmental, economic, social and political challenges” (Di Giacomo et al, 2013).

The concept of global competence is identified by OECD (2018) as “the capacity to analyze global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity (p. 4).”

The National Education Association (NEA, 2010) defines global competence as “the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community (p. 1).”

In 2009, Reimers defined global competency as the “knowledge and skills people need to understand today's flat world and to integrate across disciplines so that they can comprehend global events and create possibilities to address them. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies (p. 3).”

The Council of Chief State School Officers (CCSSO) and the Asia Society Partnership for Global Learning define global competence as: “the capacity and disposition to understand and act on issues of global significance” (Mansilla & Jackson, 2011, p.2).

In 2012, the U.S. Department of Education defined global competence as “*21st -century skills applied to the world.*” According to the USDOE, characteristics of a globally competent student include being able to: 1) investigate the world beyond their immediate environment, 2) recognize their own and others’ perspectives, 3) communicate their ideas effectively with diverse audiences, and 4) translate their ideas into appropriate actions.

Frameworks of Global Competence

Teaching globalization has been advocated to enhance a national competition (Hugonnier, 2007). To prepare students for the global knowledge economy, education system or schools must provide a human capital building system, which can lead to the personal, social, and economic well-being of students (World Bank, 2012). Governments and educational organizations such as OECD, Partnerships for 21st Century Skills and Asia Society, have put great effort into creating global competency frameworks to guide educators in applying global competence in daily teaching and learning. The developed frameworks are intended to help educators, policy makers, parents and students to gain a comprehensive understanding of global issues in order to improve the global mind set.

Framework for 21st Century Learning by Partnership for 21st Century Skills

One of the most popular frameworks that describe 21st century skills is developed by Partnership for 21st Century Skills (P21). In this framework, global related competencies are associated with the general skills for the 21st century. This framework aims to define the knowledge and skills that lead students to succeed in work and life. Many U.S. and international educators use this framework (Partnership for 21st Century Learning, 2018).

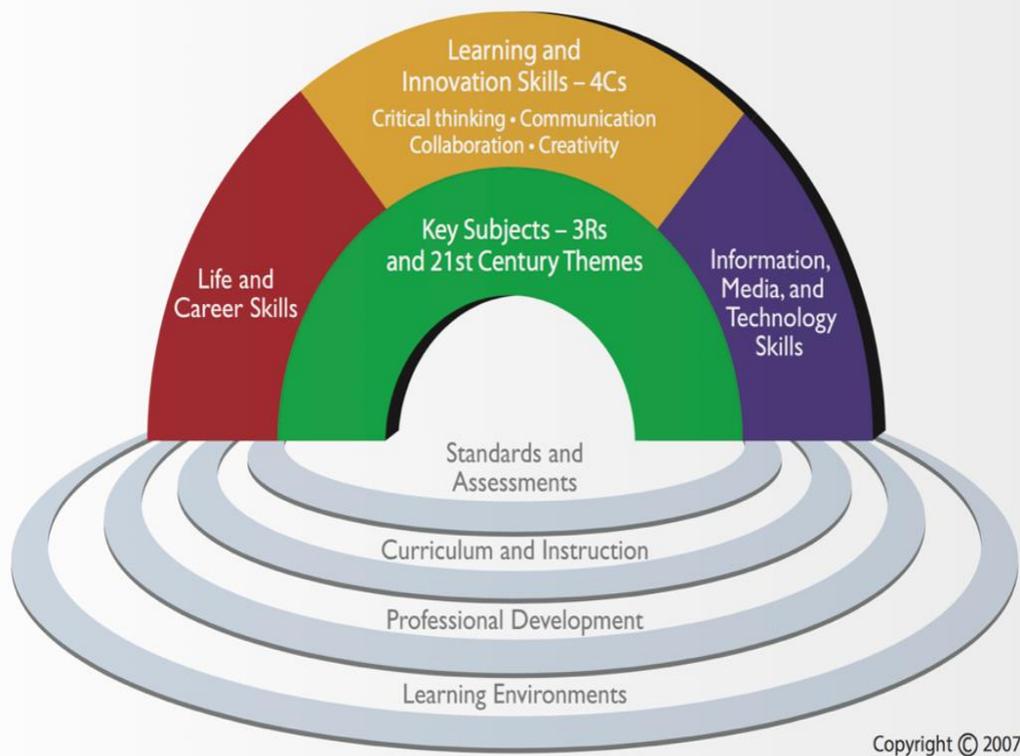


Figure 1. P21’s framework for 21st century learning

Figure 1 shows P21’s Framework for 21st-century learning. Detailed information about specific skills and description of the framework are in Table 2. The framework is divided into two parts: 21st-century student outcomes explain the expected knowledge and skills for successful work and life; the other part illustrates the requirements to ensure that students learn the defined knowledge and skills.

In P21’s framework, world language, global awareness and social and cross-cultural skills are representing a global concept. The P21’s framework suggests that policy makers, educators, and state leaders should integrate a comprehensive approach of global education applications to curricula for daily teaching and learning in the framework for State Action on Global Education (Partnership for 21st Century Learning, 2014).

Table 2.

Students Outcomes and Support System in P21's Framework

	Element	Details
Students' outcome	1. Content Knowledge and 21st Century Themes	<ul style="list-style-type: none"> • English, reading or language arts/World languages * • Arts/Mathematics • Economics • Science • Geography/History • Government and Civics • Global awareness * • Financial, economic, business and entrepreneurial literacy • Civic literacy • Health literacy • Environmental literacy
	2. Learning and Innovation Skills	<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration
	3. Information, Media and Technology Skills	<ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT Literacy
	4. Life and Career Skills	<ul style="list-style-type: none"> • Flexibility & Adaptability • Initiative & Self Direction • Social & Cross-Cultural Skills • Productivity & Accountability • Leadership & Responsibility
Support system	1. 21st Century Standards	<ul style="list-style-type: none"> • Focus on 21st century skills, content knowledge and expertise. • Build understanding across and among academic subjects as well as 21st century interdisciplinary themes • Emphasize deep understanding rather than shallow knowledge • Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively • Engaged in solving meaningful problems • Allow for multiple measures of mastery
	2. Assessment of 21st Century Skills	<ul style="list-style-type: none"> • Support a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments • Emphasize useful feedback on student performance that is embedded into everyday learning • Require a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills • Enable development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers • Enable a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency in 21st century skills

Table 2.

Students Outcomes and Support System in P21's Framework (Continued)

	Element	Details
Support system	3. 21st Century Curriculum and Instruction	<ul style="list-style-type: none"> • Teaches 21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes • Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning • Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills • Encourages the integration of community resources beyond school walls
	4. 21st Century Professional Development	<ul style="list-style-type: none"> • Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice and help them identify what activities they can replace/de-emphasize • Balances direct instruction with project-oriented teaching methods • Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills • Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students • Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses • Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning • Supports the continuous evaluation of students' 21st century skills development • Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications • Uses a scale-able and sustainable model of professional development
	5. 21st Century Learning Environments	<ul style="list-style-type: none"> • Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes • Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice • Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work) • Allow equitable access to quality learning tools, technologies and resources • Provide 21st century architectural and interior designs for group, team and individual learning. • Support expanded community and international involvement in learning, both face-to-face and online

The framework for State Action on Global Education adopted the characteristics of global ready teachers and students from VIF International Education (Partnership for 21st Century Learning, 2014). The identified characteristics of global ready teachers and students can serve as a resource for teachers to use to develop global-relevant curriculum for their courses and to evaluate the level at which they are globally ready. Table 3 summarizes the characteristics of global ready teachers and students.

Table 3.
Global-Ready Teachers and Students

Global Ready	Characteristics
Global-ready Teachers	<p>To prepare students for successful citizenship and competitiveness in an increasingly interconnected world. The characteristics of distinguished global-ready teachers can be represented across four learning spirals: understanding, investigating, connecting, and integrating.</p> <ul style="list-style-type: none"> • Global-ready teachers understand learning theory applications, innovative uses of digital tools that support learning and the importance of incorporating global contexts and perspectives into classroom instruction. • Global-ready teachers research, design, and synthesize innovative curriculum, technology tools and best practices from diverse sources to implement and integrate global content into classroom instruction. • Global-ready teachers collaborate and communicate effectively and respectfully with diverse colleagues in their schools and external learning communities. • Global-ready teachers synthesize best practices across the core areas of teaching expertise: pedagogy, global content, and technology. • Global-ready teachers integrate global attitudes, skills, and knowledge into the curriculum, instruction, and assessment. • Global-ready teachers are leaders in their schools and external learning communities in the core areas of teaching expertise: pedagogy, global content, and technology
Global-ready Students	<p>To develop the attitudes, skills and, knowledge to understand and participate in a globally connected world. Specifically, students:</p> <ul style="list-style-type: none"> • Explore their cultures, make comparisons with other cultures and investigate global issues and challenges. • Improve their critical thinking, problem-solving, perspective-taking, and research skills. • Develop awareness of cultural diversity and global issues.

OECD 2030 Framework

The OECD established a framework for educators all over the world to help them develop youth as educated global citizens by 2030. The OECD 2030 framework aims to support curriculum design initially at the secondary education level (OECD, 2016).

The four themes of the 2030 Framework are as follows:

1. The evolution of the traditional disciplinary curriculum should be rapidly accelerated to create knowledge and understanding for the 21st-century.
2. The skills, attitudes, and values that shape human behavior should be rethought, to counter the discriminatory behaviors picked up at school and in the family.
3. An essential element of modern learning is the ability to reflect on how one learns best.
4. Each learner should strive to achieve a small set of key competencies, such as competence to act autonomously. Competence is the ability to mobilize knowledge, skills, attitudes, and values, alongside a reflective approach to the processes of learning, to engage with and act in the world.

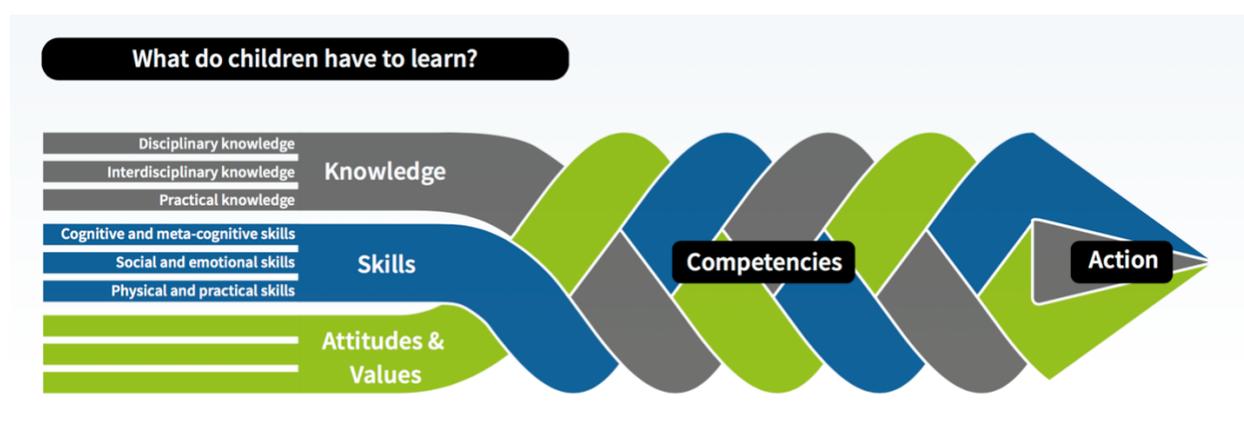


Figure 2. OECD 2030 framework

As seen in Figure 2, this framework shows global competence as having practical outcomes. The globally competent person can use his or her knowledge and skills when working with others to solve global-relevant problems. In addition, youth possessing global competence respect different values and attitudes, enabling them to build peaceful, inclusive, and sustainable societies with their constructive beliefs (OECD, 2016).

Frameworks of Global Competency for Students/Teachers by Council of Chief State School Officers (CCSSO) and the Asia Society

Knowing values of other cultures, histories, and languages is critical for residing in the flat world. Living successfully in a global society requires one to have respectable attitudes towards other people from all walks of life and to be able to collaborate with socially, culturally, ethnically, linguistically, and religiously diverse people (Mansilla & Jackson, 2011). Many case studies conducted by CCSSO and Asia Society conclude that students become more engaged in learning course content when they are internally motivated in their courses and school activities. Allowing them to create their own questions for investigating the world in their courses perpetuates internal motivation. This internal motivation enhances the acquisition of global competence (Mansilla & Jackson, 2011).

The Council of Chief State School Officers (CCSSO) and the Asia Society have collaboratively developed two frameworks related to acquiring global competence. One framework is for students and includes the knowledge and skills one must have to be globally competent. The other is for teachers to assist them in developing curriculum for teaching global competence. Both frameworks respond to the demands of a changing world differently than other organizations by recognizing the central role that global interdependence will play in the lives of our youth. The frameworks emphasize and educate students' understanding and

problem-solving in action, awareness of diverse, and interdependent world (Mansilla & Jackson, 2011). Figure 3 shows the framework that provides the knowledge and competencies one must possess in order to be globally competent. This model was developed to show students what is needed to be globally competent.

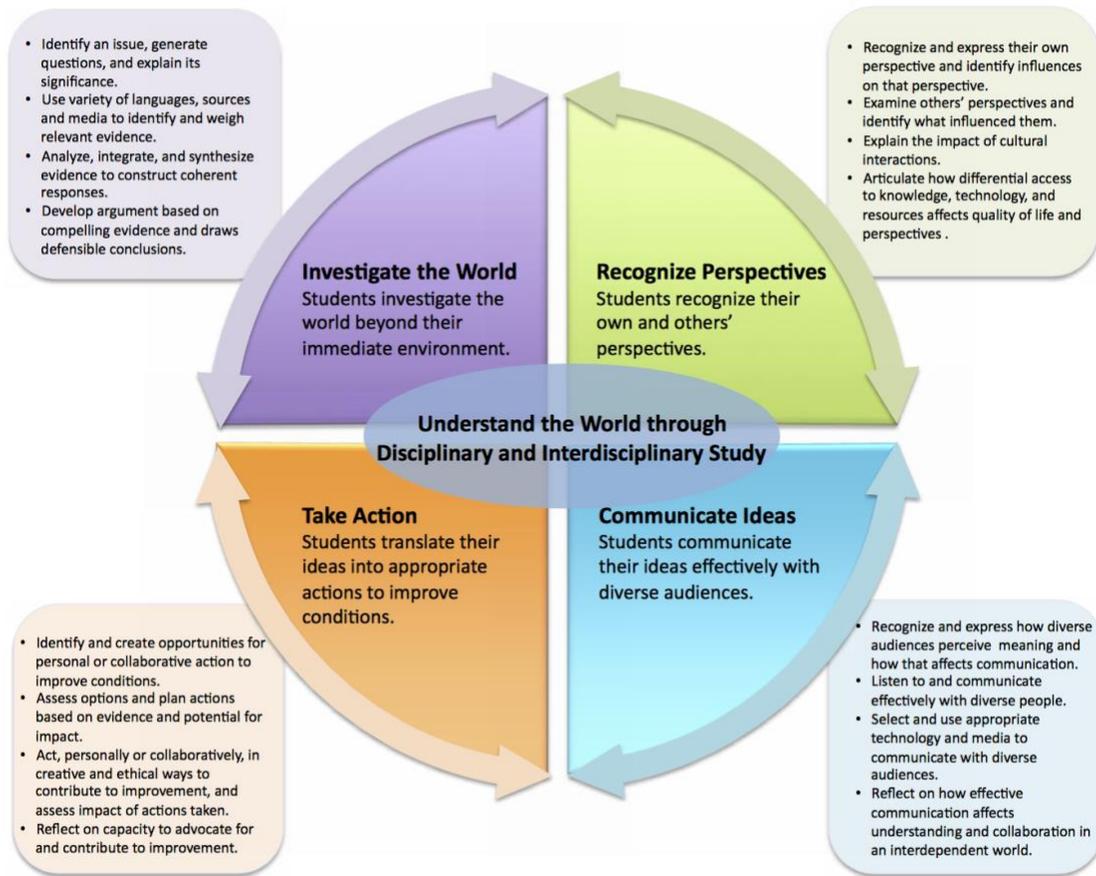


Figure 3. CCSSO/Asia Society understanding Global competence framework

Teaching global competence includes the selection of curriculum content and instructional design that enables students to meet the learning standards both local and national level. In addition, it is important to provide students the opportunity to analyze, communicate, and respond to the global issues (Mansilla & Jackson, 2011). Figure 4 provides the Teaching

Global Competence Framework developed by CCSSO/Asia Society for teachers to teach global competence.

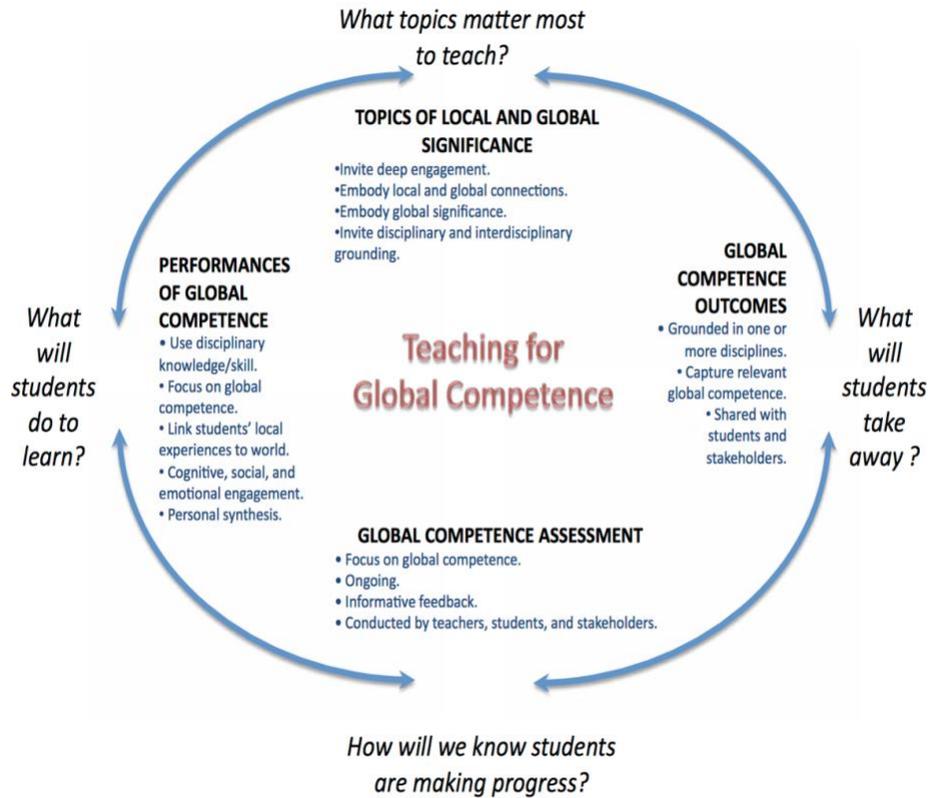


Figure 4. CCSSO/Asia Society teaching global competence framework

Integrating Global Competency Throughout the Curriculum

Advocates of global education recommend an integration of international issues with basic content knowledge. Inclusion of global concepts in basic curricula will enable students to acquire problem solving skills from a much broader perspective, allowing them to seek opportunities for inventing their future lives in a global society (Di Giacomo et al., 2013).

Globally, schools and teachers have put efforts into combining the content knowledge with global issues to attract students to engage in classroom activities designed to teach 21st century related skills (OECD, 2016). According to Williams-gualandi (2015), the Australian

curriculum uses this slogan: “learn to value their own cultures, languages and beliefs, and those of others.” In Korea, global education curriculum has been included as an elective course to learn global awareness and skills. Examples of course titles are as follows: 1) Education for International Understanding, 2) Education for Sustainable Development and Intercultural Education (OECD, 2016).

The integration of global competencies into CTE curriculum is a natural phenomenon. Businesses are no longer going after domestic markets, but rather have opened up the world as their market. It will no longer be sufficient to provide instruction limited to competing in a U.S. market. Students taking CTE courses need to learn valuable skills related to a given occupational field and obtain deeper analytic skills to research and address issues of global significance.

When students are engaged in a real-world example on global issues, students are able to nurture the persistence of global significance and achieve their goals on learning. The learning methods and motivation strategies in CTE program contribute to increase students’ interests and make them aware of the connections between the CTE content/skills and their real-life. (Singmaster et al, 2016).

Global Competence Development

According to Mansilla & Jackson (2011), global competence can define a holistic capacity of understanding and reflecting the global issues. The conceptual frameworks of global competence provided in the previous section of this document are readily accessible to anyone interested in expanding their comprehension to what is needed to be successful in an ever-changing world. They all reflect a holistic approach to education and provide to educators and alike, a resource for embedding essential and interconnected global skills into school curriculum (Staudt, 2016).

National Level

To ensure all high school graduates have academic knowledge and skills to poster the successes in college, career and life, Common Core State Standards (CCSS) was developed (Common Core State Standards Initiative, 2018).

According to Common Core State Standards Initiative (2018), the definition has two parts:

“The Common Core is informed by the highest, most effective standards from states across the United States and countries around the world; and the standards define the knowledge and skills students should gain throughout their K-12 education in order to graduate high school prepared to succeed in entry-level careers, introductory academic college courses, and workforce training programs.”

As reported by Meeder and Suddreth (2012), 46 states and the District of Columbia are using the Common Core State Standards (CCSS) to make changes in curricula, instructional materials, professional development, and assessment. The CCSS identify knowledge and skills based by grade level. Another series of CCSSO, the Common Career Technical Core (CCTC) is the set of high-quality standards in Career and Technical Education (Advance CTE, 2018b). The CCTC’s standards were developed by teachers, experts in business, administrators, and researchers to reflect the states’ and industry’s needs.

In a school, understanding of global competence in CTE provides a roadmap of excellence in teaching that can impact the improvements om students’ learning. As schools use the CCSSO and the CCTC to enhance their curricula, using one or more of the global competence frameworks reported earlier in this paper can assist them in making sure global competencies are integrated into their curricula. Thus, integrating the framework of global competence help to reveal the accountability of teaching, for example raising students’

standardized test score or improving a high-skates testing. Also, schools can ensure that providing the opportunities of learning global skills across the courses, areas, and subject in a daily learning (Normore, 2010).

State Level: Virginia

The Commonwealth of Virginia did not adopt the Common Core because Virginia had already invested effort in developing the Virginia Standards of Learning (SOL) for English, math, science, social studies, and technology which are comparable to Common Core standards (HEAV, 2018). Well before the development of SOL's, the Virginia Department of Education's CTE division, developed industry-based competency/task lists for every CTE course taught in the state. These lists are verified and updated annually to keep up with changes made in industry. In addition, academic SOLs have been correlated with each competency/task on a given list for a given course. This "crosswalk" matching both the SOL lists and the CTE competency/task lists include global standards and tasks with the intention for them to be integrated into the daily teaching of various subject areas (Board of Education Commonwealth of Virginia, 2008).

Global identified standards in Virginia's SOL lists. In 1995, the Virginia Board of Education published Standards of Learning in English, mathematics, science, and history and social science for K-12 education (Board of Education Commonwealth of Virginia, 2008). Since that time, they have added standards of learning for family life, economics and personal finance, fine arts, foreign language, computer technology, computer science, health, physical education, and driver education. The list for most of the SOL subject areas do have globalization included in its introduction. For example, "The Science Standards of Learning for Virginia Public Schools identify academic content for essential components of the science curriculum at different grade

levels. The standards stress the practical application of physics in other areas of science, technology, engineering, and mathematics. The effects of physics on our world are investigated through the study of critical, contemporary global topics. The purposes of scientific investigation and discovery are to satisfy humankind’s quest for knowledge and understanding and to preserve and enhance the quality of the human experience. (Board of Education Commonwealth of Virginia, 2010).” Some of the SOL lists for a given subject area have globalization included in a specific standard. Table 4 shows all of the standards that include globalization or globalization terms within the standard.

Table 4.
Global Standards of Virginia SOL

Subject	Standards of Learning
Mathematics	<p>Computer Mathematics/Data Manipulation COM. 16 The student will describe the way the computer stores, accesses, and processes variables, including the following topics: the use of variables versus constants, parameter passing, scope of variables, and local versus global variables.</p>
History and Social Science	<p>Virginia and United States Government GOVT 12 The student will apply social science skills to understand the role of the United States in a changing world by</p> <ul style="list-style-type: none"> a) describing the responsibilities of the national government for foreign policy and national security; b) assessing the role of national interest in shaping foreign policy and promoting world peace; and c) examining the relationship of Virginia and the United States to the global economy, including trends in international trade.
	<p>The United States since World War II USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> a) describing the development of new technologies in communication, entertainment, and business and their impact on American life; b) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and c) evaluating and explaining American foreign policy, immigration, d) the global environment, and other emerging issues.
	<p>Civics and Economics CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> g) taking informed action to address school, community, local, state, national, and global issues

Table 4.
Global Standards of Virginia SOL (Continued)

Subject	Standards of Learning
History and Social Science	<p>EPF 9 The student will demonstrate knowledge of the global economy by explaining that when parties trade voluntarily, all benefit;</p> <ul style="list-style-type: none"> a) distinguishing between absolute and comparative advantage; b) distinguishing between trade deficit and trade surplus; c) explaining exchange rates, and the impact of a strong dollar and weak dollar on economic decisions; d) describing the costs and benefits of trade barriers; e) describing the effects of international trade agreements and the World Trade Organization; and explaining growing economic interdependence.
	<p>EPF 10 The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace;</p>
Foreign Language	<p>Cultural Perspectives, Practices, and Products WI.8 The student will recognize that perspectives, practices, and products of the cultures studied are interrelated.</p> <ul style="list-style-type: none"> a) Recognize that the viewpoints, customs and traditions, and products of speakers of the target language shape their cultures. b) Identify major cities, regions, and geographical features in countries where the target language is spoken and the reasons they are significant in the cultures of those countries.
	<p>Linguistic and Cultural Comparisons WI.11 The student will demonstrate understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.</p> <ul style="list-style-type: none"> a) Compare patterns of behavior and interaction found in the United States with those found in the cultures studied. b) Recognize differences in social practices and personal interactions among cultures. c) Recognize differences in unique elements of the student’s own culture.
	<p>Interacting in School and Global Communities WI.12 The student will explore situations in which to use target-language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p> <ul style="list-style-type: none"> a) Find and present examples of the target language and the cultures studied gathered from interaction with target language speakers, and authentic media or technology. b) Use resources, such as individuals and organizations in the community or technology, to gain information about the cultures studied.
Computer Technology	<p>C/T 6-8.6 Understand the nature of information in a global society and how the characteristics of various media may influence others.</p> <ul style="list-style-type: none"> a) Identify the various uses of media based on intent and audience. <ul style="list-style-type: none"> - Investigate media messages in various contexts. b) Be able to construct and deconstruct media messages. <ul style="list-style-type: none"> - Connect media messages to various writing techniques, logic models, and outcomes. - Develop communication projects using various types media.

Table 4.
Global Standards of Virginia SOL (Continued)

Subject	Standards of Learning
Computer Technology	C/T 9-12.8 Understand the nature of information in a global society and how the characteristics of various media may influence others. <ul style="list-style-type: none"> a) Identify the various uses of media based on intent and audience. <ul style="list-style-type: none"> • Investigate media messages in various contexts. • Be able to construct and deconstruct media messages and graphical representations of data. b) Connect media messages to various writing techniques, logic models, and outcomes. Develop and communicate an innovative solution to a complex problem through various types of media in collaboration with experts and peers.
Health	9.2 Healthy Decisions The student will explain the impact of health risks and identify strategies and resources to limit risk. <ul style="list-style-type: none"> w) Identify global and local health environmental issues, including ways to prevent and manage asthma and allergies.
	10.1 Essential Health Concepts The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. <ul style="list-style-type: none"> n) Identify health and medical science career opportunities that promote personal, community, and global health and wellness.
Biology	BIO.8 The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include <ul style="list-style-type: none"> d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.
Earth Science	ES.6 The student will investigate and understand that resource use is complex. Key ideas include <ul style="list-style-type: none"> a) global resource use has environmental liabilities and benefits;

Global CTE competencies/tasks. Although the state of Virginia started the SOL movement in 1995, Virginia CTE has been using competency-based education for years. As stated by Sork (2000), competency-based education in CTE began in the early 1960's. Since that time competencies/tasks associated with various occupations have been identified by industry personnel through a process known as task analysis. They have been refined throughout the years to keep up to date with changes in industry. In addition, Virginia CTE teachers have been using competency-based education to show students how the core SOLs can be applied in real life. To

assist teachers in this effort, the VDOE Career and Technology Education Service developed crosswalks. The crosswalks showed the conceptual connections and correlations between the SOLs in the four core academic areas and CTE. These correlations were an important tool of how CTE support the main academic areas (Dyer, Reed, & Berry, 2006). All of the competencies/tasks provided for each CTE course has been cross-listed with the Virginia SOLs.

Anderson and Anderson (2012) provide examples of integrating Math SOLs into Agricultural education. They explored Virginia's agricultural education teachers' experiences and found that agricultural education can be mathematically-rich and programs can provide a real-world setting for learning mathematics. Mukuni and Price (2016) introduce practical examples of identifying connections between CTE programs and academic SOLs in pre-service CTE teacher education. Their examples have assisted CTE teacher education programs to enhance pre-service teachers' self-efficacy as they work through self-regulated activities of identifying related academic SOLs and connecting them to CTE program competencies.

While global competencies have been integrated into the Virginia CTE curriculum program-wide, making each course touch on some aspect of global awareness; there are three program areas in particular that have developed courses entirely devoted to global competency. Marketing Education has two global-specific courses, Opportunities in Global Trade and Advanced Opportunities in Global Trade. Business and Information Technology has one global-specific course, International Baccalaureate Information Technology in a Global Society. Technology Education has Global Logistics and Enterprise Systems I and II. All of the competencies/tasks taught in each of the courses relate directly to globalization (Virginia's Educational Resource System Online, 2018). Examples of global competencies taught in each of these courses are provided in Table 5.

Table 5.

Examples of Global Competencies/Task Lists of Global-Specific Courses

Program Area	Course Title	Examples of Task/ Competency List
MKED	Opportunities in Global Trade	<p>Examining Virginia's Role in Global Commerce</p> <ul style="list-style-type: none"> • Describe the importance of international trade to Virginia’s economy. • Describe the services and programs provided by Virginia and federal agencies and organizations that facilitate world trade. • Explain the value of Virginia's infrastructure to global trade. • Examine foreign direct investment’s role in Virginia’s economy (pros and cons).
	Opportunities in Global Trade, Advanced	<p>Pursuing Careers in Global Marketing and Commerce</p> <ul style="list-style-type: none"> • Examine the employment process to use when pursuing an international career. • Identify credentials needed for international employment in a variety of countries. • Identify resources to help with career search and professional development. • Explore the work ethic in different cultures and societies. • Develop a portfolio for international employment. • Identify employment barriers for nontraditional groups and ways to overcome the barriers.
Technology Education	Global Logistics and Enterprise Systems I	<p>Managing Procurement Processes</p> <ul style="list-style-type: none"> • Describe the relationship between procurement and supply chain management. • Describe procurement objectives. • Describe supplier development, selection, evaluation, and relationship. • Identify quality issues in procurement. • Describe global procurement. • Describe the procurement process in an ERP system, including organization and master data. • Demonstrate the procurement process in an ERP system. Prepare procurement reports in an ERP system.
	Global Logistics and Enterprise Systems II	<p>Managing International Logistics</p> <ul style="list-style-type: none"> • Describe factors that affect international logistics (e.g., free trade agreements, the harmonized tariff schedule of the U.S., environmental issues). • Identify documentation requirements for international shipments. • Describe the professional responsibilities of international trade specialists. • Analyze transportation and inventory considerations for international distribution operations. • Interpret data from the Logistics Performance Index. • Describe the global transportation system.

Summary of the Chapter

Chapter 2 provided a review of the literature about the Globally Structured Agenda for Education (GSAE), which is the theoretical framework for this dissertation research. It also provided an overview of Career and Technical Education (CTE). The two selected CTE program areas that are included in this study were also briefly introduced; these being Business and Information Technology (BIT) and Marketing Education (MKED). Existing frameworks of global competencies and characteristics of global-ready teachers and students were also discussed. Lastly, the effort of integrating global competencies into CTE by two-levels: National and State were discussed.

Chapter 3

Methodology

The purpose of this chapter is to present the qualitative research design that was used in the study. The purpose of the study, problem statement, target population, research sites and selection of participants are discussed. The research questions, research design, instrument, development of the interview protocol, and data analysis are also discussed. Finally, Chapter 3 discusses the quality of the research which includes the procedures for ensuring trustworthiness for the qualitative phase which includes methods used to address credibility, dependability, and transferability of the research study.

Background and Purpose of the Study

Human resource capacity building should be a top priority throughout the world. The most precious resource for any country is its human resources. And, since the world has become smaller, resulting in the development of a global economy, it is no longer adequate for countries to provide education in silos by country or region. Instead, educators throughout the world need to integrate global competencies into their curricula. Doing so, will result in a highly educated global population of people who can live and work together.

Career and Technical Education (CTE) is a unique field that equips people with hands-on skills for their career and life. Along with other educational disciplines, CTE has been influenced by economic and social changes in a global context. Industry and students' demand for hands-on global life skills has rapidly increased since the 2007-2009 global financial crisis (Di Bella, 2011). To satisfy this demand, CTE is in the process of revising its curriculum to include a global context.

The purpose of this study was to determine the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula. The study sought to identify the extent to which these teachers integrate the competencies into their curricula, benefits for integrating them, challenges associate with integrating them, strategies for overcoming these challenges, and best practices that illustrated this integration.

Statement of the Problem

While students are ready to learn practical skills to prepare for their future in a global economy, many CTE teachers generally lack the knowledge of global context 21st century skills (Larson, 2014). Although a great deal of effort has been put into providing teachers with global competency lists and other materials to be integrated into their curricula, very little is known concerning the degree to which teachers are actually integrating them. Therefore, the problem to be addressed in this study was to identify the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula. More specifically, the study determined the extent to which Virginia BIT and MKED teachers integrate global competencies in their curricula and factors that influence this integration. In addition, the study explored the challenges associated with this integration and strategies for overcoming these challenges. Finally, the study identified best practices for integrating global competencies into Virginia BIT and MKED curricula.

Research Questions

The primary focus of this study was to determine the extent to which BIT and MKED teachers in Virginia integrate global competencies into their curricula and factors that influence this integration. The primary research question to be answered in this study is listed below, followed by related sub-questions.

RQ: What are the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula?

Sub-question 1: What global competencies do Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED curricula?

Sub-question 2: To what extent do BIT and MKED teachers integrate global competencies into their curricula?

Sub-question 3: What benefits are gained by integrating global competencies into the BIT and MKED curricula?

Sub-question 4: What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?

Sub-question 5: What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curricula?

Sub-question 6: What types of professional development will best equip Virginia BIT and MKED teachers with the knowledge and skills needed to integrate global competencies into their curricula?

Sub-question 7: What factors would contribute to making best practices of integrating global competencies into Virginia BIT and MKED curricula?

Research Methods

The study sought to determine the extent to which BIT and MKED teachers in Virginia are integrating global competencies and their experiences when doing so. The benefits and challenges of integrating globalization tasks into Virginia BIT and MKED curricula was be identified to assist in designing effective professional development for BIT and MKED educators.

Due to the lack of previous studies that investigated the impact of globalization on CTE (Moradi, 2011), this study focused on Business and Information Technology (BIT) and Marketing Education teachers' lived teaching experiences. Qualitative inquiry was appropriate for this study because it is not possible to study issues in depth and in enough detail to derive

meanings from the perspective of the participant using quantitative research methods (Patton, 2002). Taylor et al. (2015) describe the qualitative methodology as the broadest sense of research to produce meaningful descriptive data from people's words, written or spoken, or observed behaviors. Qualitative methodology is a set of interpretive activities that researchers used to identify the constructed nature of reality (Denzin & Lincoln, 2011).

Qualitative researchers are interested in discerning meaning from perceptions of each person's experiences or how people make sense of the real-world (Patton, 2002). In particular, qualitative researchers want to know how a person manages in certain situations (Willig, 2013). Thus, researchers are much more focused on the quality and texture of experience instead of exploring the cause and effect (Willig, 2013). Therefore, this study followed a qualitative research approach, involving the use of the semi-structured interview as the primary method. Face-to-face interviews allow the researcher to explore the thoughts and feelings of the participant (Patton, 2005). This allowed the researcher to explore the teaching experiences of each participant in the study. The researcher expects to gain a deeper understanding of participants' experiences of balancing and applying CTE contents and tasks among local, state, national, and worldwide levels.

Research Design and Procedure

A qualitative research design was used for this study to determine the factors that affect the integration of global competencies into Virginia BIT and MKED curricula as determined by lived experiences of Virginia BIT and MKED teachers. Semi-structured interviews were conducted in order to gain more in-depth and rich knowledge of the participants' perspectives. Other information was gathered from the interviews including, identifying challenges to

integrating global competencies, strategies for overcoming the challenges, and best practices for integrating them. Participants were selected from various regions of the state.

The research was proposed to begin the interviewing process in the Fall of 2018 after IRB approval in Spring of 2018. A pilot study was conducted in Summer of 2018 and the research question and design of the study was be revised as needed. An interview protocol was used to gather the data for the study. Probing questions were asked by the interviewer to gather as much information as possible. It was anticipated that between 10 to 15 interviews and any necessary follow-up clarifying interviews were announced to participants.

All interviews were video recorded, with the permission of each interviewee, and were expected to vary in length from 45 minutes to one hour. The interviews were informal and open-ended conversational style. The researcher wrote field notes in conjunction with the interviews. Memoranda also was written while listening to taped interviews, typing transcripts, and reflecting upon a particular interview.

Ongoing data analysis took place throughout the study. All of the recorded interviews, memoranda, and field notes were digitalized. The software, NVivo 12 program was used in the coding process to organize different questions and themes found in the transcripts and other documents. Hard copies of all digitalized data also were coded line by line using colored pens to mark the margins with the appropriate numbers and letters if needed.

Pilot study

Pilot study was conducted to test the research design and procedures. The pilot study used the same qualitative methodologies used in main research. Two interviews were conducted in Summer of 2018, two of BIT teachers were voluntarily participated to ensure the credibility of

the study. Due to the regional limitation of the researcher, two pilot study were conducted remotely via Zoom.

Data was collected and analyzed by using same procedures of main researches. Interviews for pilot study were video recorded, transcribed and digitalized with field notes and memos. As a result of the pilot study, detailed semi-structure interview questions were modified to be clear for participants and changed their orders. In addition, the introduction of the research was got detailed to build rapport with participants.

Participant and Sampling Plan

Participants in this study included Virginia BIT and MKED teachers. Because each participant has had different experiences of planning and teaching in different school systems and areas of the state, it was felt that a much broader perspective concerning the extent to which global competencies were being integrated and factors surrounding this integration were obtained. Purposeful sampling was used to identify the participants.

Sample selection. Two types of purposeful sampling were used, convenience and criterion. Convenience sampling is a cost-effective type of purposeful method and assists the researcher in selecting participants who were accessible and willing to participate (Teddlie & Yu, 2007). Criterion sampling is an effective technique for obtaining knowledge constructions for the study (Patton, 2005). It assists the researcher to select participants who can fully answer the research questions. In addition, to obtain diversity, regions of the Commonwealth were used when identifying participants. These regions included include Southwest Virginia, Central Virginia, Eastern Virginia, and Northern Virginia.

Research questions were guided to create the criteria and participant group was selected according to preselected criteria (Mack et al., 2005). The benefit of using the criterion sampling

method is it is possible to understand the phenomena with systemic perspective and to identify the characteristics of populations for in-depth qualitative analysis (Patton, 2005). Specific criteria for participants selected for this study were as follows:

1. CTE teachers who are teaching BIT or MKED courses in Virginia
2. CTE teachers who have been teaching for at least three years
3. Virginia Department of Education (VDOE) registered BIT and MKED teachers.

Sample size. The sample size of qualitative research depends a great deal on the type of information sought and the point of time when redundancy is achieved during the interview process (Patton, 2005). It was anticipated that the study required 10–15 participants. The researcher wanted to have data from diverse regions of the state.

Recruitment. Upon receiving approval from the University Institutional Review Board (IRB) to conduct the study, the Virginia Department of Education BIT and MKED state specialists were contacted to provide an overview of the study and obtain their support. They were requested to send a recruitment letter and their support for conducting the study to all of the teachers on their respective email listservs. However, VDOE CTE program specialists were not allowed to send out surveys and participant searches. Alternatively, cooperating teacher lists and teacher preparation program alumni lists were gained from a public university in southwest Virginia. In addition, the researcher collected BIT/ MKED teacher lists from public school websites and randomly sent a recruitment letter. The recruitment letter was describing the study in detail and inquiring about interest in participating in the study. In the email recruitment letter, an online survey link was attached to ask the willingness of participation for this study. The survey also gathered background and demographic information about the participants, as well as, information about the participants' schedule and availability for setting up an interview.

Interviewees were offered a \$25 gift card as a token of appreciation for their willingness to participate in the study.

Interviews

Rich and detailed qualitative data are gained from interviews and researcher can understand participants’ experiences, perspectives of that by seeing how the participant makes meaning on the experiences (Rubin & Rubin, 2011). A semi-structured interview protocol was developed in order to allow for freedom to further question the participants’ responses in more detail (Seidman, 2013).

Developing interview protocol. The researcher developed an interview protocol aligned with the purpose of the study. The questioning process were conversational and inquiry-driven. The researcher examined each question for clarity, simplicity, and answerability. A pilot study was conducted to test the interview protocol. Castillo-Montoya (2016) developed a viable approach to developing a strong initial interview protocol so the researcher is likely to elicit rich, focused, meaningful data that captures, to the extent possible, the experiences of participants.

Table 6 shows four phases that was used to develop the interview protocol.

Table 6.
Four Phases of Developing Interview Protocol

Phase	Purpose of Phase	Schedule	
Phase 1	Ensuring interview questions align with research questions	To create an interview protocol matrix to map the interview questions against the research questions	December, 2017
Phase 2	Constructing an inquiry-based conversation	To construct an interview protocol that balances inquiry with conversation	December, 2017
Phase 3	Receiving feedback on interview protocol	To obtain feedback on interview protocol (possible activities include close reading and think-aloud activities)	January, 2018
Phase 4	Piloting the interview protocol	To pilot the interview protocol with small sample	Summer, 2018

Note: Adapted from Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, 21(5), 811-831.

Upon receiving feedback from the pilot study participants, the interview protocol was refined. Pilot interview data also were analyzed using the same procedures of the study.

Interview procedure. Seidman (2013) emphasized the purpose of interview in qualitative research as follows: “in-depth interviewing is not to get answers to questions. At the root of in-depth interviewing is an interest in understanding the lived experiences of other people and the meaning they make of that experience. At the heart of interviewing research is an interest in other individuals’ stories because they are of worth (Seidman, 2013, p.9).”

Each person received the initial recruitment e-mail twice. In the recruitment letter, an online survey link was provided for potential participants’ ease to respond their willingness to participate in the study. The researcher contacted those who agree to participate to determine the date and time for an interview. For the convenience of the participants, interviews took place in the participants’ schools where they teach or remotely. At the beginning of the interview, the details of consent were discussed and permission to record asked of each participant on.

The developed key questions were open-ended. Interviewees were free to only answer the questions they were comfortable to answer. The probes were helped the researcher to broaden the extent of the researcher’s understanding of each teacher’s experiences. After each interview, the recorded interviews were transcribed. Participants received a copy of their transcript and be asked to read through it in order to clarify and verify information. Only one participant gave feedback by email.

Data Analysis

According to Flick (2014), data analysis is a classification and interpretation process to state the implicit and explicit dimensions and meaning-making structures that the researcher wants. Merriam and Tisdell (2015) suggest using programs to organize the data. The researcher

used QSR NVivo 12 software to find themes and significant terms and statements. Field notes and memos added to the program to manage the data. The NVivo software program allows detailed analysis of collected data regarding the topics and supports the systemic process of the study and increases the validity and reliability of the study (Zapata-Sepúlveda et al., 2012).

Each transcribed interview was reviewed by the researcher multiple times for her to become immersed in the data. Then the transcribed data were coded, using an open, inductive coding method (Patton, 2002). Similar ideas and themes were grouped to identify conceptual codes. To be more specific, this study analyzed the first coding process through initial coding. Initial coding was chosen to examine, compare and search for similarities and differences throughout the data. The second level of coding to be used, was pattern coding. Pattern coding gave to this study the basis to explain major themes underneath the segments of the data.

Research Quality

The goodness of qualitative research (trustworthiness) determines the quality of the research (Marshall & Rossman, 2014). Trustworthiness means that the research results give confidence (Merriam & Tisdell, 2015). According to Lincoln and Guba (1985), the purpose of trustworthiness in a qualitative inquiry is to support the argument that the findings of study are ‘*worth paying attention to*’. They suggest four criteria on which to focus during the design stage consideration, which make it possible to ensure the trustworthiness of a qualitative research.

Table 7 shows four criteria of trustworthiness defined by Lincoln and Guba (1985).

Table 7.

Lincoln & Guba’s (1985) Criteria of Trustworthiness and Examples of Techniques

Criteria	Techniques
<p>Credibility (internal validity) Refers to confidence of truth of the data and interpretations of them One of the most important criteria for assessing the quality and integrity of a qualitative inquiry</p>	<ul style="list-style-type: none"> ● Prolonged engagement ● Persistent observation ● Triangulation (sources, methods, investigators) ● Peer debriefing

Table 7.

Lincoln & Guba's (1985) Criteria of Trustworthiness and Examples of Techniques (Continued)

Criteria		Techniques
Credibility (internal validity) <i>Continued</i>		<ul style="list-style-type: none"> • Negative case analysis • Referential adequacy (archiving of data) • Member checks
Transferability (external validity)	Extent to which findings can be transferred or be applicable to other settings and group	<ul style="list-style-type: none"> • Thick description
Dependability (reliability)	Refers to stability and reliability of data over time and conditions	<ul style="list-style-type: none"> • Overlap methods (Triangulation of methods) • Dependability audit
Confirmability (objectivity)	Refers to neutrality: findings must reflect participants voice and conditions of the inquiry, and NOT the researcher's biases, perspective, or motivations	<ul style="list-style-type: none"> • Audit Trail

Strategies for Ensuring Trustworthiness of the Study

Due to the subjective nature of qualitative research methods, researchers have looked to develop ways in which trustworthiness can be applied to their research. This study set the strategies of each criterion that is proposed by Lincoln and Guba (1985) to be used for evaluation of trustworthiness.

Credibility. The researcher gathered data from participant interviews regarding their experiences for integrating global competence into the curriculum. The analyzed data were used to compare the results among groups. From this comparison, the researcher was able to deduce similarities and differences between two groups.

Member checking was used to enhance credibility. According to Shenton (2004), member checking is related to the accuracy of data collection dialogues. Transcripts of their interview were emailed to each participant, asking them to check for correction and clarification, and any additional information they wish to add. Use of a peer debriefing strategy contributed a

researcher to get others' perspectives on the study and help to develop the conclusions of the study (Bitsch, 2005).

Transferability. To enhance transferability of the study, the researcher provided detailed descriptions of the study. The researcher developed a matrix of transferability checklist developed by Shenton (2004). Table 8 shows a detail of the checklist.

Table 8.
Transferability Checklist.

Criteria	Checklist
Transferability	<ul style="list-style-type: none"> • the number of organizations taking part in the study and where they are based, • any restrictions on the type of people who contributed data, • the number of participants involved in the fieldwork, • the data collection methods that were employed, • the number and length of the data collection sessions, and • the time period over which the data was collected.

Note: Created from Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information, 22(2)*, 63-75.

A thick description of the study and a matrix of transferability checklist assists readers in determining if the results are transferable to their unique situations (Merriam & Tisdell, 2015). In addition, thick descriptions can contribute to replicate the similar study in other setting by other researchers (Anney, 2014).

Dependability. Dependability of this study was met by clear and concise steps for conducting the semi-structured interview as well as designed procedures for data analysis. In addition, the researcher addressed dependability by audio recording participant responses during the interviews and transcribing the interviews verbatim. Peer examination was used to enhance dependability. According to Bitsch (2005) and Krefting (1991), by using peer examination, a researcher would be able to be honest on the research and promote more deeper reflexivity on analysis by peers.

Confirmability. Bowen (2009) asserts that an audit trail provides sufficient evidence that the researcher did not simply find the results. In this study, all processes included a detailed description of the data sources, collection, and analysis as well as including an audit trail.

Chapter Summary

This chapter has explained the methodology that was used for conducting the research concerning global competencies integrated into Virginia BIT and MKED curricula. The characteristics of the study's population, as well as the sampling and recruitment plans were included. The development of an interview protocol for collecting data was discussed. The chapter also included a description of the data analysis plan and strategies for ensuring trustworthiness.

Chapter 4

Findings

“Globalization in my life? Everything! I mean I teach this in my class. We look at ours where everything is made. I said ‘All right, everybody! look at your shirts and see where they are made, where is your backpack made.’ And then we got another country. This is globalization. This is global marketing. This is business in another country. I mean that affects us every waking moment of our lives really” (Serena, Ln # 28-32).

Chapter 4 begins with an overview of the study, the research questions used to guide the study, and the demographic information of the research participants. All of this is followed by the findings of the study.

Overview of the Study

The purpose of this study was to determine the lived experiences of Virginia business and information technology (BIT) and marketing education (MKED) teachers with regard to integrating global competencies into their curricula. From the teachers’ lived experiences, this study aimed to identify the factors and effects which have influenced them in teaching global competencies, and to discuss the elements that would contribute to best practices for integrating global competencies in business and marketing curricula.

The study also focused on determining the extent to which BIT and MKED teachers in Virginia integrate global competencies into their curricula and factors that influence this integration.

Semi-structured interviews were conducted to collect the data. Forty-five percent (5 out of 11) of the interviews were conducted via Zoom. The remaining six were conducted face-to-face. A pre-interview survey was sent to the participants before the interview and used to collect participants’ demographic information and create awareness of the interview topic to the

interviewees. All the participants were currently teaching business and/or marketing courses in the state of Virginia.

Research Questions

Research Question: What are the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula?

Sub-question 1: What global competencies do Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED curricula?

Sub-question 2: To what extent do BIT and MKED teachers integrate global competencies into their curricula?

Sub-question 3: What benefits are gained by integrating global competencies into the BIT and MKED curricula?

Sub-question 4: What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?

Sub-question 5: What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curricula?

Sub-question 6: What types of professional development will best equip Virginia BIT and MKED teachers with the knowledge and skills needed to integrate global competencies into their curricula?

Sub-question 7: What factors would contribute to making best practices of integrating global competencies into Virginia BIT and MKED curricula?

Demographic Profile of Participants

A pre-interview survey was sent to participants to obtain demographic information including: name, gender, age, education level, name of high school, years of teaching, course list and preferred interview type. The locality of each school was identified by examining the Public-School Division Locale Descriptions on Virginia Department of Education (VDOE) website. The demographic information collected is in Figure 5 and Table 9.

Table 9.

Demographic Profile of Participants

Part. No.	Pseudonym	Gender	Age Range	Area	Highest Education Level	Years of Teaching	Locality of School	Interview Type
1	Holly	F	60+	MKED	Bachelor's	31	Suburb Midsize	Face to Face
2	Olivia	F	25-29	BIT	Master's	7	Suburb Midsize	Remote
3	Rachel	F	50-59	MKED	Master's	18	City Small	Face to Face
4	Rebecca	F	60+	BIT	Bachelor's	38	City Small	Face to Face
5	Ryan	M	25-29	BIT/MKED	Master's	3	Suburb Large	Face to Face
6	Sarah	F	60+	BIT	Doctorate	20	City Small	Face to Face
7	Scott	M	50-59	BIT/MKED	Master's	9	City Midsize	Remote
8	Serena	F	30-39	MKED	Bachelor's	17	Suburb Large	Remote
9	Stacy	F	30-39	MKED	Master's	13	Suburb Large	Remote
10	Walter	M	30-39	BIT	Master's	5	Suburb Large	Face to Face
11	Wendy	F	50-59	MKED	Bachelor's	11	Suburb Large	Remote

Note: All names in the table are pseudonyms, listed alphabetically.

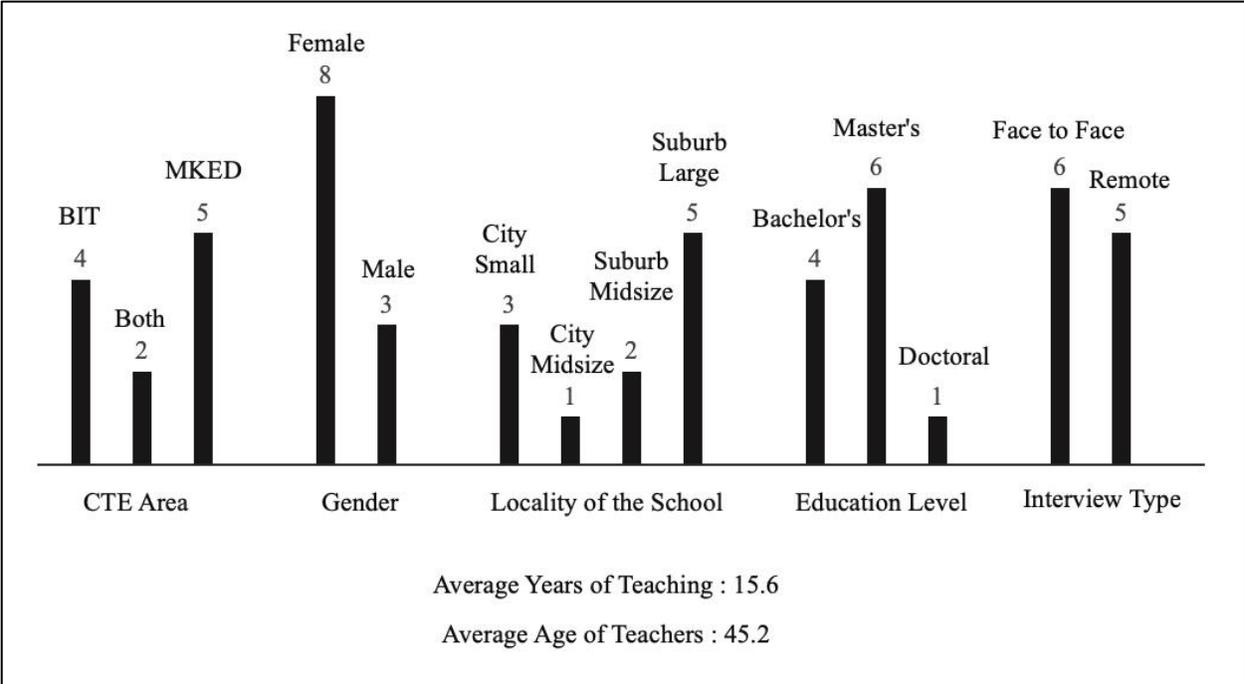


Figure 5. The demographic information of research participants

Summary of Participants

All participants were teaching business or/and marketing courses in Fall 2018. Four of the participants were in Business and Information Technology, five of them were in Marketing Education, and two of them were in both. Eight female teachers and three male teachers participated in this study. Based on VDOE school locale descriptions, three participants were teaching in a small size of city, only one teacher was in midsize city, two were in a midsize suburban area, and five participants were in a large suburban area. The highest education level of the participants was a doctorate degree. One participant obtained a doctorate degree, six participants held a master’s degree, and four held a bachelor’s degree. The participants provided all of the course names they have taught throughout their teaching career. The average number of years of teaching among participants was 15.6 years and the average age of the teachers was 45.2 years old. Table 10 shows the list of courses taught by the participants.

Table 10.

List of Courses Taught by Participants Throughout Their Careers

Part. No.	Pseudonym	Area	Courses
1	Holly	MKED	Intro to Marketing, Advanced Marketing
2	Olivia	BIT	Economics & Personal Finance, Accounting, IB Business Management
3	Rachel	MKED	Digital & Social Media Marketing, Sports Management, Sports & Entertainment, Marketing, Principles of Business & Marketing
4	Rebecca	BIT	Computer Information Systems, Business Management, IT Fundamentals, Web Design, Word Processing
5	Ryan	BIT/MKED	Economics & Personal Finance, Sport & Entertainment Marketing
6	Sarah	BIT	Business Law, Business Management, Accounting, Digital Input Technologies
7	Scott	BIT/MKED	AP Computer Science, Economics & Personal Finance, Sport & Entertainment Marketing
8	Serena	MKED	Intro to Business and Marketing, Marketing Co-op and Non-Co-op
9	Stacy	MKED	Advanced Marketing
10	Walter	BIT	Advanced Programming, Economics & Personal Finance, Information systems, Webpage Development, Strategies for Success
11	Wendy	MKED	Sports and Entertainment, Marketing 1

Note: All names in the table are pseudonyms, listed alphabetically.

Description of the Participants

The following is a description of the participants. The participants are identified by pseudonym in order to protect their identity and to conform to the confidentiality agreement.

Holly (MKED). Holly is a female in the over 60 age range. She is in MKED. She has taught for 31 years in the same county public school system in a midsize suburban area. She has taught in two high schools, one for 13 years and the other 18 years. She has taught all of the marketing classes except for Sport marketing. She enjoys the 9th graders the most because she thought the course makes sense to her students and is applicable to the world.

Olivia (BIT). Olivia is a female in the 25-29 age range. Her endorsement area is BIT. She has been teaching for 8 years, of which seven have been in the same school division. She has taught Accounting, Economics and Personal Finance and International Baccalaureate (IB) business. She is in her second year of teaching IB business.

Rachel (MKED). Rachel is a female in the 50-59 age range. She teaches marketing education courses. She was in business and industry for 15 years before she started teaching. She is currently in her 18th year of teaching MKED in a high school located in a small city. believes that high school students have an open mind in terms of idea generation. They are young enough not to have such narrow thinking and is very impressed with how they look at the world and what they see as opposed to how she has experienced it as an older person.

Rebecca (BIT). Rebecca is a female in the over 60 age range. She has been teaching high school in a small city for 38 years. Her endorsement area is BIT. In addition to teaching on-campus classes: she has placed and supervises student on-the-job internships, as a co-op coordinator. She has been teaching dual enrollment Business Management classes, Computer Information systems, and dual enrollment Web-Design classes.

Ryan (MKED/BIT). Ryan is a young male teacher in the 25-29 age range. His endorsement area is MKED. He has been teaching sports marketing, advanced sports management, social media marketing and team-teaching Economics and Personal Finance. This is his third year of teaching in a large suburban public-school system. He loves seeing how high school students grow from their freshman year to their senior year.

Sarah (BIT). Sarah is a female in the over 60 age range. She is in BIT area. She went straight into business after graduating from college, working for a construction company as an office manager and in charge of book keeping. After 13 years of teaching, she earned her

teaching license with an endorsement in BIT and has been teaching ever since. She has been teaching business classes at both the middle and high school levels in a small city. She earned both the national board certification and a doctorate degree.

Scott (MKED/BIT). Scott is a male in the 50-59 age range. His endorsement area is MKED. He has taught in a number of different school systems that are from rural and mid-size city areas. He has taught at Technical Center and in comprehensive high schools. Classes he has taught include, AP Computer Science, Economics and Personal Finance, Sport Marketing and Entertainment Marketing. He also has international training experience as a certified officer in the army.

Serena (MKED). Serena is a female in the 30-39 age range. She has been teaching for 17 years. She teaches marketing education classes including, Introduction to Marketing, Fashion Marketing, Global Marketing, Sport and Entertainment Marketing. She has also served as a DECA advisor and a teacher-coordinator of the co-op part of her marketing program. Currently, this is her fourth year of teaching in a large suburban area. She loves teaching the introduction class because most of the enrollment is 9th and 10th graders and it's really inspiring for her to be able to influence and shape her students as they develop mentally, emotionally, and physically.

Stacy (MKED). Stacy is a female in the 30-39 age range. She has been a teacher for 13 years in a large suburban area where she grew up. Her endorsement area is MKED. She has been certified to teach MKED, BIT and Technology Education. She worked for a brand name company for about two years and then went into teaching. Currently, she teaches Advanced Marketing.

Walter (BIT). Walter is a male in the 30-39 age range. His endorsement area is BIT. He has been teaching high school in a large suburban area for six years. He got a BIT teacher

position directly out of his master's degree program with a teaching license. He has taught Economics and Personal Finance and several computer-based classes such as Programming, Advanced Programming, and Webpage Development. He values his job it enables him to teach his students skills that would help them be successful in the workforce.

Wendy (MKED). Wendy is a female in the 50-59 age range. She teaches marketing. She started working for her school system as an active classroom teacher on and off for 11 years. In addition, she has experience as an instructional coach. Other areas in which she has experience include, writing curriculum and assisting with writing a textbook. She has also worked for National DECA and role play activities for national competitive events. Currently, she teaches Sports and Entertainment Marketing, Marketing, and Introduction to Marketing in a large suburban area.

The interviews were conducted from August 25, 2018 to November 13, 2018. The participants were empowered to choose the interview type: face-to-face or remote via Zoom. All participants voluntary participated in the study. The participants were fascinated by interacting with their students in their classrooms and valued their teaching jobs. They were proud of being a part of CTE, which help their students to earn real-world related skills for the future.

Definition of Globalization

To get a better understating of the concept of this study, the participants were asked to define globalization based on their knowledge and previous experiences. According to the teachers' responses, they recognized the importance of teaching global perspectives and made efforts to apply those concepts in their curricula. Stacy views teaching global concepts in her class as making her students understand more of the real-world while increasing their knowledge of academic content.

Globalization, well, when I was reading the questions in the pre-survey, I thought of what I teach in my intro class, and it is right there. When we teach economics, right in the beginning, it is very simple. We talk about trade, factors of production, and globalization. I think at that point you are giving the kids kind of real-world perspectives, for example, ‘Here is what we have to do and here is what competition is’. And it is a great way to try to introduce that when it comes to globalization (Stacy, Ln # 57-63).

Two themes emerged concerning the definition of globalization: 1) extension of worldwide business market, and 2) holistic mindset towards the world and the future. Table 11 shows codes, categories, and themes related to the definition. A brief description of each of the themes and their categories follow Table 11. Examples of participant responses are also included to provide greater insight into understanding their perceptions. Finally, a definition of globalization as perceived by participants of this study is presented at the end of this section.

Table 11.
Definition of the Globalization

Code	Category	Theme
<ul style="list-style-type: none"> • Broaden the market boundaries • More business opportunities • Understanding the different economic/government/monetary systems 	Extension of business opportunities in the world	Extension of the worldwide business market
<ul style="list-style-type: none"> • Looking at the domestic level to international level • Understating the differences among countries and cultures 	Opening personal point of view	Holistic mindset towards the world and the future
<ul style="list-style-type: none"> • Understanding how the world works together • Understanding how the decisions effects on each other 	Understanding the interconnectedness of the world	

Theme 1: Extension of the Worldwide Business Market.

The contents of BIT and MKED courses were economy and business market based. Participants provided their definition of globalization as it relates to what they teach. Rachel elaborates this character of BIT and MKED:

You have to consider lots of different tariffs and things like that, so it makes teaching especially marketing and business much deeper (Rachel, Ln # 46-48).

The theme of extension of worldwide business market was closely related the business and marketing contents.

Extension of the business opportunities in the world. Participants viewed globalization broadening market boundaries from local markets to overseas markets. Thus, it gives more business opportunities. To be more specific, Rebecca believes that differences among markets and/or economic systems are part of the definition of globalization.

Well, obviously the standpoint of globalization could mean a lot of different things and a lot of areas. For example, business management – you can teach them about the world and differences using economic systems and different monetary systems and things like government systems (Rebecca, Ln # 18-21).

Examples of other participants' definitions of globalization as it related to market opportunities are as follows:

The world is opening up, and markets are everywhere now that companies have the opportunity to gain new customers (Holly, Ln # 42-43).

It comes in the form of laws in business; you know, just the different types of businesses and trades and the things that we buy and sell across the world (Sarah, Ln # 57-58).

Well, to me globalization is just trying to have a product or service or marketing idea and making it known in all kinds of different markets all across the world. I mean that is how I would put it (Serena, Ln # 24-26).

How I would define it ... I would define it for the kids as a way of standardizing a product to appeal to as widespread a group as possible, and I would explain it to them saying that businesses do that in an effort to be efficient in making money. Rather than going to each country and tailoring it to each country, they are creating something that would appeal to most people (Wendy, Ln # 26-31).

Theme 2: Holistic Mindset Towards the World and The Future

The second theme that emerged relative to the definition of globalization included how people think of others, respect differences between each other, understand the interconnected world, and how all of these factors impact personal points of view towards the world and the future. It involves having a holistic mindset. Two categories emerged from the codes associated

with the definition of globalization and relating to the holistic theme. They include: 1) opening personal points of view and 2) understanding the interconnected world.

Opening personal points of view. From the data, participants recognized the importance of global aspects in a global society. This part of the definition of globalization included opening one's mind to understand and/or accept cultural differences and diversity. Ryan shares his personal experiences:

I come from a mixed-race family. I was brought up to respect and appreciate other cultures, and my high school itself was actually pretty diverse as well. We have ten more Asian American students than Caucasian students. So, a little different than here but still diverse in its own way. It played a huge role, and I think that is why I like and love [school name] so much; it is so diverse (Ryan, Ln # 66-71).

Ryan's experiences support how the openness to the world helps a person in his/her career and life. The examples of other participants' opinions on openness to the world are below:

Well, to me, globalization is a word which involves people doing things on an international level; whereas there's something that's domestic that is within your own country and might be a little bit more limiting. Globalization gives you such a broad landscape, and it allows you to go to different countries, different cultures (Rachel, Ln # 43-46).

Okay so, globalization is the intermingling of cultures, practices, and perspectives in social, personal, and professional lives or just having an open mindset (Ryan, Ln # 64-66).

I think it is the interconnection of societies and business, basically, globally from a world perspective (Scott, Ln # 46-47).

If we are going to get the best product looking into the future, it comes down to us really working together, being more interconnected and really looking as a whole at what we need to do to build a society or a civilization that will be livable 50 years from now. It comes down to really everyone accepting everyone's differences. I think that is one of the biggest parts of globalization. We are different; we speak different languages; we look different; we have different skin tones and different skin colors. If we can put that stuff aside and find that common ground, I think that is one of the most important things that we can take out of this globalized society that we are kind of looking for (Walter, Ln # 45-54).

Understanding the interconnectedness of the world. Participants felt that globalization involved an understanding of how countries are connected. Walter defines globalization as one world:

To me, globalization is just the idea that we are all one together. I mean we have all these different countries in the world (Walter, Ln # 44-45).

In addition, participants felt that globalization involved determining cause and effect or supply and demand. The examples of participants' responses included below illustrate how they feel about the definition of globalization.

I guess, for me, personally it is going to be how the world works together and what impacts us here in America. It is not just here; it is influenced by what is happening in other countries and the markets there. And then, we talked about how the decisions or sanctions in one country have lasting effects on everybody else (Olivia, Ln # 52-56).

Here is this one for these countries, this is we do not have but what they have. So, here is how we can partner together; here is how we can do this. So, I feel like a student is growing as a mature person and can understand more of the real world and increase my knowledge of the globalization (Stacy, Ln # 66-69).

Oh, yeah, that is pretty much a world economy, and we are all interconnected a lot. We depend on products from overseas; we pay prices here, but we are very interconnected. When you look at globalization, you know, if you buy a car that is not made in America for instance. Some of those parts are assembled here. Some are made here, but we have to get things from different countries also. We are globally connected because something happens here or something happens overseas. It impacts everybody globally pretty much and now has a far-reaching impact (Scott, Ln # 39-45).

Essentially, the world is getting smaller. I mean, we are more interconnected. Everything is related. If something happens like trade wars, obviously this is going to affect our economy. And we should think what is going on in the rest of the world, for example, the typhoon that might hit Japan this weekend (Walter, # Ln 39-43).

Definition of Globalization as Perceived by Participants

A common challenge in the literature on globalization is that it is hard to find a consistent definition of the term. However, for teachers, having their own concept of globalization was beneficial for their teaching. Hytten and Bettez (2008) point out that learning experiences on

global issues promote critical thinking skills on sociological, cultural, political and economic facet and provide a better sense of living/working together where one lives. Based on results of the interviews conducted, the definition of globalization as perceived by the participants is as follows: *Globalization is a concept of having a holistic mindset toward the world and the future to broaden boundaries in order to gain opportunities in worldwide business markets.*

Global Competencies to be Integrated

Sub-RQ1: What global competencies do Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED Curricula?

Four courses, three BIT and one MKED were identified from Virginia's Education Resource System Online (VERSO) as having global tasks/competencies on the tasks list for each course. These courses included Business Management and Administration: Finance: Information Technology: and Opportunities in Global Trade. Each of these courses has a heavy focus on international/global business and therefore include many international/global related tasks. To respond Sub-RQ1, the researcher included global tasks taken from these courses as part of the pre-interview survey. In addition to collecting demographic data, the purpose of the survey was to provide assistance to participants to help them reflect on their teaching to determine which of the tasks to integrate into other BIT/MKED courses. Ten participants responded to the pre-interview survey, since the pre-interview survey was not required but recommended. Holly (MKED) was the teacher who did not participate in the survey. However, the researcher provided a hard copy of the survey and gave her enough time to review it prior to her interview.

From the interview data, three categories and one theme emerged. The theme is useful competencies for students' success. The three categories included: 1) content-specific competencies, 2) general educational agenda, and 3) real-world related competencies.

Table 12 shows the codes, categories, and theme for relating to what global competencies should be integrated into BIT and MKED curricula. The table is followed by a brief description of and examples of participants' responses relating to the categories and theme.

Table 12.

Important Global Related Competencies Areas for Teaching Determined by Teachers

Code	Category	Theme
<ul style="list-style-type: none"> • The concept of import and export • Currency and value • Trade tariffs • Different Economic structure • International/global companies • Trade policies • Mechanism of the connections 	Content-specific competencies	Useful competencies for students' success
<ul style="list-style-type: none"> • School's motto: responsible, respectful, connected • Public school system's framework • General educational goals: respect accepting differences 	General educational agenda	
<ul style="list-style-type: none"> • Guiding for workplace • Technology-enhanced skill • Career related 	Real-life related competencies	

Theme: Useful Competencies for Students' Success

The participants' answers to the question regarding the most useful competencies needed for student success were classified into three categories: 1) content-specific competencies, 2) general educational agenda, and 3) real-life related competencies.

Content-specific competencies. Some participants indicated that global competencies should and do relate to regular BIT or MKED course contents. Below are examples of responses provided by teachers:

...my students should learn about imports and exports and think about how they work. They should know what a deficit is, balance of trade and its changes ... (Holly, Ln #71-72).

The example that I used in my class is currency. In Economics and Personal Finance Class, I focus on currency and the difference in currency valuation ... I talk about trade tariffs. I talk about the impact on businesses, the bottom line (Scott, Ln #63-66). I teach that in Econ, I teach the different types of economic structures, globally like command economies, socialism and capitalism of free markets (Scott, Ln #69-70).

When I teach it in my class, we talk about different economies, and we talk about how we rely on other economies to make each other work around the world, if you will. And then in class I have all kinds of different projects that I do for kids to become aware of global marketing and globalization – those things (Serena, Ln # 33-36).

I think it is really cool to know and learn about these companies that are in other countries and see how they run and operate and how it affects us here in our world (Serena, Ln # 56-59).

I do not think the average high school student needs to understand trade policy or anything of that nature outside of a government class, but in BIT classes, shall we say, I think there are great opportunities for learning (Wendy, Ln # 69-71).

General educational agenda. The first category indicated that global competencies should correlate to BIT and MKED course content, and the second category indicated that global competencies need to relate to the general educational agenda for the 21st century. Rebecca gave the examples of what value her school was pursuing:

Well, we have a motto here at our school: to respect. I look at it on the wall right here. It is to be responsible, respectful, and connected. That is our motto here that we have to incorporate into our classes. Although we may have differences, we should try to connect with someone whether it be with an individual or through an organization. That would be the one aspect of that as far as being respectful (Rebecca, Ln # 35-40).

Additional comments on the category of general educational agenda were the following:

Our standards pretty much identify the seven global skills that students from [county name] must have. The graduates must be communicators, facilitators, and ambassadors. These are all skills that we as teachers within our county are supposed to be infusing into lessons, curriculums, and our interactions with kids (Ryan, Ln # 94-97).

We just happen to live in an area where people are more accepting ... people are very educated, but yeah just coming together as one – it is the biggest thing that needs to be brought into the curriculum in high school and these classes (Walter, Ln # 92-95).

Real-life related competencies. The last category for the global competencies that teachers should teach in their classes was real-life related competencies. Sarah criticized how we devalue the impact of globalization on our real lives:

It is important for our kids to know how globalization impacts us in our real lives because I think we are so insulated and so focused on ourselves, and we do not look beyond our borders; and so often we do not understand the implications of the trade wars and the different things that go on. We see every day in the news, but it is like they go right past us because we do not really understand how that impacts our daily lives (Sarah, Ln # 82-86).

Serena mentioned the benefits of having global awareness and/or experiences:

I think as teachers we need to educate them to be aware of things and to be educated and smart consumers as well as maybe future business leaders and business owners and partners. They never know who they may be doing business with in the future, and they may have an overseas account or an office that they have to go to, and they need to be aware of those traditions and cultures and customs (Serena, Ln # 95-100).

Rachel and Ryan introduced examples of what they were doing in their classes related real-world global competencies.

If we focus on current events – because things that are happening within the marketing industry now and especially in sports – that is very global, so brands are doing different things. I have kids doing current events all the time. We will be able to include some of the global competencies and with that when they bring it up but to actually think about putting them in there unless they are part of the core competencies (Rachel, Ln # 78-83).

By 2019–2020, every student in our country from third grade to twelfth grade will be given a laptop from the state. So, the reason for this kind of thing is to adapt to an increasingly globalized and technologically enhanced society. So, that teacher should organize a class for trying to get kids ready for getting more connected with the world and society interesting. There are requirements for how globally enriched a teacher should be or what classes you should take (Ryan, Ln #101-109).

International/Global Competencies/Tasks to be Integrated into Curriculum

The study was partially conducted to determine global competencies/tasks that Virginia BIT and MKED teachers believe should be integrated into BIT and MKED courses. Table 13 provides these competencies/tasks as determined by VERSO and the participants.

Table 13.

VERSO and Participant Global Competencies/Tasks to be Integrated by Classification and Categories

VDOE VERSO Classification	Categories Identified by Participants	Specific Topics Identified by Participants	Global Competencies/Tasks	
			VERSO Identified	Participant Identified
Contents	Contents specific competencies	<ul style="list-style-type: none"> The concept of import and export 	<ul style="list-style-type: none"> Explain supply and demand as related to the global marketplace. (MKED) 	<ul style="list-style-type: none"> Identify trends that influence global marketing opportunities. Distinguish between domestic business and international business.
		<ul style="list-style-type: none"> Currency and value 	<ul style="list-style-type: none"> Identify the uses of money, currencies, and foreign exchange activities. (MKED) 	<ul style="list-style-type: none"> Explain the role of money and currency systems in international business. Identify factors that affect the value of currency
		<ul style="list-style-type: none"> Trade tariffs 	<ul style="list-style-type: none"> Describe possible outcomes and other important aspects of world trade. (BIT) 	<ul style="list-style-type: none"> Discuss the reasons why international business is important. Describe laws and trade barriers that can discourage global business.
		<ul style="list-style-type: none"> Different Economic structure 	<ul style="list-style-type: none"> Compare the American economic system to other economic systems. (BIT) 	<ul style="list-style-type: none"> Explain how different countries make economic decisions. Describe the factors that affect economic development.
		<ul style="list-style-type: none"> International/global companies 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Describe the activities and characteristics of multinational companies. Identify concerns related to multinational companies.
		<ul style="list-style-type: none"> Trade policies 	<ul style="list-style-type: none"> Explain free trade agreements. (MKED) 	<ul style="list-style-type: none"> Discuss various political systems around the world. Describe the types of trade agreements between countries.
		<ul style="list-style-type: none"> Mechanism of the connections 	<ul style="list-style-type: none"> Explain the positive and negative economic impacts of emerging economies on the global market. (BIT) 	<ul style="list-style-type: none"> Explain the types of competitive market situations. Identify the economic effects of foreign trade.

Table 13.

VERSO and Participant Global Competencies/Tasks to be Integrated by Classification and Categories (Continued)

VDOE VERSO Classification	Categories Identified by Participants	Specific Topics Identified by Participants	Global Competencies/Tasks	
			VERSO Identified	Participant Identified
Workplace Readiness Skills	General educational agenda	<ul style="list-style-type: none"> • School’s motto: responsible, respectful, connected • Public school system’s framework • General educational goals: respect accepting differences 	<ul style="list-style-type: none"> • Demonstrate diversity awareness. • Demonstrate critical-thinking and problem-solving skills. • Demonstrate integrity. • Demonstrate teamwork skills. • Demonstrate creativity and resourcefulness. 	<p>4 Cs for the 21st century skills</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving <ul style="list-style-type: none"> ○ Explain assumptions and reasons. ○ Practice critical thinking to develop innovative and well-founded perspectives. • Communication <ul style="list-style-type: none"> ○ Convey messages, ideas, thoughts, feelings, and opinions to others ○ Promote and model effective communication and respect among people of different lifestyles and culture. • Collaboration <ul style="list-style-type: none"> ○ Demonstrate to take responsibility for his or her team assignments. ○ Establish a team-based strategy and share relevant information to teammates. • Creativity and Innovation <ul style="list-style-type: none"> ○ Provide creative solutions to complex problems. ○ Develop new insights into the given scenarios.

Table 13.

VERSO and Participant Global Competencies/Tasks to be Integrated by Classification and Categories (Continued)

VDOE VERSO Classification	Categories Identified by Participants	Specific Topics Identified by Participants	Global Competencies/Tasks	
			VERSO Identified	Participant Identified
Workplace Readiness Skills/ Employability Skills	Real-life related competencies	<ul style="list-style-type: none"> • Technology-enhanced skill 	<ul style="list-style-type: none"> • Demonstrate proficiency with technologies common to a specific occupation. • Demonstrate information technology skills. 	<ul style="list-style-type: none"> • Create new knowledge by evaluating, combining, and extending information using multiple technologies. • Practice and advocate ethical behavior in the use of technology.
		<ul style="list-style-type: none"> • Guiding for workplace • Career related Skills 	<ul style="list-style-type: none"> • Research skillsets and knowledge international companies look for in prospective employees (MKED). • Identify potential entry-level and advanced-level occupations related to the global marketplace (MKED). • Identify employment barriers for nontraditional groups and ways to overcome the barriers (MKED). 	<ul style="list-style-type: none"> • Compare and contrast career choices and preparation in a diverse culture setting. • Participate in a career exploration or school-to-work project in a global setting. • Demonstrate to work in virtual or multi-cultural teams. • Analyze how and why diverse communities interact and become dependent on each other.

Extent of Integrating Global Competencies into the Curricula

Sub-RQ2: To what extent do BIT and MKED teachers integrate global competencies into their curricula?

Participants were given two opportunities to indicate the extent to which they integrated global competencies into their BIT and MKED courses. First, a pre-interview survey was given. The purpose of this survey was to provide participants assistance to reflect on the extent to which they integrated these competencies and then to actually indicate the extent to which they were integrated. The second opportunity for indicating the extent to which they integrated global competencies was during the interview phase of the study. Participants were asked to elaborate on their responses to the pre-interview survey.

Pre-interview Survey Results

The results of the pre-interview survey were determined from three different perspectives. First, the overall average ratio of integration was determined by program area. Second, the percent of yes responses for each participant was calculated to determine the degree of integration for each participant. Third, an overall average of the extent to which each global competency was integrated by each participant was determined. Table 14 (BIT) and Table 15 (MKED) show the results of the pre-interview survey.

Table 14.

BIT Pre-Interview Survey Results

Global Related Task/Competency	Participant					% of YES Response
	Olivia	Rebecca	Sarah	Scott	Walter	
1. Compare the American legal system with legal systems in other countries.		Y	Y		Y	60
2. Describe the impact of international laws on the U.S. economy.	Y	Y		Y	Y	80
3. Describe U.S. citizens' rights and responsibilities when conducting business, traveling, or living abroad.		Y			Y	40

Table 14.
BIT Pre-Interview Survey Results (Continued)

Global Related Task/Competency	Participant					% of YES Response
	Olivia	Rebecca	Sarah	Scott	Walter	
4. Examine the impact of international regulations on the environment.	Y	Y	Y		Y	80
5. Describe the effect of a global marketplace on business.	Y	Y	Y	Y	Y	100
6. Examine potential communication challenges in international business.	Y	Y			Y	60
7. Research global careers.	Y	Y			Y	60
8. Demonstrate knowledge of the global economy.	Y	Y			Y	60
9. Examine the impact of advertising and marketing on consumer demand and decision making in the global marketplace.	Y	Y	Y	Y	Y	100
10. Compare the U.S. monetary system with the international monetary system.		Y		Y	Y	60
11. Explain how global trade affects entrepreneurs.	Y	Y	Y		Y	80
12. Demonstrate elements of American and international etiquette.	Y	Y		Y		60
13. Explain the nature and importance of global/international marketing.	Y	Y	Y	Y	Y	100
14. Identify the advantages and barriers to global/international marketing.	Y	Y		Y	Y	80
15. Identify cultural differences and their impact on global/international marketing.	Y	Y		Y	Y	80
16. Develop a global/international marketing strategy for a specific product or service.	Y			Y		40
17. Explore domestic and international job opportunities (using the Internet, new papers, and other sources).	Y	Y			Y	60
18. Design the implementation of global, domain, and local account policies.	Y					20
19. Assess how social and cultural factors influence the human resource functions.	Y	Y			Y	60
20. Describe how trade barriers and incentives affect choice of location for companies operating internationally.	Y	Y			Y	60
21. Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.	Y	Y			Y	60
22. Describe the impact of international business activities on the local, state, national, and international economies.	Y	Y		Y	Y	80
23. Explain the role of international business at the local, state, and national levels.	Y	Y	Y		Y	80

Table 14.

BIT Pre-Interview Survey Results (Continued)

Global Related Task/Competency	Participant					% of YES Response
	Olivia	Rebecca	Sarah	Scott	Walter	
24. Identify distinctive social and cultural factors that affect business activities	Y	Y			Y	60
25. Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation for various countries.	Y	Y	Y	Y	Y	100
Count of 'YES' (n/25)	22	23	8	11	22	
Individual Participant's Integration Rate	88%	92%	32%	44%	88%	68.8%

Table 15.

MKED Pre-Interview Survey Results

Global Related Task/Competency	Participant					% of YES Response
	Rachel	Ryan	Serena	Stacy	Wendy	
1. Explain the terms global marketing and commerce.	Y	Y	Y	Y	Y	100
2. Explain the concept of globalization.		Y	Y	Y		60
3. Explain the role and importance of marketing in global commerce.	Y	Y	Y	Y		80
4. Explain the global mindset and its role in preparing one for trading across cultures.			Y	Y		40
5. Identify the major global markets, including mature and emerging markets.			Y	Y		40
6. Describe the services and programs provided by Virginia and federal agencies and organizations that facilitate world trade.		Y	Y			40
7. Explain the value of Virginia's infrastructure to global trade.			Y			20
8. Examine foreign direct investment's role in Virginia's economy (pros and cons).		Y				20
9. Identify the key components of an international marketing plan.		Y	Y	Y		60
10. Describe the marketing mix and functions in relation to the global market.	Y	Y	Y	Y		80
11. Describe market analysis in the global environment.		Y	Y			40
12. Explain the components of the international trading environment.			Y	Y		40

Table 15.
MKED Pre-Interview Survey Results (Continued)

Global Related Task/Competency	Participant					% of YES Response
	Rachel	Ryan	Serena	Stacy	Wendy	
13. Describe the process for identifying global markets through market segmentation and product differentiation.		Y	Y	Y		60
14. List factors that affect international business competition.		Y	Y	Y		60
15. Identify trends that influence global opportunities.		Y	Y	Y		60
16. Describe the fundamental challenge of scarcity vs. abundance in the global economy.		Y	Y	Y		60
17. Explain supply and demand as related to the global marketplace.		Y	Y	Y		60
18. Explain how the factors of production affect a nation's ability to trade.		Y	Y	Y		60
19. Analyze the outside influences that may have an impact on a country's global opportunities and threats.		Y	Y	Y		60
20. Describe strategies for reaching consumers in the global marketplace.			Y	Y	Y	60
21. Explain the functions performed by key international intermediaries.			Y	Y		40
22. Describe the impact of electronic commerce on global trade.	Y	Y	Y	Y		80
23. Explain Incoterms (International Commercial Terms) and their effect on pricing.				Y		20
24. Explain international banking and finance.		Y				20
25. Explain methods of payment for international transactions.						0
26. Describe the shipping requirements for international distribution.						0
27. Identify the uses of money, currencies, and foreign exchange activities.		Y	Y			40
28. Explain the concept and importance of exchange rates.			Y			20
29. Calculate exchange rate conversions.						0
30. Research post-secondary educational opportunities related to global marketing.			Y	Y		40

Table 15.
MKED Pre-Interview Survey Results (Continued)

Global Related Task/Competency	Participant					% of YES Response
	Rachel	Ryan	Serena	Stacy	Wendy	
31. Research skill-sets and knowledge international companies look for in prospective employees.			Y	Y		40
32. Identify potential entry-level and advanced-level occupations related to the global marketplace.				Y		20
33. Identify employment barriers for nontraditional groups and ways to overcome the barriers.	Y			Y		40
Count of 'YES' (n/33)	5	18	25	23	2	
Individual Participant's Integration Rate	15.15%	54.54%	75.75%	69.69%	6%	44.2%

The overall average of BIT teachers integrated 68.8% of global competencies into their courses and MKED teachers' average was 44.2%. In comparison with BIT and MKED survey results, more than 80% of BIT teachers integrated 11 out of 25 competencies. However, more than 80% of MKED teachers integrated only 4 out of 33 competencies. BIT teachers tended to teach more global competencies in their courses than MKED teachers. Each participant's integration ratio was varied. Rebecca (92% BIT) showed the highest rate of integration and Wendy (6% MKED) showed the lowest rate of integration. Holly did not submit the pre-survey but pre-interview survey items were discussed during her interview.

Interview Results

To provide participants the opportunity to elaborate on their responses to the pre-interview survey, questions relating to the extent to which they integrate global competencies were asked during their interview. The results of the interview phase of the study confirmed the results of the pre-interview survey as far as which competencies were integrated. Table 16

provides the interview responses and Table 17 shows the most highlighted global competency list which participants were integrated.

Table 16.

Participants' Interview Responses on How Frequently Integrated Global Competencies

Area	Participant	Interview Response
BIT	Olivia	... probably 50%, it should be more... (Olivia, Ln # 65)
	Rebecca	Well, we have a set of competencies as you well know that we get from the Department of Education. We are expected to cover those, you know; so for the most part, you know, I've certainly tried to do that (Rebecca, Ln # 47-49).
	Sarah	They're probably 5% (Sarah, Ln # 69). I know I need to touch on it more than I do. Um, I have not spent as much time as I should have looking at those competencies I use (Sarah, Ln #63-65).
	Scott	I would say maybe a little less on it. Maybe when it's relevant, I try to talk about it for at least five minutes. I try to show something. I probably don't do it enough (Scott, Ln # 51-53).
	Walter	...the Economics of Personal Finance that I teach, I mean, everything we talked about is just on a global scale. It comes to the stock market, what's going on in these different economies outside, and I noticed in that kind of class when we have our discussions it is a lot more globalized and a lot more integrated in the curriculum, because they already have a section of those competencies and learning objectives where globalization is part of that (Walter, Ln #71-76).
MKED	Rachel	I would say in digital marketing at least 60–70%; probably 30 to 40% maybe would be a good estimate for you (Rachel, Ln # 75-76).
	Ryan	I try to make it as open in terms of global context as much as I can. But I don't try to only focus on that (Ryan, Ln # 87-88).
	Serena	Well, I would say in my Intro to Business and Marketing, we do, like, the whole first half of the year is spent on economics. So, we are always learning about that because of the economy and economics here in USA. But we also take it from a global perspective (Serena, Ln # 39-41).
	Stacy	Okay, I would probably say – I am thinking of, like, my curriculum for this year – I remember 25 to 40%, not the majority (Stacy, Ln # 87-88).
	Wendy	... maybe 5% ... If you are referring to the ones (Survey) that you sent me, I would probably say maybe 25% (Wendy, Ln # 65-66).
	Holly	I do use some examples – the different economic systems that various countries have; what the students should be able to answer; the basic economic questions of each society (Holly, Ln # 58-61).

Table 17.

The Most Highlighted Global Competency List for Integration by Participants

Area	Global Competency (Items in Pre-Survey)
BIT	<ul style="list-style-type: none"> • Describe the effect of a global marketplace on business. • Examine the impact of advertising and marketing on consumer demand and decision making in the global marketplace. • Explain the nature and importance of global/international marketing. • Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation for various countries. • Describe the impact of international laws on the U.S. economy. • Examine the impact of international regulations on the environment. • Explain how global trade affects entrepreneurs. • Identify the advantages and barriers to global/international marketing. • Identify cultural differences and their impact on global/international marketing. • Describe the impact of international business activities on the local, state, national, and international economies. • Explain the role of international business at the local, state, and national levels.
MKED	<ul style="list-style-type: none"> • Explain the terms global marketing and commerce. • Explain the role and importance of marketing in global commerce. • Describe the marketing mix and functions in relation to the global market. • Describe the impact of electronic commerce on global trade.

Benefits of Integrating Global competencies

Sub-RQ3: What benefits are gained by integrating global competencies into the BIT and MKED curricula?

The main reason for including sub-question 3 was to determine the benefits associated with integrating global competencies into BIT and MKED curricula.

Two themes emerged from the data: 1) promoting global citizenship, and 2) preparing for a future profession. Table 18 provides codes, categories, and themes relating to the benefits from integrating global competencies into BIT and MKED curricula. A brief description of each of the themes and their categories follow Table 18. Examples of participant responses are also included to provide greater insight into understanding their perceptions.

Table 18.

Benefits of Integrating Global Competencies

Code	Category	Theme
<ul style="list-style-type: none"> • Trending and opening eyes • Better understating of diversity • Well-rounded citizen • Educating Smart Consumer 	Open mindset	Promoting global citizenship
<ul style="list-style-type: none"> • Awareness of new opportunities • Real-world connections • Preparation for future job • Resource for the future 	Career preparation	Preparing for a future profession

Theme 1: Promoting Global Citizenship

The first theme that emerged from the data was promoting global citizenship. According to Oxfam (2015), educating global citizenship is a critical to “develop the knowledge and understanding, skills, values and attitudes for learners in a globalized society and economy”.

Participants seemed to believe that integration of global competencies into their curricula strived to educate their students with an open mindset of the world.

Open mindset. The common advantage expressed from participants for integrating global competencies in their lessons was to help students be able to see beyond their boundaries.

Olivia said,

The biggest benefit is probably showing we can get out of [City Name], and there is a whole wide world out there way beyond, and people are there (Olivia Ln # 111-112).

To be more specific, participants provided benefits associated with personal development of opening their mindset.

Well, I think they know the way that businesses work. For example, I gave you my daughter as an example; I mean when she got that job, she had no idea that she would have to travel overseas, but that became part of her job because they have facilities there. So, students now are – and even when I was in business school – so focused on getting a job here, and you work within your little realm. Now, I know, with the internet, you can be a global company online. It is the market. It is much broader the skill sets that you need to be successful (Rachel, Ln # 143-149).

I think the benefit is a best wealth of resources. Our kids are the future, and it would be better to expose them at an early age to the fact that someone can be different from you and think differently, but still be a human that you should respect and cooperate with: that really open doors for them (Ryan, Ln # 145-148).

I think the students come out better because when you go to an American college, they are very diverse. We have international students. We have students from all over the world coming to American colleges, and that is wonderful. I think it is a good thing for them. I do believe that when they go there just from a personal perspective, they are not focused on their area of America and how things are done (Scott, Ln # 137-140).

I think the benefit is to make them better-informed citizens. We are all citizens of the world, and we need to look, in my opinion, beyond our borders and see how the things we do impact other people in the world, as well as what they are doing happens to tax in U. S. Now they know how to think about what other people in the world do (Sarah, Ln # 89-93).

It just makes more well-rounded individuals. I mean, I just hate to see an ignorant thought process that is flawed. I mean, everyone has their opinion, but sometimes students just do not have all the facts in order to make an informed decision or form a solution to what they are talking about. That is what I think will be one of the biggest impacts of it – just having that interconnected community (Walter, Ln #120-124).

Well, definitely one of the benefits is being a smart consumer. We are all consumers, buying things from all over the world. They are made all over the world, and I think that one of the biggest things is to be an educated young adult and educated consumer who knows where they are spending their money, who they are supporting, and what kind of businesses they are supporting. Just learning about the world and how things work. Right now, the students are very consumed with themselves on social media. It is like they do not even realize how making a purchase is affecting them. It is affecting people across the world on a global scale; so just bringing it down to their level, I think, is really important (Serena, Ln # 103-111).

Theme 2: Preparing the Future Profession

The second theme of the benefits of the integration was preparing the future. Participants said that one of the benefits of integrating global competencies is that it prepares students for the future by helping them to see the relationships between courses and their future careers.

Career preparation. In BIT/ MKED classes, students are able gain knowledge and skills regarding future careers. Participants felt that integrating global competencies into their curricula

assisted them in realizing that many future careers involve acquiring global competencies.

I am just realizing that they can see that business is more than just the U. S. So many more markets and trends are out there, and maybe they will open their eyes to opportunities that are outside the U.S. (Holly, Ln #101-103).

They can go anywhere, and if they start their own business they are going to be working with other countries (Olivia, Ln # 112-114).

I think it is just better for them business-wise to be able to compete – especially if you're going to do international business, you want to set up the Canada or Mexico or across the globe? You are going to want an international perspective. So, it is a very competitive world, and I think that that is what it gives them an edge; and it gives them a personal edge: they are able to communicate and work with people and network, you know, the ability to network and understand teachers (Scott, Ln # 159-164).

To integrate global competencies into BIT and MKED curricula makes students to have some indirect/direct experiences of the world where they will work. Participants perceived those experiences were beneficial for their students to prepare their future careers by having global perspectives. Participants thought that integration of the global competencies in their lessons was to encourage their students to investigate and broaden opportunities for their future careers.

Challenges of Integrating Global Competencies

Sub-RQ 4: What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?

I know that it is very important in my field. I have not done a good job of educating them in all my areas I know, I need to touch on it more than I do. But, I have not spent as much time as I should have looking at those competencies that I use (Sarah, Ln # 60-65).

The fourth sub-question sought to identify challenges associated with integrating global competences into BIT/MKED curriculum. Even though participants agreed that integration of global competencies was beneficial for students, there were barriers that inhibited the integration.

Two themes merged from the data regarding challenges faced by BIT and MKED for

integrating global competencies into their curricula. These themes are internal barriers and external barriers relating to the teacher. Table 19 provides codes, categories, and themes relating to these barriers. A brief description of each of the themes and their categories follow Table 19. Examples of participant responses are also included to provide greater insight into understanding their perceptions.

Table 19.
Challenges of Integrating Global Competencies

Code	Category	Theme
<ul style="list-style-type: none"> • Nature of the CTE Course (Elective courses) • Limitation of the global context 	Mismatch between the context and students' interests	Identified external barriers
<ul style="list-style-type: none"> • Priority order of competency • Limited time • Lack of resources 	Priority of state required competencies	
<ul style="list-style-type: none"> • Too diverse topics • Personality • Do not know how to deal with the differences 	Teachers' negatives perspectives	Identified internal barriers
<ul style="list-style-type: none"> • Lack of content knowledge 	Teachers' inadequate content knowledge	

Theme 1: External Barriers

The external barriers identified were those outside of the control of the teacher. There were two categories associated with external barriers: 1) mismatch between the context and students' interests, and 2) priority of state required competency list.

Mismatch between the context and students' interests. The first category regarding challenges for integrating global competencies was a mismatch between the context and students' interests. Simply put, many students are not interested in global competencies. Wendy described the mismatch as follows:

I think the biggest challenge would be student engagement. I have a high percentage taking my class who hate school. So, for me incorporating some things on a higher level of thinking is difficult. They are just wanting to graduate high school and hopefully go on to Nova. I would say my percentage is growing in terms of kids who are not going to a

four-year college. I do not really have, I would say, a majority of students who are interested in learning (Wendy, Ln # 97-103).

Holly thought that covering global related competency in a class would depend on students' interests and abilities. She explained how students felt the elective classes:

I think because electives do not match the students' interests, many of them would be lost. So, I would say mismatched student interest, student motivation, and then lack of engagement. Some of them are seniors, and they know that they will be taking over their father's construction company, so they do not see any application for global competency. Some people feel students should only take the course if they are interested in marketing, but they do not even know what marketing is or know if they are interested yet (Holly, Ln # 106-112).

Olivia gave the examples of how students think:

The biggest challenge honestly are the kids who are taking the Economics and Personal Financial (state requirement course) class and choose to be in the class; a lot of them do not see life outside [City Name]. They are like '*We are just going to live here forever, and I am not going to need to know all this cultural diversity. It is not going to impact me personally, and it is kind of weird*'. I am trying to buy in the globalization in my class but they might not feel like it is important to them. That would probably be the biggest challenge. Because I can think of a few students who, like, they know they are not well they are choosing a local college, and they are choosing to kind of stay here (Olivia, Ln # 117-124).

In addition, the participants asserted there was the rate of change the global context.

Well, first of all, expert knowledge of globalization would be how quickly the global related contents are changing. Right this week that one policy just got changed; so being able to speak with authority on that you are going to have to keep up with that, and that's not easy stuff to keep up with (Wendy, Ln # 94-96).

Wendy pointed out how quickly the global related contents could change. Serena's opinion of the challenge on integrating globalization was that global competencies can be hard to understand:

I think the biggest challenge is that sometimes this stuff is a little hard to understand, like even for an adult, you know what I mean; like, I just think it's not the most fun thing to learn (Serena, Ln # 113-115).

Priority of the state required competency. Some respondents indicated that there are already too many states required/recommended competencies for given courses they teach and adding additional global ones would be difficult because of time constraints. Olivia said,

...every day is packed with what I am teaching. If they put more competencies in there I will not be able to teach what I have to teach (Olivia, Ln # 124-126).

She shared her opinions about VERSO:

If it is just lip service, like it sounds good to put the global curriculum stuff on there, but with a hundred and fifty-four competencies to teach in 180 days adding anything else is just... you kind of lose sight of what is important because you have to meet them (Olivia, Ln # 88-92).

Rachel mentioned there was a priority in the competencies list, in her example:

We will be able to include some of global competencies but to actually think about putting them in there unless they are part of the core competencies for the class, I do not really consider that to be a priority – not as much of a priority as it would be if I were teaching a global marketing class where we were actually following those competencies (Rachel, Ln # 81-85).

In addition to the Olivia and Rachel' comments, Holly pointed out that there was pressure from the state in the past,

Global competency should be a high priority ... this is a good one, but we do not offer international courses ... the students do not see the relevancy of it until they get to college, and this is the problem (Holly, Ln # 92-95).

The state would have to cut down on some of the other competencies, and the curriculum is evaluated by industry leaders, and then they call people in; so, I am not certain why they do not feel these global competencies are important for personal development (Holly, Ln # 112-116).

In addition, Rachel commented on the limited resource to teach global competencies.

I have taught global marketing, but even the textbooks I have are really old. They really were not up-to-date with what is available and how business works in particular countries. We have to consider all of that now and actually a couple years ago I offered a class on global marketing. It was very difficult for me to find information on cultures and how businesses run and that sort of thing without actually being in a country. I would say that the resources available to most students if you're trying to teach at a global level are probably pretty limited (Rachel, Ln # 132-139).

Participants perceived increasing student engagement is the essential element of their courses. However, the stigma of CTE courses and the characteristics of students who were enrolled in CTE courses were some of the uncontrollable challenges by teachers. In addition, lack of resources and the state required competencies were the other external barriers. And Participants felt there was not enough time to teach regarding global related competencies which was optional and not a match on students' interests.

Theme 2: Internal Barriers

Internal barriers identified by the participants were described as challenges that were internal to them. The most common internal barrier was related to teachers' attitude toward incorporating global competencies in their courses.

Teachers' negative attitudes on integrating global competencies. Most participants agreed that global aspects or competencies needed to be covered in their courses. However, to cover the global topic in the classroom was hard. Sarah said,

I think the biggest challenge is changing a teacher's mindset. Um, making teachers aware that this is important. I mean just me talking to you right now has increased my awareness. Oh! This is really a good thing, and I need to pay more attention to this and put more emphasis on it in my classes (Sarah, Ln # 95-99).

Walter pointed out the challenges from unchanging teachers' mindsets:

We have teachers that have been in this school system for 30-35 plus years. They are set in their ways; I mean they have been doing this for a long time, and they do not want to change overall. They want to continue to do things the way they have been doing it in the past. I would be curious to see a teacher that has been here for 30 years and how the lessons have evolved from the beginning until the end (Walter, Ln # 129-134).

Stacy asserted that global competencies would be a deep subject to discuss in a classroom because, some topics were too political. She believed that:

I have already noticed obstacles like that. As teachers we need to learn how to react to that in a very equal neutral way and keep the class on track – and not dive into too much. The examples of social studies and social science teachers, they have to deal with that a

lot more with politics. I feel like we, as our curriculum is evolving, we are going to need to deal with that more – not necessarily in politics, but in pricing, trade war, like those kinds of things that affect everything we do in marketing and business. It is going to be a hump (Stacy, Ln # 161-167).

Olivia said due to the lack of the global related experiences, she thought she did not know how to teach global related competencies.

I did not study abroad. I have no international business experience whatsoever. I feel there needs to be something related to the globe. But, I hate to make another, like, checkbox like with all those, like, technology standards and, like, all that other stuff. You have to do something. I feel like I do not know (Olivia Ln # 72-79).

Scott also thought one of the challenges of integration was related the subject matters which a teacher does not want to discuss in depth.

That is, from a geographic perspective and their political aspect – if something happens in the world and they do not like a certain area of the world, there are some challenges like that; you know students have their opinions. They should have their opinions (Scott, Ln # 185-188).

Participants tended to keep their courses contents which were guided by VERSO. In addition, participants perceived that global contents were too broad and they felt some global related topic was hard to deal with in the classroom by political reasons.

Teachers' inadequate content knowledge. Another identified internal barrier was some participants felt they did not have enough content knowledge on global competencies. Serena mentioned,

I think the biggest challenge is that sometimes the content is a little hard to understand even for an adult, like a teacher (Serena, Ln # 113-114).

Walter also pointed out,

I think the biggest challenge is being unequipped in terms of knowledge and the lack of development opportunities. In order to start from the ground up, there needs to be some sort of implementation from the top (Walter, Ln # 134-136).

Rachel highlighted the importance of having content knowledge of teachers:

I think teachers definitely have to have content knowledge. I mean, for somebody who would get thrown into teaching a global marketing class, I think that would be very difficult if they did not have content knowledge. I think content knowledge is an extremely important aspect for teachers, but I am not sure about all teachers (Rachel, Ln # 88-91).

Strategies to Overcome the Identified Challenges

Sub-RQ5: What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curricula?

Sub-question 5 was a follow-up to sub-question 4, barriers associated with integrating global competencies into the BIT and MKED curricula. The barriers identified were external and internal barrier. Mismatch between the context and students’ interests and priority of state required competencies were recognized as external barrier, and teachers’ perspectives on integrating global competencies was the internal barrier. About those barriers, participants were asked to identify strategies to overcome the identified barriers. Thus, in this question, the data was analyzed by the categories from sub-question 4. Table 20 shows how the categories identified with sub-question 4 relate to the sub-question 5’s themes. Table 21 displays the results of sub-question 5. A brief description of each of the themes and their categories follow Table 21. Examples of participant responses are also included to provide greater insight into understanding their perceptions.

Table 20.
Data Connection Between Question 4 and 5

<u>Question 4 (Challenge)</u>		<u>Question 5 (Strategies)</u>
Theme	Category	Theme
External Barrier	<ul style="list-style-type: none"> • Mismatch between the context and students’ interests 	Promoting students’ interests
	<ul style="list-style-type: none"> • Priority of state required competencies 	Creating a multi-dimensional support system
Internal Barrier	<ul style="list-style-type: none"> • Teachers’ perspectives on integrating global competencies • Teachers’ inadequate content knowledge 	

Table 21.

Strategies to Overcomes the Identified Challenges

Code	Category	Theme
<ul style="list-style-type: none"> • Connect students’ interests and course context 	Using student-centered methods	Promoting students’ interests
<ul style="list-style-type: none"> • Leadership support • Instructional support • Collaborative support group 	Support	Creating a multi-dimensional support system
<ul style="list-style-type: none"> • Broaden personal point of view 	Changing teachers’ mindsets	

Theme 1: Promoting Students’ interests

Participants felt the only way to overcome the lack of student interest in global competencies was using an array of student-centered methods of teaching. Getting students actively engaged in lessons about global business and/or marketing can not only be used to promote the importance of these competency but also enable students to realize the importance these competencies have in their personal lives.

...in terms of being able to offer those courses to get them interested – well, obviously I think that is going to depend on your school (Rachel, Ln # 185-186).

Using student-centered methods. Participants suggested using student-centered methods to overcome the identified challenges by increasing students’ interests. Rebecca suggested:

Well, we are encouraged to teach a lot of real-world things and engage – meaning that everybody in the class takes part in questioning things or doing group projects. For example, I do a lot of games which I never did probably, you know, 20 years ago. It beats a traditional class setting and engages every kid (Rebecca, Ln # 79-82).

Ryan gave the example what he did for engaging students to aware the diversity letting his students to do what they were interested in his class:

What I did was, I glue by scratch to build a live lesson all about the rise and the blossoming of the world of eSports. A lot of kids were still excited no matter what country they played or their gender ... A girl played to begin games. There is [Game Name] and [Game Name] on her phone. Some of them have imagined that they have got

a four thousand computer or Xbox or PS4 or whatever; they all are kind of excited to think about this. And then now, we would go into it, we say ‘we are some of the stars in these countries, regions, and zones’ (Ryan, Ln # 180-186).

Ryan tried to find what they were mostly interested in and using eSport game to motivate to broaden students mind. Serena introduced her project which called ‘*candy around the world*’:

The strategies that I have used is just taking things, I am playing on the student’s level, and allowing them to make certain choices about what they are going to research and study. And then have fun with it in the classroom. It is all about having fun. Like, I have this project that I do. It is my ‘Candy Around the World’ project, and they have to pick candy companies that are from different parts of the world and everybody in the class – we break them up into groups – and everybody has to research that company and research that country and then share and present (Serena, Ln # 133-139).

Stay highlighted how important to connect the current event and its impact of the courses and students’ personal lives.

Well, I really think being able to keep the students on track of what needs to be done is important. This is an easy way to kind of get back on track. I do current events in my sports marketing class. So, it could be a current event on anything sports or entertainment related. There was a huge thing in the sports world last year with the NFL: players were kneeling. That is a huge political/personal everything, and I had to steer that class back to considering the marketing perspective. So, if it started and I liked what they were talking about, but at the same time, I was like ‘*Okay, so how does that connect to marketing? How is that going to connect to our sports? How is that going to connect to that and keep that perspective?*’ I love that you all have opinions but how does it connect to this. And I want to kind of push them to think. Make a connection; if you want to say something whether you believe or not, how does it connect to our lesson or the meaning of what we are trying to get through (Stacy, Ln #170-181).

According to Erdal (2017), adapting student-centered methods help students to own and personalize their learning, including helping students discover their passions and interests.

Participants highlighted the importance of promoting student engagement in their courses and provide some examples how they adapt student-centered instructional methods in their classroom. Participants perceived that student-centered methods of teaching promoted students learning interests in global related contexts.

Theme 2: Creating a Multi-dimensional Support System

Like other professions, a multi-dimensional support was needed for teachers' personal and professional growth. The International Summit on Teaching Profession 2018 (Asia Society, 2019) recognized types of support needs from the represent teachers. They found teachers needs school and community, pedagogies and teacher well-being, confidence, efficacy and effectiveness. They addressed the challenges in Sub-RQ4 that participants faced to integrate global competencies were related to the lack of support system. Participants perceived supports for teaching or teaching profession could overcome the identified barriers.

Support. Teaching global competencies without any guide is a hard task for teachers. In Sub-RQ4, participants observed that there was pressure on teaching state's required competencies. Some participants said there were too many required competencies already, thus there was no enough time to cover global related competencies. In addition to integration global competencies, participants wanted to know how to integrate, and what to teach related global related competencies. Sarah suggested top-down leadership support to keep teachers paying attention to global competencies:

Somehow that needs to come probably from principals or people in leadership positions. They have to push it down and emphasize this is important. I think that is how most things occur ... it is the leadership that tells you '*Hey there is something you need to look at*' (Sarah, Ln # 108-111).

Walter supported Sarah's suggestions:

Well, first I think we would definitely need someone who is a pro at this stuff and just masterful – really has an idea of what we are trying to accomplish – a vision. We need a visionary from the top who is going to promote this. That is where it starts, and then we need to start training people throughout all 50 states to be able to deliver this to the top, and then it goes down to a more county and statewide level where we are getting it into the classroom (Walter, Ln # 160-165).

Scott mentioned the importance of instructional supports to help teachers apply global related contexts/competencies into their lessons:

I think it comes back to training and some type of professional development, and it really comes back to the schools. They may want to include a course on international relations or international business or international markets. I have not looked at the VERSO recently. I took international marketing in college. I do not think it is on there anymore (Scott, Ln # 201-205).

Olivia shared the example of a collaborative peer teacher support group that her school has:

Well, for business teachers here, we all are very good friends with each other, but we do not have any common planning time. But we have a collaboration group for Economics and Personal Finance. Collaboration like this, this was cool because we did not have any time to sit down before we collaborate. All four of us (BIT teachers) sit together and say ‘*Okay for Econ and Finance, what is it going to look like?*’ This collaboration would be good (Olivia, Ln # 136-141).

In addition, she suggested the benefit of the support from communities such as having guest speakers for classes:

... We always invite people from the community who give talks on stuff that we do not have a lot of experience in ... I would like anybody who has some international business experience to come in to talk to our kids (Olivia, Ln # 147-149).

Changing teachers’ mindsets. The identified challenge that came from participants themselves was they were not confident to integrate global related competencies in their lessons.

Walter highlighted the importance teaching global context in the classroom.

Teachers should have an idea of what we are trying to integrate into the curriculum. And then, being able to spread and share that idea and help train the workforce ... All these teachers are aware of this, and students are aware of it, and it is a push for a more interconnected society (Walter, Ln # 166-170).

However, it is not easy to let teachers know that they need to change. Sarah pointed out this difficulty:

I know a teacher is very busy, and sometimes, you do not want to think about those things – you just do not have enough time. Unless somebody makes it a priority, right, it is hard (Sarah, Ln # 111-113).

Thus, participants felt the support to changing teachers' mindsets could be a strategy for the identified internal barriers. Sarah also suggested a strategy:

I think business courses need to infuse some of that (global competencies) into general business courses. I mean, professional development would be great too ... we should be aware of the importance of teaching them. That would be awesome. I think (personal) traveling could open many teachers' eyes – that is, if you see it and experience it firsthand you really understand a thing (Sarah, Ln # 116-123).

Some participants felt professional development would helpful to broaden teachers' point of view. Below are detailed suggestions for professional development

Professional Development

Sub-RQ 6: What types of professional development will best equip Virginia BIT and MKED

teachers with the knowledge and skills needed to integrate global competencies into their curricula?

Participants were asked the types of professional development needed to enhance the integration of global competencies into their curricula. They were first asked to identify any type of professional development they knew of that related to integrating global competencies into BIT and MKED courses. Some participants assumed there would be some professional development opportunities regarding globalization. However, they did not know the details and the overall answers of this question was negative. Serena answered,

....in my 17 years of teaching, I cannot really think of too many professional developments on this (Serena, Ln # 145-146).

Scott pointed out the lack of opportunities professional development regarding integrating global competencies into the courses:

I do not know of any that I have seen. I could take a course at the community colleges or other universities in Virginia. I do not know of any schools that offer them ... they may, but I have not come across that in our system. I think northern Virginia might offer some kind of course, but I do not know for sure. If I could develop a course for teachers, I would involve learning about different societies, different cultures. It could even include

some diversity training in it, but it would be that type of thing. They probably talk about the competencies and the VERSO on each of the courses, and go over how to integrate it into different courses (Scott, Ln # 221-228).

Ryan’s opinion on the professional development for global competencies was well-represented among CTE teachers.

I am sure that there is one there on, like, English language learners or appreciating global mindsets, but I do not know if there is, like, one specifically for global competencies (Ryan, Ln # 196-198).

Overall, participants felt that since most, if not all, general BIT and MKED courses in Virginia lacked any global competencies, this alone contributed to an indifference to including them in these courses. However, participants agreed to the importance of integrating competencies in the courses and gave examples of their needs for the professional development in this area. From their responses, two themes emerged: 1) excellence in teaching global competencies, and 2) effective professional development opportunities. Table 22 displays two themes on the needs of professional development. A brief description of each of the themes and their categories follow Table 22. Examples of participant responses are also included to provide greater insight into understanding their perceptions.

Table 22.
Professional Development

Code	Category	Theme
<ul style="list-style-type: none"> • How to teach global competencies • Use of technology • Lesson plan development • Student engagement strategies • Real-world related cases • Hands on activities 	Enhancing the curriculum development and instructional skill	Promoting excellence in teaching global competencies.
<ul style="list-style-type: none"> • Short workshop • Not a course • Online professional development 	Non-time-consuming delivery methods	Providing effective professional development opportunities

Theme 1: Promoting Excellence in Teaching Global Competencies

Participants felt there is a need to provide professional development related to enhancing curriculum development and instructional skills.

...I think providing that (global) training and having them (global mind) see other cultures and apply how they are delivering lessons and how they are teaching in the classroom – I think that would be a solution for sure. But I thought once again that is going to be challenging to implement with financial constraints (Walter Ln # 183-187).

Enhancing the curriculum development and instructional skills. Participants believed that providing training on how to teach global competencies is needed. Furthermore, providing teachers training relative to the most up-to-date technologies related to global competencies is another area of training needed, as well as examples of real-world case studies on this topic.

Every teacher wants lesson plans and activities given to them – absolutely. There is no question. If there were more resources out there then I think it would be easier for people to incorporate it (Wendy, Ln # 112-114).

Serena perceived a type of professional development that can easily and quality apply in teaching was needed:

I would say teachers when they go to conferences they want to work with something that they can implement in their class right away. So, I would say lesson plans with something that is interactive – cool activities, videos games –would be really cool. If you even have, like, maybe a virtual business or something where the kids would set up businesses from around the world on an app or something. But anything that is from a professional development. We, teachers like to work with things. As you know we want to be able to implement something. You know, we want to make it worth our time and worth our students' time (Serena, Ln #151-158).

Participants suggested teaching strategies that contribute to increasing students' scaffolding skills and interests through the professional development opportunities. Below examples were provided by teachers:

I think one goal for scaffolding, especially for new and old teachers, would be using direct, hands-on methods or workshops and not just lectures about how great we already know they are. That is, I think, one thing (Ryan, Ln # 198-200).

I have learned that adults learn by practicing – even if it feels like it is an awkward situation like ‘*Okay, all right! You four are in a team. Here is your topic. Choose one person to be the teacher, three people to be the students. You need to create a lesson and practice and make them practice in front of the group*’. In professional development, have people give feedback and have them self-reflect. That is the biggest thing that I have learnt when teaching seniors ... Let's say, all the marketing teachers in the county go away for professional development to work on adding and implementing globalization into our curriculum, well what we would have to do when we came back is to reflect and we need to go with our administrators and be like here is what we learned, create a lesson, create a presentation, create something like that. You know, it's not just sitting and listening; it's doing; it's making somebody get up, stand up (Stacy, Ln # 198-210.)

A couple of years ago there was some training at [University name] for an Economics and Personal Finance course. I do not even know what institute it was, but they kind of showed us. It was a whole book they gave us about, like, simulations. They actually had us do them. I am very much a kinesthetic learner; I have got to try it, or see how it is going to look like (Olivia, Ln # 154-159).

In pairs or a group, they look through things and say, ‘*Okay this was your hook. What ways can we use to make it more engaging for you?*’ I know some of ours work. I know I have, just like, actual tangible things that they can use next year or next week or as soon as we can (Ryan, Ln # 205-209).

I have been involved in globalization or international marketing. I know that I was part of writing a curriculum once upon a time when I taught in [county name]. It was kind of a long time ago, but yeah, that would be really cool to have some professional development or even guest speakers at, like, our teacher conferences that are on an international and global level because that would be really cool (Serena, Ln #146-151).

Well, I would involve learning about different societies, different cultures – there could even be some diversity training in it, but it would be the type of thing they probably have talked about – the competencies and the VERSO – on each of the courses and go over how to integrate it into different courses. Like, if you are teaching sports marketing maybe they are getting the training we talked about. This is where the course that the professional development integrates it, you know and maybe practical lesson plan, you know for those that you can integrate (Scott, Ln # 225-232).

Theme 2: Providing Effective Professional Development Opportunities

Participants of the study reflected on their experiences of effective professional development provided what they felt would make professional development related to global competencies effective.

Non-time-consuming delivery methods. Participants felt it would be advantageous to provide professional development over a short time span and that online training should be highly considered. Holly shared her a short workshop professional development experiences that she felt the most effective:

I think it would have to be more of a workshop and not a course, because a course is more time consuming. A workshop would be more likely, it would be a day-long workshop – something of that nature. A couple of years ago the Virginia Council of Economics hosted a half day or a day long economics competency refresher, and that was very helpful (Holly, Ln # 122-126).

Olivia shared her interest in online professional development courses:

I have taken lots of online classes. I prefer in-person settings, but I have a family and limited time. The short webinars were good (Olivia, Ln # 152-153).

Stacy commented on some common conflicts on timing of professional development:

I think they do not necessarily like ongoing professional development during the school year. Sometimes they want us to do those kinds of things when we are on spring break or during the summer, and teachers do not feel that way; they feel opposite (Stacy, Ln # 189-191).

Giving an additional comment, Scott felt that professional development relating to global competencies should be certification type or should count towards teacher re-certification of their license and doing so would encourage them to participate in the training. He mentioned,

It needs to be something where some type of training would be beneficial or even a certificate or an endorsement in global or globalism or that kind of name – some type of training. We do that for Economics and Personal Finance all the time. We have entrepreneurship training. We get a certificate but I do not know why could we not have a global certificate. I think that would help teach courses from a global perspective (Scott Ln #92-97).

Participants believed the professional development opportunities related to integrating global competencies could be solutions that participants faced to the integration. Therefore, participants' needs on professional development which fosters to integrating global competencies

were related to pedagogical growth with sufficient supports as they identified on strategies to overcome the challenges.

Factors Contributed to Making Best Practices

Sub-RQ 7: What factors would contribute to making best practices of integrating global competencies into Virginia BIT and MKED curricula?

The last research question in this study was intended to identify factors that would make best practices of integrating global competencies into the BIT and MKED curricula. When answering this question, two themes emerged: 1) student engagement and 2) applicable contents for students’ future. Table 23 displays these two themes, along with their categories and codes. A brief description of each of the themes and their categories follow Table 23. Examples of participant responses are also included to provide greater insight into understanding their perceptions.

Table 23.
Factors Contributed to Making Best Practices

Code	Category	Theme
<ul style="list-style-type: none"> • Case study • Research and Presentation • Simulations • Role Play • Project Based Learning • Field Trip • Collaboration Activities (Partner/group work) • Online course collaboration with students from another country 	<p>Student-Centered Teaching and Learning Methods</p>	<p>Increasing Student Engagement</p>
<ul style="list-style-type: none"> • Informative interviews • Use of students and parents as resource • Introducing current events • Use of international experiences • Link to students’ future career 	<p>Use of real-world examples</p>	<p>Providing applicable content/resource for students’ future</p>

Theme 1: Increasing Student Engagement

All of the participants felt that, first and foremost, delivering lessons that featured a lot of student engagement was absolutely needed in order for it to be in the category of best practices.

Student-centered teaching and learning methods. Participants provided specific examples of different types of student engagement that should be used when teaching global competencies including: conducting research and then presenting the results, simulations, role play, project-based learning, field trips, collaboration activities (partner/group work), and online course collaboration with students from another country.

Rachel believed in the use of student-centered methods:

I think you have to give up some of that *‘I am always the teacher and you are always the student’* mentality for them to learn a little bit better. So that might be a strategy to use (Rachel, Ln # 273-275).

Nearly all participants mentioned the importance of encouraging students’ interests by using student-centered strategies of learning.

For example, it just seems they (global competencies) would all mostly go into the economics unit. I think that unit could be expanded upon by students. Some of them like the research and presentation. Case studies are the good examples! (Holly, Ln # 132-134).

I would love it if I could do some type of international business simulation with my kids. Because I make them do their own business, and I have a business where they have got to create a product from scratch. I have not come up with any kind of simulation like how is this product going to work for somebody in Asia or somebody in Africa. I always tell my kids when they are first starting, like, ‘You need to think of a problem. Once you think of a problem, you are going to design a solution.’ But they do not know the international problem, so I guess the best practice is really engagement (Olivia, Ln # 185-191).

I am a project-based learning person and so having projects that integrate the topics – I think these are really great. I have been very successful with kids teaching other students about what they have learned. So maybe, they would research a particular competency or they would find the answers to it or find examples, and then they would teach that to the class and find ways to, you know, keep it more interesting as opposed to me always being the one to teach it (Rachel, Ln # 267-273).

Partner activities or group activities are in-depth learning. I try to make up the partners for the groups so that there are diverse groups. So, there are lots of different ideas and probably there are challenges. There is always someone who only does their part, but that is how it always is in groups. But they are engaging with their classmates (Rebecca, Ln # 96-100).

One activity that I'm currently doing is the 'Candy Around the World' project. It is a huge project that we do, and they have to analyze the five Ps, the seven functions of marketing, as well as the target market and market segmentation. But also, they have to explore. We learn about the country's customs and traditions, and then they get to share them. I mean, they do a professional presentation. I mean, it's a huge project – the factors of production I talked about. I guess that is not necessarily globalization, but we always bring in 'Shark Tank' and we watch 'Shark Tank' products, and we have to see if we know where they made it (Serena, Ln # 170-178).

All right my students every year pick different projects to work on. I just got goosebumps because I am so excited. They are doing a financial literacy project to promote financial literacy here at our school and in our community. But also, they are partnering with a school in Honduras. We are going to teach a lesson there over the computer to the kids in Honduras. We also did, like, a school supply drive, and we are going to send them our financial literacy lessons as well as school supplies to Honduras. This was all implemented by the students (Serena, Ln # 184-191).

I teach my class to do things 100% differently. Some people might be great at presentations; some might like to act; some might want to draw something. So, they might want to play a game. I can see the implements like when you are doing something, it needs to be different. Like, I cannot have everybody do a PowerPoint every single time. Okay, do a presentation. It is great. Maybe sometimes you need to make a video so that they can sit back and watch. Or maybe they need to, you know, play a game or create a game or something along those lines (Stacy, Ln # 225-231).

Two years ago, we took a field trip out to Dulles Airport and showed them all the different hangers for trade as opposed to just passenger airlines. The kids did not even know any of that stuff existed. So, if you can have those kinds of opportunities, then the engagement is there, and the interest is there (Wendy, Ln # 133-137).

Rachel illustrated her experience on field trip. She mentioned that all plans of field trip were organized by students and they had a chance to connect with an exchange student from Europe. For the students, this experience gave them the idea of how to plan a project, how to work with others and how to connect with a person in another countries:

I took my students to Europe when I was in that class. I had them plan the whole trip, and they chose where to go. We went to Belgium and Paris and Amsterdam – so we went all

over, and we actually connected with a student. He was an exchange student that I had in my class. He was back in Amsterdam, and so he was our tour guide while we were there. We visited all kinds of places, and we did all of that during our Spring Break week. We incorporated the travel with the class ... I wish we had more of it because I think it's such a great opportunity – traveling and learning about other places to work and live in (Rachel, Ln # 287-298).

Theme 2: Providing Applicable Content/Resource for Students' Future

Participants felt that students were most interested in the topic when they related the material to the students' futures. Also, providing real world examples, whether that be from the teacher's experiences or examples gleaned from other resources, helped students to make personal connections and how they can become successful global citizens. Types of examples and/or resources for examples identified by the participants included: informative interviews, use of students and parents, introducing current events, use of international experiences, and linking these experiences/examples to students' future careers.

Use of real-world examples. Providing a real-world example in a course gave the opportunities to compare and contrast for the students. By presenting the real-world example, students were able to think critically, and understand the differences. Furthermore, students could see how the world was connected and how to act in those situations. Scott shared his experiences how to integrate real-world example in his classroom:

I had one (student) from Germany, and she talked about living in Germany. We are talking about grocery stores in our classroom. And then I remember talking about ALDI, a chain of German grocery stores. So, she was able to communicate that to the Economics and Personal Finance class. We were talking from an international perspective. See what that does for the teacher – if you have that perspective, it is a learning experience. It helps the whole class learn about another culture and atmosphere. We learn from each other. They learn from each other better if I got them and let them make sure they are correct contents, they learn by teaching each other (Scott, Ln # 173-181).

The examples of below were provided by teachers how to embed the real-world examples in their lessons:

For instance, last week we actually talked about what is going on with Nike and Colin Kaepernick and how his political affiliation with whether he is going to kneel or stand or whatever have impacted Nike. And then what the response is. So I feel like just keeping up with current events is a big one. Even though I have laid off a little bit after the political – what I am talking about – like, political unrest and then it gets kids fired up and then that just creates more problems than it is worth. But definitely current events are a big one (Olivia, Ln # 173-180).

It might be a good strategy to use other resources if you have someone on staff who has had particular experience – parents are a great resource especially in our community here. It would be awesome if they came in and shared their experiences of their country or, you know, what their business relationships have been and dealing globally (Rachel, Ln # 275-279).

I teach finance. We were analyzing last year or two years ago events around the British pound. We had a big issue with international currencies that was going on. Their currency deflated a little bit – went down in value a lot – and it was affecting the Euro. There was a lot going on with the value of those currencies. So, one way I was really integrating a global discussion on this was asking how this was going to impact prices of goods and services in our country and how was this bringing down the European Union's economy. Britain wanted to stand alone and have their own form of currency, and we could see the worldwide effects of what was going on in other countries and societies. Earlier I was talking about the trade barriers too. I mean, that is going to be a big discussion in a couple of weeks in one lesson. I am going to be teaching that once again; we just need to be looking at it from more of a globalized scale to see how this is affecting us (Walter, Ln # 193-204).

I am doing a project right now with my Intro to Business and Marketing students. They are writing professional business letters like [Company Names]. Here is the situation: I said ‘Okay guys, you get to pick any company you want, and you work, and you get to pick whatever country you want, and you are working in that country’. I am their boss back here in the United States; they have to write me a letter comparing the economy of that country with the economic system of the United States, and then compare traditions, customs, currency, and doing business in that country versus the United States. And then, they have to write it as if they work for the company, and then I get to write a professional business letter too (Serena, Ln #161-170).

Kids can engage with something super helpful for the future. We do something in our class which is called an informational interview. The kids are given ten questions and they can veer off of them, but that gives them a framework. They need to find a professional who has a job that they are interested in. They ask some of those questions and do an informational interview. Those kinds of resources are great to have. That definitely increases student engagement (Wendy, Ln # 138-142).

Rachel believed that incorporating the identified factors was important but for BIT and MKED teachers, being thoroughly familiar with all global competencies and having knowledge of the global VDOE competencies are critical to update_course curriculum. She said,

Well, obviously being familiar with them on VERSO, and you have to know what they are and where they are as a teacher. So, the teachers need to know what the competencies are and which ones to focus on. I think this is really important (Rachel, Ln # 263-367).

The identified factors contributing to best practices for integration were correlated the Sub- RQ4: Benefits of integrating global competencies. Participants perceived that the ways to increase students’ learning engagement on global competencies was to maximize the identified benefits in Sub-RQ4. Participants believed that two main keys to reach out the best practices on integrating global competencies were focused on what to teach and how to teach.

Summary of Chapter 4

Chapter 4 has presented the findings of the study of integrating global competencies into Virginia’ Business and Information Technology and Marketing Education curricula. Figure 6 shows the summary of key findings of the study.

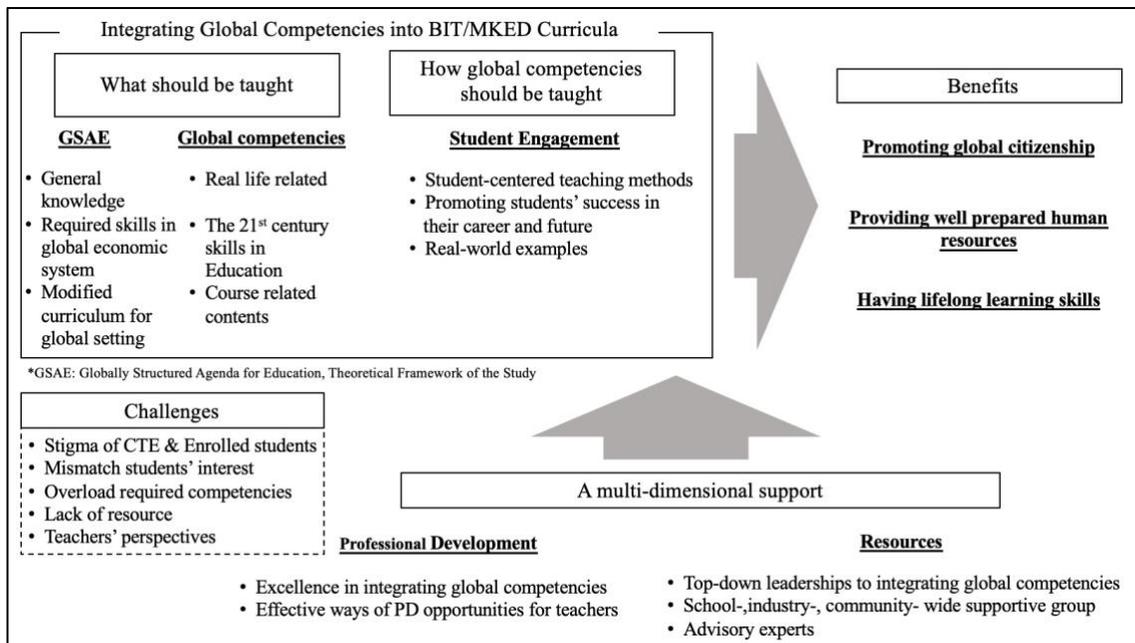


Figure 6. Summary of key findings

Overview of Findings

Participants of this study defined the globalization is a concept of having a holistic mindset toward the world and the future to broaden boundaries in order to gain opportunities in worldwide business markets.

There was general agreement among participants that integrating global competences in the curriculum would have an impact on students' future success. It was agreed that global competences should (1) be content-specific, (2) cover a general educational agenda, and (3) be based on real-life situations. The example of global competencies in identified three categories were:

- 1) ***Content-specific competencies***, for example:
 - a) Currency and value
 - Explain the role of money and currency systems in international business.
 - b) Trade tariffs:
 - Describe laws and trade barriers that can discourage global business.
 - c) Different Economic structures:
 - Explain how different countries make economic decisions.
 - d) International/global companies:
 - Identify concerns related to multinational companies.
- 2) ***General educational agenda competencies***, related 4C's in 21st century skills, for example:
 - a) Practice critical thinking to develop innovative and well-founded perspectives.
 - b) Promote and model effective communication and respect among people of different lifestyles and culture.
 - c) Establish a team-based strategy and share relevant information to teammates.
 - d) Develop new insights into the given scenarios.
- 3) ***Real-world related competencies***, for example

- a) Guiding for workplace
 - Compare and contrast career choices and preparation in a diverse culture setting.
- b) Technology-enhanced skill
 - Practice and advocate ethical behavior in the use of technology.
- c) Career related
 - Participate in a career exploration or school-to-work project in a global setting.

In the pre-interview survey, BIT teachers reported that the rate of integration of global competences in the curriculum was 68.8%. MKED teachers, on the other hand, reported a rate of 44.2%. BIT teachers tended to teach more global competencies in their courses than MKED teachers.

The benefits of integrating global competencies in BIT and MKED curricula were classified into two broad themes, i.e.: (1) Promoting global citizenship and (2) Preparing for the future profession.

The following challenges that would constrain integrating global competencies in BIT and MKED curricula were identified:

(1) External barriers

- a. Mismatch between the context and students' interests;
- b. Priority of state required competences.

(2) Internal barriers

- a. Teachers' negative attitudes towards integration of global competences
- b. Teachers' inadequate content knowledge

With respect to strategies for overcoming the barriers, two themes emerged: (1) promoting students' interest by using student-centered teaching methods, and (2) creating a multi-dimensional support system for (a) teacher support and (b) changing teachers' mindset.

Participants proposed some professional development opportunities which they felt necessary for integrating global competencies. Examples include (1) excellence in teaching global related competencies, and (2) effective professional development opportunities relevant to promoting the teaching of global competences.

Finally, participants identified the following factors contributing to best practices for teaching global competences:

- (1) Use of student-centered methods and student engagement; and
- (2) Basing content on students' future needs for global competences and using real-world examples.

Chapter 5 provides a summary of the study, conclusions, discussion of the results, and recommendations for practice relating to integrating global competencies into BIT and MKED curricula as well as recommendations for further research.

Chapter 5

Discussion of Findings and Conclusions

Chapter 5 provides an overview of the study, discussion of the findings, conclusions arising from the researcher's interpreted results and recommendations for the practice and future research.

Summary of the Study

The purpose of this study was to determine the lived experiences of Virginia business and information technology (BIT) and marketing education (MKED) teachers with regard to integrating global competencies into their curricula. From the teachers' lived experiences, this study aimed to identify the factors and effects which have influenced them in teaching global competencies, and to discuss the elements that would contribute to best practices for integrating global competencies in business and marketing curricula.

Problem Statement

While students are ready to learn practical skills to prepare for their future in a global economy, many CTE teachers generally lack the knowledge of global context 21st century skills (Larson, 2014). Although a great deal of effort has been put into providing teachers with global competency lists and other materials to be integrated into their curricula, very little is known concerning the degree to which teachers are actually integrating them. Therefore, the problem to be addressed in this study was to identify the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula. More specifically, the study determined the extent to which Virginia BIT and MKED teachers integrate global competencies in their curricula and factors that influence this integration. In addition, the study explored the challenges associated with this integration and strategies for overcoming these

challenges. Finally, the study identified best practices for integrating global competencies into Virginia BIT and MKED curricula.

Research Questions

The primary focus of this study was to determine the extent to which BIT and MKED teachers in Virginia integrate global competencies into their curricula and factors that influence this integration.

Research Question: What are the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula?

Sub-question 1: What global competencies do Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED curricula?

Sub-question 2: To what extent do BIT and MKED teachers integrate global competencies into their curricula?

Sub-question 3: What benefits are gained by integrating global competencies into the BIT and MKED curricula?

Sub-question 4: What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?

Sub-question 5: What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curricula?

Sub-question 6: What types of professional development will best equip Virginia BIT and MKED teachers with the knowledge and skills needed to integrate global competencies into their curricula?

Sub-question 7: What factors would contribute to making best practices of integrating global competencies into Virginia BIT and MKED curricula?

Methodology

A qualitative research design was used for this study. Semi-structured interviews were conducted to collect data. Forty-five percent (5 out of 11) of the interviews were remotely conducted via Zoom. The remaining six were conducted face-to-face. A pre-interview survey was sent to the participants before the interview and used to collect participants' demographic information and create awareness of the interview topic to the interviewees. All the participants were currently teaching business and/or marketing courses in the state of Virginia.

Key Findings

The key findings of the study are restated below:

1. Participants of this study defined the globalization is a concept of having a holistic mindset toward the world and the future to broaden boundaries in order to gain opportunities in worldwide business markets.
2. The study identified three categories of global competencies to be taught in schools:
 - 1) *Content-specific competencies*, for example:
 - a) Currency and value
 - Explain the role of money and currency systems in international business.
 - b) Trade tariffs:
 - Describe laws and trade barriers that can discourage global business.
 - c) Different Economic structures:
 - Explain how different countries make economic decisions.
 - d) International/global companies:
 - Identify concerns related to multinational companies.
 - 2) *General educational agenda competencies*, related 4C's in 21st century skills, for example:
 - a) Practice critical thinking to develop innovative and well-founded perspectives.

- b) Promote and model effective communication and respect among people of different lifestyles and culture.
 - c) Establish a team-based strategy and share relevant information to teammates.
 - d) Develop new insights into the given scenarios.
- 3) ***Real-world related competencies***, for example
- a) Guiding for workplace
 - Compare and contrast career choices and preparation in a diverse culture setting.
 - b) Technology-enhanced skill
 - Practice and advocate ethical behavior in the use of technology.
 - c) Career related
 - Participate in a career exploration or school-to-work project in a global setting.
3. In the pre-interview survey, BIT teachers reported that the rate of integration of global competences in the curriculum was 68.8%. MKED teachers, on the other hand, reported a rate of 44.2%. BIT teachers tended to teach more global competencies in their courses than MKED teachers.
4. Integrating global competencies in a course was beneficial for students to (1) enable them to develop global citizenship and (2) prepare them for future professions in a global setting.
5. Even though there were obvious benefits of integrating global competencies into the curricula, there were some challenges. Participants identified two challenges affecting effective integration of global competencies into BIT and MKED curricula:
- 1) External barriers
 - a) Mismatch between the context and students' interests;
 - b) Priority of state required competences.

- 2) Internal barriers
 - a) Teachers' negative attitudes towards integration of global competencies
 - b) Teachers' inadequate content knowledge
6. With respect to strategies for overcoming the barriers, two themes emerged: (1) promoting students' interests by using student-centered teaching methods, and (2) creating a multi-dimensional support system for (a) teacher support and (b) changing teachers' mindsets.
7. Ideas on professional development proposed by participants which they felt necessary for integrating global competencies. Examples include (1) excellence in teaching global related competencies, and (2) effective professional development opportunities.
8. The following factors contributing to best practices for teaching global competences:
 - 1) Use of student-centered methods and student engagement; and
 - 2) Basing content on students' future needs for global competences and using real-world examples.

Discussion of Findings

Overall Virginia BIT/MKED Teachers' Experiences of Teaching Globalization

Globalization, as one of the workplace trends, continues to have influence on education, especially Career and Technical Education. Virginia graduate's profile identified characteristics that "the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them 'life-ready,' to be on a path to successful citizenship and participation in the evolving global economy" (Virginia Board of Education, 2017). In respect to this outline of the expectations of Virginia's public education, CTE plays a key role to expose the direct/indirect educational real-world experiences to make students 'life-ready'.

The definitions of concept of globalization given by participants in this study reflect teachers' expectations of their students with respect to what and why they should learn global competencies. Participants viewed globalization as a concept of the extension of worldwide business markets and formation of a holistic open mindset towards the world and future. Participants of the study agreed on the importance of integrating global concepts in their courses because CTE provides valuable learning experiences to students. Furthermore, having a global view of life prepares students to be the 21st century leaders in a global society. As Stacy observed during this study,

I love the fact that we are evolving in the world when we are teaching marketing and business. I cannot say what every subject is. But I think in CTE program, it shows how we stay relevant to students (Stacy, Ln #241-243).

The general aim of education for the 21st century is to provide learning opportunities for preparing students to live in interconnected, complex and diverse societies (OECD, 2018). And schools are the places to provide those opportunities to prepare real-life related skills. To integrate globalization is to transform BIT/MKED curricula to meet the mission of CTE, preparing students for future careers.

What Should Be Taught

In the BIT and MKED curricula, competency-based learning is required by Virginia Department of Education. In responding to the question about which global competencies should be taught in BIT/MKED courses, participants suggested that global competencies need to be directly related to students' successes in the future. However, to determine specific competencies that contribute to students' success is a difficult task for an individual teacher, as Scott observed in this study:

Well, I insert some of them and some of them are required by state, but they are not a lot. I can say it is a total focus on globalization, not specific one (Scott, Ln # 60-62).

In BIT/MKED classrooms, as a miniature reflection of a global society, students must learn how they are going to deal with a certain situation in the real-world. The real-life related global competencies require students to understand causes and effects of global events. Furthermore, students should be able to demonstrate their knowledge, attitude and skills for finding the best solutions in given situations. Simulations would be a good approach for teaching students such abilities.

Participants believed that the mission of public education should be reflected school curriculum. In many cases, critical thinking, communication, collaboration, and creativity, that were represented as 4C's of the 21st century skills were the foundation of the current mission of public education. Therefore, the mission for education is to promote skills of critical thinking, communication, collaboration, and creativity. In addition, the frameworks of global competency found in a literature review were the extension of the 4C's. In BIT/MKED classes, teachers, as facilitators of learning, should stimulate learners to develop their 4C's skills as they relate to globalization.

According to the responses about courses taught, none of the participants taught direct global courses in AY2018-2019. Some of them indicated they taught international/global related courses that titled as International Trade in the 90's. Many of participants were teaching introduction courses to business and marketing and Economics and Personal Finances. Participants integrated some of global competencies in their current courses. For examples, all of participated BIT teachers in this study integrated following competencies:

- *Describe the effect of a global marketplace on business.*
- *Examine the impact of advertising and marketing on consumer demand and decision making in the global marketplace.*
- *Explain the nature and importance of global/international marketing.*
- *Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation for various countries.*

And all participated MKED teachers responded they have integrated the global competency:
Explain the terms global marketing and commerce.

To develop a core content global competency might be difficult for individual teachers due to the variety of course offering. However, BIT/MKED teachers taught some of global competencies in general BIT/MKED courses when the competencies were related to the contents. For BIT/MKED teachers, the key for integrating the content global competencies is having good background in content knowledge and skills for keeping up-to-date with developments in the subject areas.

How Global Competencies Should Be Taught

The key pedagogical factor that contributes to making best practices in teaching is student engagement. Pedagogy refers to the interactions in learning situations between teachers, learners, learning environment and learning tasks (Murphy, 2008). The Effective pedagogical approaches can contribute to enhancing the students' academic growth.

First and foremost, delivering lessons that feature a lot of student-centered methods is absolutely needed. According to Weimer (2013), the purpose of student-centered learning is to develop students' learning autonomy by providing practices that promote acquisition of skills for lifelong learning. Also, providing real-world examples, whether that be from the teacher's experiences or examples gleaned from other resources, helps students to make personal connections and how they can become successful global citizens. By discussing real-world examples in class, students are able to think critically, and understand the differences. Using a resource in a classroom like a student who was from another country helps other students to see the connections of the world and get more engaged the classroom. Furthermore, students could see how the world was connected and how to act in those situations.

Challenges of Integrating Global Competencies into BIT/MKED Curricula

Historically, the negative perceptions of vocational education, the former name of Career and Technical Education, have existed from time immemorial. Vocational education programs had weak academic content, prepared students for low-skilled and low-wage jobs and the characteristics of enrolled students were lower engagement levels than other students (Holzer & Baum, 2017). After changing its name and advertising the benefits of completing CTE pathways, the value of CTE started to be seen. Even though all participants of this study valued their teaching of career and college ready programs, the characteristics of students who were enrolled in CTE program were some of the uncontrollable challenges by teachers. Due to the characteristics of students such as age, maturity, Individualized Education Program (IEP), lack of global experiences and lack of interests in learning impact students' engagement. The student engagement matters to BIT/MKED teachers to ensure the high quality of the program. In this study, the most highlighted challenge of the integration was that students were not interested in learning global competencies. They could not see the linkage between their life in a global society and the of learning global competencies.

Participants felt adding new competencies in a course were impossible at a school-level because many schools are not offering a global related course. Holly said,

Global competency should be high priority because this is good one to know about the world but we do not offer international courses and then the students do not see the relevancy of it until they get to college and this is the problem (Holly, Ln # 90-93).

Another participant had the same view:

To be honest, I do not think globalization is a trend right now, that is just my opinion. From maybe ten years ago, my teaching changed a lot because I taught in the 90s, I taught international trade and marketing, I had too much more focus on globalization. I took a break and then I came back to teaching. So, between that time they changed the name of the class and less schools are offering it (Wendy, Ln # 33-39).

To enhance motivation for teaching and learning global competencies, they should be integrated into current high school courses, both electives and required.

Even though BIT/MKED teachers have experiences of integrating global competencies, the identified challenge of integrating higher order cognitive level global competencies is that all CTE courses already have too many competencies. If a global competency is optional, it probably will not be taught. In addition, the lack of resources and time will pose additional challenges to integrating global competencies into BIT/MKED curricula. Participants were clear that there was not enough time to teach global competencies, in which students are not interested anyway. Participants tended to keep their teaching contents which were guided by VERSO without any revisions. Furthermore, global contents were too broad and teachers felt some global related topics were hard to deal with in the classroom due to the political reasons. These sentiments cannot be ignored because they are symptomatic of teachers' resistance to the integration of global competencies into the curricula.

Creating a Multi-dimensional Support System

To overcome the identified challenges of integrating global competencies into BIT and MKED curricula, a multi-dimensional support system needs to be developed. The support system would enrich BIT/MKED courses by using the resources of the system. As identified in this study, teachers do not want to put extra efforts into their courses. This means if there is no pressure on integrating global competencies into the curricula, teachers would prefer to maintain what they have been teaching. For this reason, support systems would be beneficial.

To sustain support systems, a top-down leadership is necessary. From the leadership level of school or state, it is important to highlight the benefits of integrating global competencies into curriculum. Furthermore, it would be a great boost if teachers got financial support for improving

teaching practices. In addition, creating supportive groups within a school or from the industry/community would be necessary. Economics and Personal Finance is a required course in high school. CTE, social studies and math teachers are usually the teachers expected to teach this course. They are also expected to prepare their students for passing a financial literacy industry certification exam. Collaboration among teachers in each of these subject areas can enhance a well-designed course that has global competencies. Also, using community resources makes the course reflect-industrial needs and provides more real-world related learning opportunities.

Participants observed that professional development opportunities were offered through institutions of higher learning in Virginia. However, the opportunities covered globalization in general. None of the participants knew of any professional development relating to integration of global competencies. For integrating global competencies into BIT/MKED curricula, teachers would benefit from professional development that helps them to improve their teaching of these competencies in the classroom. In addition, incentives could include awarding teachers Certificate of Excellence in Teaching for integrating global competencies into their curricula.

Impacts of Integrating Global Competencies into BIT/MKED Curricula

As discussed above, globalization is a major factor of changing the world and education. It is essential to have some global competencies in CTE programs. Integrating global competencies into BIT and MKED curricula would make students have some indirect/direct experiences of the world where they will work in the future. This exposure in the classroom would be beneficial for students to prepare for their future careers.

Global competencies in BIT/MKED courses would enable students to have positive attitude towards their own and other people's cultures and have a better understanding of how

the world works together. In addition, integration of global competencies in BIT and MKED lessons would encourage students to broaden opportunities for their future careers.

Conclusions

From the findings of this study, several conclusions can be made. They are as follows:

1. Integrating global competencies into the BIT and MKED curricula will promote global citizenship, provide well-equipped human resources for the workplace, and promote life-long learning among global citizens.
2. All the participants have had some experience with teaching global competencies. However, the incorporation of global competencies into their curricula does not appear to be adequate in breadth and depth.
3. Some students lack interest in learning global competencies because they are taught at the lowest level of learning and therefore, do not challenge them and therefore learning activities do not promote higher order cognitive skills.
4. Many BIT and MKED teachers have insufficient content knowledge of and experience related to global competencies.
5. Heavy teacher workloads arising from multiplicity of competencies in the curriculum make it as challenges for them to incorporate additional global competencies.
6. There is an absence of policies and a supportive framework for incorporating global competencies into BIT and MKED curricula.
7. There are few resources, mandates, and incentives for promoting the teaching of global competencies in BIT and MKED courses.

8. Despite the barriers for integrating global competencies into BIT and MKED curricula, there is evidence in the findings that support the need for teaching these competencies.

Recommendations for Practice

Effective teachers must have expertise in curriculum development and applying the best delivery methods. Integrating current trends such as globalization and related competencies would increase students' engagement. The following recommendations for practice are made: VDOE should

1. Establish an active global related curriculum and competency/task development advisory committee which should include industries.
2. Develop a state-wide core global competency list related to Business Information and Technology and Marketing courses (much like the current VERSO workplace readiness skills task list).
3. Create a state-wide support group for providing resources/assistances in integrating global competencies into curriculum.
4. Develop state-wide policies and supportive framework for incorporating global competencies into BIT and MKED curricula.
5. Revise all VERSO task lists for all BIT and MKED courses to include global tasks.
6. Provide positive county and school-wide leadership for innovative teachers to integrate global competencies in their courses.
7. Provide user-friendly professional development opportunities for promoting students' engagement on globalization.

8. Establish a cross/inter disciplinary teachers' collaborative peer support group to foster teachers' awareness of the benefits of integrating global competencies in schools.

Recommendations for Future Research

To expand knowledge on integrating global related competencies into BIT/MKED curricula, the following recommendations for further research are made:

1. Further comparative research should be conducted in other areas of CTE: Agricultural Education, Family and Consumer Sciences, Health and Medical Science, Technology Education, and Trade and Industrial Education.
2. Further comparative research should be conducted in other states which have adopted Common Core State Standards (CCSS).
3. Further international comparative research should be conducted in other countries.
4. Research should be conducted to identify and analyze the experiences on integrating global related Standard of Learning (SOLs) into core academic areas.
5. Similar research should be conducted at postsecondary institutions to determine how much linkage there is between the high school level and college level curricula with respect to global competencies.
6. Further longitudinal research on the impact of curriculum development skills including integrating global competences in CTE teacher preparation programs.

Final Thoughts

It was an honor to have conversations with BIT and MEKD teachers in comprehensive high schools in Virginia. As a business teacher from outside of the United States, interviewing the 13 participants (including 2 pilot study participants) for the study was enjoyable and a delight

experience for the researcher. It was impressive that all participants were proud of themselves for teaching real-world based courses and were passionate about helping their students to be well-educated global citizens. Their strategies of fostering students' interests in the elective courses were inspiring and their approach of providing hands-on activities for integrating global competencies was valuable as a guide for other educators. All participants showed their respect of the study and their shared experiences were honest and informative.

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Appendix A
Participant Recruitment Letter

Dear BIT/MKED Teachers,

As a Ph.D. doctoral candidate in Career and Technical Education at Virginia Tech, I am conducting a qualitative research study as partial fulfillment of my doctorate degree. The title of the research project is “Integrating Global Competencies into Business and Information Technology and Marketing Education Curricula”.

Since the world has become smaller, resulting in the development of a global economy, it is no longer adequate for countries to provide education in silos by country or region. Instead, educators throughout the world need to integrate global competencies into their curricula. The purpose of this research is to determine the factors that affect the integration of global tasks into Virginia BIT and MKED curricula as defined by lived experiences of Virginia BIT and MKED teachers.

You are being requested to participate in this study because of your daily experiences of developing and delivering BIT and/or MKED curriculum. You, above all others, are in a perfect position to provide insight into the integration of global competencies in your curriculum. The findings of this study will assist teachers across the state of Virginia with their attempt to integrate global competencies into their curricula.

Your participation in the study will involve a one-on-one interview that will take approximately 45 minutes to complete. The interview will be held at a time and place that is convenient for you. A pseudonym will be used in a final report of the findings and your identity will be kept completely confidential. Participation in the study is voluntary and you can withdraw at any time during the interview process if you so choose. After the interviews are conducted, you will be able to review the findings for accuracy.

My personal background includes serving as a BIT and MKED teacher in South Korea. I am excited about the opportunity for this research to increase the understanding of the valuable work of those who teach BIT and MKED in another country.

As a token of my appreciation for your participation in this study, I will provide you with a \$25 honorarium card. If you have any questions or have an interest in participating, please feel free to reply to this email or call me at (____) _____.

Thank you in advance.

Sincerely,
Jihyun Woo
Doctoral Candidate
Career and Technical Education
Virginia Tech

Appendix B
Participant Follow Up Email

Dear BIT/MKED Teachers,

As I mentioned in an earlier email to you, I am conducting a research study concerning the integration of global competencies into Business and Information Technology (BIT) and Marketing Education (MKED) curricula. I am very excited about the potential this study has for enhancing BIT and MKED curricula and am reaching out to you again in hopes that you will consider participating in the study.

Your participation in this study will involve a one-on-one interview that will take approximately 45 minutes to complete. The interview will be held at a time and place that is convenient for you. Participation in the study is voluntary and your identity will be kept completely confidential. If you decide to participate, you can withdraw at any time during the interview process. You will have the opportunity to review the findings for accuracy.

Please contact me via email or at (____)_____ if you have an interest in participating or have any questions

Thank you in advance.

Sincerely,

Jihyun Woo
Doctoral Candidate
Career and Technical Education
Virginia Tech

Appendix C

Pre-Interview Survey for Business Information and Technology Teacher



Consent for Pre- Interview Survey

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants in Research Projects
Involving Human Subjects

Title of Research Project: Integrating Global Competencies into Business and Information Technology (BIT) and Marketing Education(MKED) Curricula

Researcher: Jihyun Woo, Career and Technical Education, Virginia Polytechnic Institute and State University

I. Purpose of this Research/Project

The purpose of this study is to investigate the experiences of Integrating Global Competencies into Business and Information Technology (BIT) and Marketing Education (MKED) Curricula. The research study will be used for a dissertation and may be published. You will be asked to describe your experiences on the above topic during a one-on-one interview with the researcher.

II. Procedures

Your participation in this study will require you to participate in a pre-interview survey (open-end questionnaire). The pre-interview survey will be taken approximately 30-40 minutes. During the pre-interview process you will be asked questions about yourself, and experiences of using global related competencies in your lessons.

III. Risks

The risks associated with participating in this study are considered to be minimal, if not totally absent.

IV. Benefits

No promise or guarantee of benefits has been made to encourage me to participate. However, the results of this study might provide: 1) a better understanding of global competencies in teaching, 2) informative trends of teaching in BIT and MKED, and 3) practical teaching and learning strategies that may be influenced both current teaching and future professional development.

V. Extent of Anonymity and Confidentiality

Every effort will be made to protect your identity in any written work resulting from this study. Where need arises to use a name, a pseudonym will be used to identify you in any written materials. The researcher will make every effort to mask identifiers. For example, your school will not be identified by name or other identifying characteristics.

The researcher is the only individual who will have access to the results of this Pre-Interview Survey. Your responses will be saved as a pdf file. The data will be stored in a locked filing cabinet in the researcher's personal residence. They will be erased/destroyed after a minimum of 3 years. Before the data are destroyed, the researcher will have determined that all necessary data and conclusions have been retrieved and transcribed.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

VI. Compensation

No Extra compensation for completing the pre-interview survey is being offered. However, you will receive a \$25 gift card at the completion of the interview as compensation for participating in this study.

VII. Freedom to Withdraw

It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty.

Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

Should you withdraw or otherwise discontinue participation, you will be compensated for the portion of the project completed in accordance with the Compensation section of this document.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact the researcher or researcher's advisor whose contact information is included at the end of this document.

If I should have questions about the protection of human research participants regarding this study, I may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Participant's Consent

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent.

If you agree to participate in this study check the block below to continue to the next screen to begin the pre-interview survey.

By clicking the agree block, you imply your consent to be participated in this portion of the study.

Agree

Demographic Information

What is your name?

Are you female or male?

- Female
 Male

How old are you?

What is the highest level of formal education you have completed?

- Associate Degree
 Bachelor's Degree
 Master's Degree
 Doctoral Degree



How many years of teaching experience do you have?

Please indicate the name school (County) you are teaching.

Please indicate the courses you are teaching.

How should the researcher get in touch with you to set up an interview time?

Email

Phone/Text

Other(Please specify)

Continue to Pre-interview survey



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Instruction

Career and Technical Education programs provide students the knowledge, skills, and experience necessary to succeed in the today's competitive marketplace. Preparing today's students to live and thrive in this globally interconnected world, fostering students' global competence is required to be taught in the school. Teachers need to integrate global competencies as extending what they are already teaching, regardless of the subject.

Virginia's Education Resource System Online (VERSO) provides global/international related task list to help CTE teachers to include them in daily lessons. The purpose of this pre-interview survey is to gather the information/perception of the integrations of global related tasks into teaching and learning. Questions on this survey are collected from " Business Management and Administration/Finance/Information Technology" courses. on VERSO.

Q: In your lessons/lesson plans, have you ever included any of the following tasks;

1. Compare the American legal system with legal systems in other countries.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

2. Describe the impact of international laws on the U.S. economy.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

3. Describe U.S. citizens' rights and responsibilities when conducting business, traveling, or living abroad.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

4. Examine the impact of international regulations on the environment.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

5. Describe the effect of a global marketplace on business.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

6. Examine potential communication challenges in international business.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

7. Research global careers.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

8. Demonstrate knowledge of the global economy.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

9. Examine the impact of advertising and marketing on consumer demand and decision making in the global marketplace.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

10. Compare the U.S. monetary system with the international monetary system.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

11. Explain how global trade affects entrepreneurs.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

12. Demonstrate elements of American and international etiquette.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

13. Explain the nature and importance of global/international marketing.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

14. Identify the advantages and barriers to global/international marketing.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

15. Identify cultural differences and their impact on global/international marketing.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

16. Develop a global/international marketing strategy for a specific product or service.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

17. Explore domestic and international job opportunities (using the Internet, newspapers, and other sources).

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

18. Design the implementation of global, domain, and local account policies.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

19. Assess how social and cultural factors influence the human resource functions.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

20. Describe how trade barriers and incentives affect choice of location for companies operating internationally.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

21. Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

22. Describe the impact of international business activities on the local, state, national, and international economies.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

23. Explain the role of international business at the local, state, and national levels.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

24. Identify distinctive social and cultural factors that affect business activities

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

25. Recognize legal differences in areas such as consumer protection, product guidelines, labor laws, contract formulation, liability, and taxation for various countries.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

Thank you for your participation.

With submission of the survey, you are indicating that you have read the description of study, are over aged of 18, and that you agree to participate in this research.

As a reminder, if you have any questions or concerns regarding this survey or the upcoming interviews, please contact Jihyun Woo at jhwoo@vt.edu.



Appendix D

Pre-Interview Survey for Marketing Education Teacher



Consent for Pre- Interview Survey

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants in Research Projects
Involving Human Subjects

Title of Research Project: Integrating Global Competencies into Business and Information Technology (BIT) and Marketing Education(MKED) Curricula

Researcher: Jihyun Woo, Career and Technical Education, Virginia Polytechnic Institute and State University

I. Purpose of this Research/Project

The purpose of this study is to investigate the experiences of Integrating Global Competencies into Business and Information Technology (BIT) and Marketing Education (MKED) Curricula. The research study will be used for a dissertation and may be published. You will be asked to describe your experiences on the above topic during a one-on-one interview with the researcher.

II. Procedures

Your participation in this study will require you to participate in a pre-interview survey (open-end questionnaire). The pre-interview survey will be taken approximately 30-40 minutes. During the pre-interview process you will be asked questions about yourself, and experiences of using global related competencies in your lessons.

III. Risks

The risks associated with participating in this study are considered to be minimal, if not totally absent.

IV. Benefits

No promise or guarantee of benefits has been made to encourage me to participate. However, the results of this study might provide: 1) a better understanding of global competencies in teaching, 2) informative trends of teaching in BIT and MKED, and 3) practical teaching and learning strategies that may be influenced both current teaching and future professional development.

V. Extent of Anonymity and Confidentiality

Every effort will be made to protect your identity in any written work resulting from this study. Where need arises to use a name, a pseudonym will be used to identify you in any written materials. The researcher will make every effort to mask identifiers. For example, your school will not be identified by name or other identifying characteristics.

The researcher is the only individual who will have access to the results of this Pre-Interview Survey. Your responses will be saved as a pdf file. The data will be stored in a locked filing cabinet in the researcher's personal residence. They will be erased/destroyed after a minimum of 3 years. Before the data are destroyed, the researcher will have determined that all necessary data and conclusions have been retrieved and transcribed.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

VI. Compensation

No Extra compensation for completing the pre-interview survey is being offered. However, you will receive a \$25 gift card at the completion of the interview as compensation for participating in this study.

VII. Freedom to Withdraw

It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty.

Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

Should you withdraw or otherwise discontinue participation, you will be compensated for the portion of the project completed in accordance with the Compensation section of this document.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact the researcher or researcher's advisor whose contact information is included at the end of this document.

If I should have questions about the protection of human research participants regarding this study, I may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

IX. Participant's Consent

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent.

If you agree to participate in this study check the block below to continue to the next screen to begin the pre-interview survey.

By clicking the agree block, you imply your consent to be participated in this portion of the study.

Agree

Demographic Information

What is your name?

Are you female or male?

- Female
 Male

How old are you?

What is the highest level of formal education you have completed?

- Associate Degree
 Bachelor's Degree
 Master's Degree
 Doctoral Degree



How many years of teaching experience do you have?

Please indicate the name school (County) you are teaching.

Please indicate the courses you are teaching.

How should the researcher get in touch with you to set up an interview time?

Email

Phone/Text

Other(Please specify)

Continue to Pre-interview survey



Powered by Qualtrics

Instruction

Career and Technical Education programs provide students the knowledge, skills, and experience necessary to succeed in the today's competitive marketplace. Preparing today's students to live and thrive in this globally interconnected world, fostering students' global competence is required to be taught in the school. Teachers need to integrate global competencies as extending what they are already teaching, regardless of the subject.

Virginia's Education Resource System Online (VERSO) provides global/international related task list to help CTE teachers to include them in daily lessons. The purpose of this pre-interview survey is to gather the information/perception of the integrations global related tasks in teaching and learning. Questions on this survey are based on "Opportunities in Global Trade" course's task list on VERSO.

Q: In your lessons/lesson plans, have you ever included any of the following tasks;

1. Explain the terms global marketing and commerce.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

2. Explain the concept of globalization.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

3. Explain the role and importance of marketing in global commerce.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

4. Explain the global mindset and its role in preparing one for trading across cultures.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

5. Identify the major global markets, including mature and emerging markets.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

6. Describe the services and programs provided by Virginia and federal agencies and organizations that facilitate world trade.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

7. Explain the value of Virginia's infrastructure to global trade.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

8. Examine foreign direct investment's role in Virginia's economy (pros and cons).

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

9. Identify the key components of an international marketing plan.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

10. Describe the marketing mix and functions in relation to the global market.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

11. Describe market analysis in the global environment.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

12. Explain the components of the international trading environment.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

13. Describe the process for identifying global markets through market segmentation and product differentiation.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

14. List factors that affect international business competition.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

15. Identify trends that influence global opportunities.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

16. Describe the fundamental challenge of scarcity vs. abundance in the global economy.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

17. Explain supply and demand as related to the global marketplace.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

18. Explain how the factors of production affect a nation's ability to trade.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

19. Analyze the outside influences that may have an impact on a country's global opportunities and threats.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

20. Describe strategies for reaching consumers in the global marketplace.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

21. Explain the functions performed by key international intermediaries.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

22. Describe the impact of electronic commerce on global trade.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

23. Explain Incoterms(International Commercial Terms) and their effect on pricing.

Yes (Please indicate the course(s) in which if is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

24. Explain international banking and finance.

Yes (Please indicate the course(s) in which if is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

25. Explain methods of payment for international transactions.

Yes (Please indicate the course(s) in which if is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

26. Describe the shipping requirements for international distribution.

Yes (Please indicate the course(s) in which if is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

27. Identify the uses of money, currencies, and foreign exchange activities.

Yes (Please indicate the course(s) in which if is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

28. Explain the concept and importance of exchange rates.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

29. Calculate exchange rate conversions.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

30. Research post-secondary educational opportunities related to global marketing.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

31. Research skill-sets and knowledge international companies look for in prospective employees.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

32. Identify potential entry-level and advanced-level occupations related to the global marketplace.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

33. Identify employment barriers for nontraditional groups and ways to overcome the barriers.

Yes (Please indicate the course(s) in which it is included)

No (Please indicate the course(s) in which it could be integrated. If you feel there are no courses in which it could be integrated, put N/A).

Thank you for your participation.

With submission of the survey, you are indicating that you have read the description of study, are over aged of 18, and that you agree to participate in this research.

As a reminder, if you have any questions or concerns regarding this survey or the upcoming interviews, please contact Jihyun Woo at jhwoo@vt.edu.



Appendix E

Consent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
in Research Projects Involving Human Subjects

Title of Research Project: Integrating Global Competencies into Business and Information Technology (BIT) and Marketing Education(MKED) Curricula

Researcher: Jihyun Woo, Career and Technical Education, Virginia Polytechnic Institute and State University

I. Purpose of this Research/Project

The purpose of this study is to investigate the experiences of Integrating Global Competencies into Business and Information Technology (BIT) and Marketing Education (MKED) Curricula. The research study will be used for a dissertation and may be published. You will be asked to describe your experiences on the above topic during an interview with the researcher.

II. Procedures

Your participation in this study will require you to participate in a pre-interview survey (open-end questionnaire) and an interview. The pre-interview survey will be take approximately 30-40 minutes and the interview will take approximately 45-60 minutes to complete and will take place at mutually agreed upon the methods. You may choose a traditional face to face interview or online interview through ZOOM. During the interview, you will share with the interviewer your experiences of being a BIT/MKED teacher in Virginia. The traditional interview will be held at a time and venue that is convenient for you. The online video interview will be held at a time that is convenient for you through ZOOM. To ensure the reliability of the data, video recording is required for whole interview.

During the interview process you will be asked questions on the following topic:

What are the lived experiences of Virginia BIT and MKED teachers with regards to integrating global competencies into their curricula?

Sub-questions will be on the following topics:

1. What global competencies do Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED curriculum?
2. To what extent do BIT and MKED teachers integrate global competencies into their curriculum?
3. What benefits are gained by integrating global competencies into the BIT and MKED curriculum?
4. What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?
5. What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curriculum?
6. What types of professional development will best equip Virginia BIT and MKED teachers with the knowledge and skills needed to integrate global competencies into their curriculum?
7. What are examples of best practices associated with integrating global competencies into Virginia BIT and MKED curriculum?

You will be interviewed the time and place that are convenient for you. You may also be asked to provide your syllabus and other instructional materials and your consent is requested for the researcher analyze

these documents. If you do not wish to share written instructional materials, but are willing to participate in the interview, that is perfectly fine.

III. Risks

The risks associated with participating in this study are considered to be minimal, if not totally absent.

IV. Benefits

No promise or guarantee of benefits has been made to encourage me to participate.

However, the results of this study might provide: 1) a better understanding of global competencies in teaching, 2) informative trends of teaching in BIT and MKED, and 3) practical teaching and learning strategies that may be influenced both current teaching and future professional development.

V. Extent of Anonymity and Confidentiality

Every effort will be made to protect your identity in any written work resulting from this study. Where need arises to use a name, a pseudonym will be used to identify you in any written materials. The researcher will make every effort to mask identifiers. For example, your school will not be identified by name or other identifying characteristics.

The researcher is the only individual who will have access to the results of the Pre-Interview Survey and the recordings of the interviews. The results of pre-interview survey will be saved as pdf files. Both survey results and the recording data will be stored in a locked filing cabinet in the researcher's personal residence. The recordings will be erased/destroyed after a minimum of 3 years. Before the recordings are destroyed, the researcher will have determined that all necessary data and conclusions have been retrieved and transcribed. Transcripts may be viewed by the researcher and members of the dissertation committee.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

VI. Compensation

You will receive a \$25 VISA gift card at the completion of the interview as compensation for participating in this study.

VII. Freedom to Withdraw

It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty.

Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

Should you withdraw or otherwise discontinue participation, you will be compensated for the portion of the project completed in accordance with the Compensation section of this document.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact the researcher or researcher's advisor whose contact information is included at the end of this document.

If I should have questions about the protection of human research participants regarding this study, I may contact the Virginia Tech Institutional Review Board at irb@vt.edu or [\(540\) 231-3732](tel:5402313732).

IX. Participant's Consent

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

Signature of Participant Date _____

Printed Name

Signature of Principal Investigator Date _____

Printed Name

Contact Information:

Jihyun Woo Researcher	Telephone/email
Dr. Bill Price Faculty Advisor	Telephone/email
Virginia Tech Institutional Review Board	540.231.3732/irb@vt.edu Telephone/email

[Note: Participants were given a complete copy (or duplicate original) of the signed Informed Consent.]

Appendix F

Interview Questions

This study addresses the following main research question: What are the lived experiences of Virginia BIT and MKED teachers with regard to integrating global competencies into their curricula?

Following is a list of prompts designed to collect data to address the research questions. The interview is designed to be semi-structured, which will result in participant comments and statements that may or may not relate directly to the research questions but could potentially contribute to the data collection. The following statements and prompts will guide the interview:

1. Thank you for participating this interview. My name is Jihyun. It is pleasure to have you. How would you like for me to address you? (answer) Before we begin, I would appreciate if you would restate your consent to be recorded as the beginning of our formal interview (Give them a hard-copy of the written consent form to review, sign, and initial and collect back from them. Turn on the video device).
2. I will tell you about what is going to happen during your interview. I am going to begin by giving you some more information about the research and then be asking you some questions to hear your experiences. Does the sound ok? (answer)
3. As you know, we can put the word “global” in everywhere. I was a high school teacher like you. One day, I was wondering “am I doing alright? do I really help my students acquire knowledge and skills needed in the 21st century?” I could not respond to myself. This is the origin of this research topic. The purpose of this research is to determine the factors that affect the integration of global tasks into Virginia BIT and MKED curricula as defined by lived experiences of Virginia BIT and MKED teachers. Do you have any question about the research?

4. Please tell me about yourself. I already have your background information but, I want to hear from you; your name and which high school you are teaching. Which courses are you teaching? How long have you taught?
5. Can you please tell me your definition of *globalization*? What kinds of global competencies do you think are important?
6. How much do you think you integrate global competencies in your curriculum?
Probe: why do you think? Tell me about the examples.
7. What extent of knowledge do you and other Virginia BIT and MKED teachers have regarding global competencies?
8. What global competencies do you and other Virginia BIT and MKED teachers believe need to be integrated into the BIT and MKED curricula?
9. What benefits are gained by integrating global competencies into the BIT and MKED curricula?
10. What challenges, if any, do Virginia BIT and MKED teachers face with regard to integrating global competencies into their curricula?
11. What strategies can be used to overcome the challenges associated with integrating global competencies into BIT and MKED curricula?
12. What types of professional development will best equip Virginia BIT and MKED teachers with the knowledge and skills needed to integrate global competencies into their curricula?
13. What are examples of best practices associated with integrating global competencies into Virginia BIT and MKED curricula?
14. Is there anything that you would like to add that I have not thought to ask you?

15. Thank you very much for your participation and your contributions. I will transcribe our conversation and contact you if I have any questions or if I need clarification about something that we have discussed today. Is that okay with you?

At the end of the interview, the teacher will be given a \$25.00 honorarium in appreciation for his or her participation in the study. The interview recording will be transcribed as soon as possible after the interview.

Appendix G
Sample Thank You Letter After an Interview

Dear Teacher

Thank you for participating in my study. I was very impressed with your knowledge of and perspective concerning the integration of global competencies into the Virginia BIT and MKED curricula. The information you provided will be extremely helpful to the study's outcome.

As discussed in our interview, you will soon have the opportunity to review the transcript of the interview for accuracy. This will be a very important step for providing validity to the study. Please note when conducting your review that all individual identification will have been removed and a pseudonym will be used for your name.

Again, thank you for your time!

Sincerely,
Jihyun Woo
Doctoral Candidate
Career and Technical Education
Virginia Tech

Appendix G

Sample Interview Transcript

- 1 Jihyun: Can you please tell me about yourself?
- 2 Stacy: Sure, yes. My name is Stacy and I have been a teacher for 13 years. I teach in [County Name],
3 which is [Geographic information of the school district]. I actually grew up in the same county
4 and I went to the high school that I teach at, so, and our population has changed so much
5 demographically, which I think is fantastic. We went from I guess when I was in high school, a 5%
6 minority rate, so we are ... I want to say over 47 to 48%. We're I think the second most diverse
7 high school in the county, which is fantastic. But I've been teaching marketing. I'm certified to
8 teach marketing, business information technology and technology education. So, I went to [City
9 Name] I went to [University Name] for my undergraduate and I majored in fashion marketing in
10 clothing and textiles. I worked for a brand for about almost two years and then went back to [City
11 Name] to get my master's in career and technical education and that's where I met Dr. P. There
12 was only six of us in the program then and so right after that I went back to [County Name] and
13 got a job and I was teaching business my first year. I was teaching an intro class, which was both
14 business and marketing, which I'm dual certified or triple certified, but tool for that and that three
15 of those. And then I taught two computer classes and then built the program in our marketing
16 department to teach full time marketing. So, I've been doing that now for 13 years.
- 17 Jihyun: Oh, very interesting career pathway!
- 18 Stacy: I actually work part time now. I teach every other day. I run another business full time and I have
19 three little boys that are five, four and two. So, it's crazy.
- 20 Jihyun: Can you please give me a little bit about the characteristics of your school?
- 21 Stacy: Sure. Yeah so when it comes to our ... what [County Name] has offered in marketing education,
22 we have an intro, it's called intro to business and marketing class. Now any business or marketing
23 teacher can teach that and a lot of times, depending on the teacher, if it's a business teacher, they'll
24 teach it more towards the business perspective and a marketing teacher will teach it more the
25 marketing perspective. So that's where the kids start. They usually start that in ninth or 10th grade.
26 Then they can move on if they move on with our marketing program to sports and entertainment
27 marketing and then from there we have a marketing, just marketing class that's called just
28 marketing either non-coop or coop. Our coop students get two credits for the class. They get there
29 in class credits and then they get credits for having a job and they have to complete a certain
30 amount of hours and all of that kind of stuff and we coordinate for them. And then all 12th
31 graders if they have completed through the program they can take advanced marketing and
32 advanced marketing is the same. There's a coop and a non-coop option.
33 Now our non-coop and coop kids are all in the same classes. So like if you have marketing coop
34 and non-coop they're in the same exact class cause it's still the same class structure, the only
35 extras that they work. So and that's the same with advanced marketing as well and so that's our
36 whole county is the same way. We pretty much all offer the same classes. There are 16 high
37 schools in our county. We started ... we have another one opening next year. We are one of the

38 fast ... [County Name] is the fastest growing county in the nation and it's always one of the top
39 three every year. So we have constantly been having schools. When I first started teaching there
40 was I think only seven or eight high schools. And so it just keeps growing and growing. Like I
41 said before, our population at my school is both, it's a good mix of almost a 50/50 split, but at the
42 same time mostly, you know, I don't feel like it's crazy diverse, you know. I ... not compared to
43 other schools and other counties. [County Name] is, you know, metropolitan area from [CITY] so
44 we have a lot of implants from [CITY] and people that have moved from all over. We still aren't
45 [County] is much closer to [CITY]. We're still a little bit further. So, but yeah, that's kind of like our
46 demographics and run down of that.

47 Jihyun: In your class, how many IEP students in your class?

48 Stacy: In my classes this year, I have, maybe I'll say maybe five total IEPs. I have no ESL or ELL kids.

49 Stacy: Yeah, and we do have them in our program, not as many. Now our school is looking into a class
50 that we can offer that would give them that CTE credit because they're changing the requirements
51 again for graduation for Virginia students that they have to have some like portrait of a student,
52 like a real-life skills class and CTE classes count for that. So they're trying to find and create a
53 class that our ELL students are able to get the CTE credits while learning, you know, just any of
54 our career technical classes, which is going to be perfect, which is great if it's ran along and more
55 job security for us CTE teachers.

56 Jihyun: How do you define globalization?

57 Stacy: Well, and when I was reading through the questions, I did a pre-survey thing. You know, with
58 globalization. I think the minute I think of that is I think of what I teach in my intro class and it's
59 right when we teach economics, right in the beginning and it's very simple. You know, we talk
60 about trade and talk about factors of production and globalization and I think I want to, at that
61 point you're giving the kids kind of that real-world perspective, but we're not the only people.
62 Like here's what we have to do and here is what competition is and it's a great way to try to
63 introduce that when it comes to, you know, globalization. And I think as they get older and more
64 mature we can introduce more and more to them through that same concept. And we like to do
65 that because we can just piggy back on what they've already learned. Like okay, you guys already
66 know what a factor of production is. Okay, well here's this one for these countries. This is where
67 our, you know, we don't have what they have. So here's how we can partner together. Here's how
68 we can do these. So I feel like growing as they mature and can understand more of the real world
69 and growing their knowledge of that.

70 Jihyun: How much does globalization impact to you?

71 For the teaching or life

72 Stacy: I think my life ... I think just like any other normal person, it's going to affect my things, it's going
73 to affect my, you know, that kinds of stuff but when it comes to teaching, I think keeping on top
74 of just the newest technology, the newest, you know, the news, I mean just anything that's
75 happening in the country and how it's going to economically impact us in a positive or a negative
76 way and being able to make that relatable to a 14 to 18-year-old student. So it's always going to
77 affect what I teach. That's ... it always will. It might get easier as these students maybe at younger

78 ages are introduced to this at an earlier age, but it will always impact how I teach.

79 Jihyun: What kind of global competencies or aspects do you think are important?

80 Stacy: You mean like the to add into our classes or to have it in the classes and stuff like the

81 competencies that way?

82 Jihyun: Yes.

83 Stacy: Okay. I think definitely people like we need to know production, trade, what is trade. I think

84 some adults still don't know exactly trade agreements, you know, all of that

85 Jihyun: How much do you think you have integrated global competencies in your curriculum?

86 Stacy: In my lessons?

87 Jihyun: Yeah, in your lessons.

88 Stacy: Oh okay. I probably say thinking of like my curriculum for this year, 25 to 40%. Not the majority,

89 but at the same time it's those little things that you can quickly have a quick lesson when I'm

90 teaching all seniors and it could be a conversation or anything like that that you're impacting them

91 and it's part of the class and them getting understanding of everything.

92 Jihyun: How much do you use the resource, like competency list on VERSO? Is that helpful to integrate

93 that competencies in your curriculum there?

94 Stacy: Oh, absolutely. Oh, yeah absolutely and I do. I mean that's what ... we have to link in our, ... let's

95 say I'm grading a paper. Every single one of my things in my grade book has to be linked to a

96 competency.

97 Jihyun: Oh okay.

98 Stacy: So we ... we're very, very well versed on Verso and I've pulled ... I'll print the competencies. My

99 students know what the competencies are. They all have access to them. They've all seen them.

100 Every single one of their grades is linked to it, which is helpful.

101 Jihyun: Great! What do you think teacher should have regarding global competencies?

102 Stacy: So, what extent of knowledge do I think teachers should have? I think obviously... should be

103 keeping up to date on the real world and news. I think that there should be ... I think in each

104 competency category, I think there's absolutely a way to pull in a globalization. Even just a small

105 snippet just to get the recognition throughout. And I think maybe encouraging teachers to have

106 that, you know, make sure I, you know, what do you guys ... because we talk about project-based

107 learning all the time and make sure you're doing project-based learning, project-based learning.

108 Well why couldn't we just say, you know what ... how are you implementing globalization? How

109 are you implementing real world slash literally the real world into your lessons, you know, per

110 each category. You know, we've got economics. Okay, well how are you going to do that in there?

111 You know, the marketing promotion, how can you find the globalization in there? And just kind

112 of encouraging that extra step. Because I know I've been teaching 13 years, you tend to keep a lot

113 of the same lessons. You tend to reuse things that I think even just requiring and adding that little

114 tiny, tiny bit in it does not have to be some big deal. It could just be a quick conversation you

115 have with the class, but getting them to start to trigger and remember things like that.

116 Jihyun: So, what global competencies do you think teachers need to integrate their curriculas?

117 Stacy: I guess I would say definitely trade. I feel like trade is my biggest thing that I don't think we take

118 time enough to talk about. I guess also I don't think ... I know I said this in the survey and it might
119 not be exactly in marketing, but the whole trade of the currency and how ... what a dollar is to
120 what a euro is and how, like how the comparison is of those items to. I know personally it's not
121 something I take a lot of time and think about because even if I go to another country for a
122 vacation, my credit card just automatically does it.

123 Jihyun: I totally understand it is very hard to answer it. I appreciate to give me the example, I agree,
124 knowing about the currency is directly related to a personal life, traveling to another county and
125 also related to the sales and marketing to another countries.

126 Jihyun: Let's move on the next question, what skills are needed for integrating them for teachers?

127 Stacy: I think even just those tiny bits, but I think it's just how the competencies are going to affect them
128 the most. So what natural resources and other resources do other countries have that are giving us
129 that are going to jack up our prices or help our prices go down. I mean they've learned supply and
130 demand. So here's, you know, throw in other countries when it comes to our supply and demand,
131 and this is why gas prices are up or down. This is why this happens. You know? I think they need
132 to know and as these students have evolved, I've seen ... they're not just memorizing anymore.
133 They are much more into okay but like, why do I need to know this? You know, they want to
134 know, okay, well I'll learn this, but why? Tell me why I need to learn this. Which as a teacher you
135 kind of get annoyed with, especially if you were raised to, you do what your teacher says and you
136 just do it as opposed to question them. Where we're getting questioned now, but I don't think it's ...
137 I think there's a respectful way to do it and I think they want to know, okay, well if I'm going to
138 learn, it's like, why do I need to know this? How is this going to affect me later? How's this going
139 to affect me tomorrow? And I think that's a great way and things we need to be making sure we're
140 implementing into curriculum.

141 Jihyun: What kind of benefits are gained by integrating global competencies?

142 Stacy: Well, I think first and foremost, it's always that real world connection. It's always a true, true
143 connection. We can teach supply and demand all day. I can teach the five p's. I can teach those
144 things all day, but it doesn't matter, whatever it is until they make a connection of, this is an
145 example. Being able to show real world examples like, hey, did you notice that you know flour
146 was up or whatever. Did you realize that this was that? Did you realize that this car cost this or
147 whatever it is? They don't ... once they recognize that it's easier for them to learn the term as
148 opposed to learn the term and then find an example. I've been noticing nowadays it's been easier
149 for me to show an example, talk about an example and then be like, guess what? That's what this
150 is. It's the reverse way that I think I was taught and I think that that is a huge part of that needs to
151 be and is.

152 Jihyun: What kinds of challenges do a teacher face with integrating global competency into their courses,
153 or curriculums?

154 Stacy: Well, and I think this is where ... this might be one of the first couple of times that we'll have to
155 start integrating where other beliefs, other cultures, other, you know, we've always been so with
156 American culture, here's how it is and here's our perception of this or our take on this or how we
157 feel of this. And now we have such diverse communities that they might have ... one of my

158 students might have a much better example because they just moved here five years ago and their
159 father still works in that country and their mother brought them here to the United States where
160 they're going to have a different perspective.

161 I think those are going to be some obstacles and I've already noticed obstacles like that as
162 teachers, we need to learn how to react to that in a very equal, neutral way and keep the class on
163 track and not dive into too much.

164 I noticed a lot with social studies and social science teachers, they have to deal with that a lot
165 more with politics where I feel like we as our curriculum is evolving, we're going to need to deal
166 with that more, not necessarily in politics but in pricing, trade, war like those kinds of things that
167 affects everything we do in marketing and business. It's going to be a hump to kind of go over.

168 Jihyun: Okay, do you think is it possible to overcome the challenges that you said? What strategies can be
169 used to overcome the challenges?

170 Stacy: I think, well, I really think being able to keep the students on track of what needs to be done is an
171 easy way to kind of get back on track. And I feel like that can be ... I do current events in my
172 sports marketing class, so it could be a current event on anything sports or entertainment related.
173 Well, there was a huge thing in the sports world last year with NFL players kneeling during the
174 national anthem. Well that's a huge political, personal everything and having to steer that class
175 back into this perspective.

176 So how I would do it is if it started ... I liked them talking, but at the same time you'd be like,
177 okay, so how does that connect to the market? How is that going to connect to our sports figures?
178 How is that going to connect to that and keeping that perspective of, okay, I love that you all have
179 opinions, but how does it connect to this? And making them kind of push them to think, okay
180 make the connection, if you want to say something, whether it's your belief or not, how does it
181 connect to our lesson or the meaning of what we're trying to get through to you.

182 Jihyun: Yeah those are great strategies. I wonder if there is any professional development opportunity or
183 traveling/field trip for integrating globalization or global competencies to the curriculum.

184 Stacy: Not to my knowledge. I think the only kind of things I think of are like when teachers will take
185 the kids on like the educational tours overseas. Not any ... there's not professional development
186 for that. You know just in our in-service days or anything like that. We don't really have anything
187 like that and especially with opportunities like traveling to visit other schools, travel and do that.
188 We don't have any opportunities like that that I know of at least through [County Name] and that
189 are not going to be deterred by a principal, if that makes sense. I think they do not necessarily
190 ongoing professional development during the school year when it's our time, when we
191 should be in the classroom and vice versa they want us to do those kinds of things when we're on
192 spring break or when we are on summer and that's ... teachers don't feel that way. They feel
193 opposite. So, I think there's a disconnect of ... I think everybody wants to be on the same page,
194 but no one's willing to budge on how they feel.

195 Jihyun: What type of professional development courses or training do you think are beneficial for
196 teachers to integrate it in global competencies?

197 Stacy: I think a lot of practice. I'm a big role play kind of person. I love ... my other business that I do I

198 coach people. So, when I ... when it comes to that, the best way I've learned that adults learn is by
199 practicing. Even if it feels like it's an awkward situation where, okay, all right, you four are in a
200 team, here is your topic. Choose one person to be the teacher, three people to be the students. You
201 need to create a lesson and practice and make them practice in front of the group as a professional
202 development and have people give feedback and have them self-reflect. That is my biggest thing
203 that I have been learning with teaching seniors is I've been making them self-reflect on every like
204 project we do and they ... their projects exponentially got better because they know they're going
205 to have to reflect on it and they give their work more pride. Where if a teacher ... let's say all the
206 marketing teachers in the county go away for a professional development to work on adding an
207 implementing globalization into our own curriculum. What we would have to do and we come
208 back is we have to reflect and we need to go with our administrators and be like, here's what we
209 learned. Create a lesson, create a presentation, create something like that. You know, it's not just
210 sitting and listening. It's doing. Making somebody get up, stand up, walk around, make that
211 happen because teachers are the worst students. Like, I will sit in a staff meeting and I'm just like
212 on my phone, I'm not listening to anything. But the minute we have to get up and do something
213 I'm focused cause I don't want to miss out and I feel like that's how most teachers are.
214 So, I think being able to do a professional development, if I was professionally I would a, have it
215 scheduled to the minute because as people get off track and, but I would also have really
216 engaging different like differential instruction the way we do with students. Make them role play,
217 have them watch a video, think, pair, share, you know, even playing cool game. Like all right,
218 everybody's going to write their own answer down and everybody's going to turn in and see what
219 we got. Like all these different kinds of activities is just keeping them going, but it's going to
220 trigger how to implement it more into their classrooms.

221 Jihyun: What kind of factors can make the best practices for integrating global competencies?

222 Stacy: I think especially when you're trying to implement a new concept where, not that globalization is
223 a new concept, but I think the implementation of having it more readily talked about in class is a
224 new concept and I think the way I told you about professional development, I think that I could
225 teach my class that way. You know, I teach my class that way. 100% and differential doing cause
226 some people might be great at presentations, some might like to act, some might want to draw
227 something out, some might want to play a game. I think implementing, even when you're doing it
228 needs to be differential. I can't have everybody do a power point every single time. Okay and
229 presentations, great, maybe sometimes they need to make a video so that they can sit back and
230 watch or maybe they need to, you know, play a game or create a game or something along those
231 lines. I think when it comes to that, I think it's not going to be that different then it would be in a
232 professional development setting. Yeah because I think teachers can be just like students any day.

233 Jihyun: I totally agree with you. I think that strategy of teaching increases the student engagement and
234 their motivation in marketing and sports marketing in high school. I think we covered all the
235 questions. Is there anything that you'd like to add or any questions regarding this interview?

236 Stacy: No, I think I love it because I think that there's a great base when it comes to marketing and
237 business classes and I truly think that they are significant for any students to take anytime

238 throughout their school. But I think that we definitely lack as a society of really pushing our
239 students, especially in our area to really know and know the day to day in and outs of our ... of
240 how it is affecting them and their parents and their lives and their future. And I think that it's great
241 and I think that, I love the fact that we always in teaching marketing and business, we are always
242 evolving and I can't say that about every subject and I think that's how we stay relevant to
243 students and I think in that perspective it makes us definitely a standout group.

244 Stacy: Where I would love to see where our classes are electives now so they can choose to take us or
245 they can sing in chorus or they can do art. I would love to see CTE as required as a core class,
246 you know, in some perspective because there are things that they are learning that are invaluable
247 to their lives. I think that ... these are the different ways I think that are going to help us stand out
248 and to a county and a state and the United States overall with our courses and what needs to
249 happen when it comes to education.

250 Jihyun: That's great. Thank you and thank you very much for your participation and your contribution

251 Stacy: Oh good. I hope so.

252 Jihyun: I will transcribe our conversation and send to you for confirmation.

253 Stacy: Okay.

254 Jihyun: Thank you. Thank you so much for your time.

Appendix I

Example of Cording

Sub-Question 3: Benefits of Integrating Global Competencies

Participant	Text data with original line number	Code	Category	Theme
Holly	101. I am just realizing that they can see the business is more than just the U. S. 102. So many more markets are out there and the trend and then maybe open eyes the 103. opportunity from outside of the U.S. (Holly, Ln #101-103).	Awareness of new opportunities	Career Preparation	Preparing for a future profession
Olivia	111. The biggest benefit is probably showing we can get out of [City Name] and there is a 112. whole wide world out there a way beyond and people are in there. 113. All I mean they can go anywhere and if they start their own business they are going to be 114. working with countries	Trending and opening eyes Awareness of new opportunities	Open Mindset Career Preparation	Promoting global citizenship Preparing for a future profession
Rachel	143. Well, I think they know the way that businesses work. For example, as I gave you my 144. daughter as an example, I mean when she got that job, she had no idea that she should have 145. to travel to overseas, but that became part of her job because they have facilities there. 146. So, students now are and even when I was in business school, we were so focused on 147. getting a job here, and you work within your little realm. Now, I know, with the internet, 148. you can be a global company online. It is the market. It is much broader the skill sets that 149. you need to be successful.	Trending and opening eyes Awareness of new opportunities Preparation for future job	Open Mindset Career Preparation	Promoting global citizenship Preparing for a future profession
Rebecca	59. well I would say to me incorporate those, then the feedback that you get to the end 60. just wants to see 'worth it'. Because they are going to ask the way you act and that is 61. the way that you act towards a life. You can get a feeling sort of the families battling 62. in the world but understand how to respect. It is very comfortable when they know their 63. boundaries and in it but they are always better to know that there is different world in out 64. there.	Recourse for the future Better understanding of diversity	Career Preparation Open Mindset	Preparing for a future profession Promoting global citizenship

Participant	Text data with original line number	Code	Category	Theme
Ryan	145. I think just a best wealth of resources. When kids are in the future and it 146. would better you expose them in early age that someone can be different from you and 147. think differently but still be a human that you should respect and cooperate with them 148. really open doors to them.	Better understanding of diversity	Open Mindset	Promoting global citizenship
Sarah	89. I think the benefit with the better-informed citizen. We are all citizens of the world 90. and we need to look, in my opinion, we need to look beyond our borders and see how 91. the things we do impact other people in the world as well as what they are doing, what 92. happens to us regrading tax, how can we make the world as a whole a better place to be 93. for more people. I get to do and think about that other people in the world	Well-rounded individual Better understanding of diversity	Open Mindset	Promoting global citizenship
Scott	137. um, well I think the students come out better because when you go to an American 138. College, you know. They're very diverse. We have foreign students. We have students 139. from all over the world coming to American colleges and that's wonderful to understand 140. the diversity. But I do think that when they go there just from a personal perspective. 141. They're not just focused on their area of America and how things are done. They look at 142. it. Okay, you know this person has these beliefs and they and we're better off if we are 143. able in a compliment. We're better off if these students are trained from a diversified 144. perspective because himself different geographic areas and true physiographic so they're 145. better. They're better students and they're better well-rounded when they go to college, 146. but if that stays with them into college, and I'm sure it will. If they take they have more 147. opportunity to take international business international forces or sociology or that 148. training they're better off when they leave college. Because they're better trained and 149. they're probably more successful, if they just take a perspective of I lived in Southwest 150. Virginia like the [City name] area and they come from that. That's all they ever do is stay 151. in that area. They're not, you know as well rounded and they're probably not going to be 152. able to you know This is just a global a global world. So you want them to be able to 153. compete so I think they're better off and they're more well-rounded to be diverse and 154. understand from a global perspective. Yeah, absolutely because when you're in the job 155. you might have somebody you're working next to this came from Russia You know or 156. comes from a different country or comes with since our career or any of them, so 157. understanding. You know that is important be you know, because America is formed 158. from different backgrounds and cultures and different societies are from across the 159. world. So we're very diverse. I think it's just better for them business-wise 160. to be able to compete specially if you're going to go International business you want to set 161. up the Canada or Mexico or across the globe? You're going to want international 162. perspective. So it's a very competitive world and I think that that's what it gives them 163. against them an edge and it gives them a personal edge and that they're able to 164. communicate and work with people and the ability to network.	Better understanding of diversity Well-rounded individual Recourse for the future	Open Mindset Career Preparation	Promoting global citizenship Preparing for a future profession

Participant	Text data with original line number	Code	Category	Theme
Serena	<p>103. Well, definitely one of the benefits is to be a smart consumer. We are all consumers</p> <p>104. We are buying things from all over they are made from all over the world and I</p> <p>105. think that is one of the biggest things is just to be an educated young adult and educated</p> <p>106. consumer to know where they are spending their money who are they are supporting and</p> <p>107. what kind of businesses they are supporting. Just learning about the world and how things</p> <p>108. work. Right now, the students are very consumed with themselves on social</p> <p>109. media and they are like they do not even realize like how making a purchase are affect</p> <p>110. you know it is affected across the world on a global scale so just bringing it down to</p> <p>111. them level I think is really important.</p>	<p>Educating smart consumer</p> <p>Trending and opening eyes</p>	Open Mindset	Promoting global citizenship
Stacy	<p>142. Well, I think first and foremost, it's always that real world connection. It's always a true, true</p> <p>143. connection. We can teach supply and demand all day. I can teach the five p's. I can teach those</p> <p>144. things all day, but it doesn't matter, whatever it is until they make a connection of, this is an</p> <p>145. example. Being able to show real world examples like, hey, did you notice that you know</p> <p>146. flour was up or whatever. Did you realize that this was that? Did you realize that this car cos</p> <p>147. t this or whatever it is? They don't ... once they recognize that it's easier for them to learn the</p> <p>148. term as opposed to learn the term and then find an example I've been noticing nowadays it's</p> <p>149. been easier for me to show an example, talk about an example and then be like, guess what?</p> <p>150. That's what this is. It's the reverse way that I think I was taught and I think that that is a huge</p> <p>151. part of one I'd probably truly include in another marketing class outside that needs to be</p> <p>152. and is.</p>	Real-world connection	Career Preparation	Preparing for a future profession
Walter	<p>120. It just makes more well-rounded individuals. I mean I just hate to see ignorant and a</p> <p>121. thought process that is flawed. I mean everyone has their opinion but sometimes students</p> <p>122. just do not have all the facts in order to make an informed decision or in a form solution</p> <p>of</p> <p>123. what they're talking about. That's what I think will be one of the biggest impacts of it is</p> <p>112. just having that interconnected community.</p>	<p>Well-rounded individual</p> <p>Real-world connection</p>	<p>Open Mindset</p> <p>Career Preparation</p>	<p>Promoting global citizenship</p> <p>Preparing for the future profession</p>
Wendy	<p>73. If I were integrating the cultural themed ones or maybe global advertising ones the</p> <p>74. ones that are truly kid-friendly. I think it definitely gives kids a way to relate back when I</p> <p>75. did teach international trade and marketing there's no question the cultural unit was the</p> <p>76. one that was the most fun and the favorite of all the kids there was something very</p> <p>77. empowering enabled being able to share their culture whatever their culture may be</p> <p>78. with the rest of it and truly spotlighting it and elevating it there's an empowerment</p> <p>79. piece of that so for that those are really great learning lesson geared to this age group</p> <p>80. talking about trade policy gets a little dry foreign exchange if you do it right can really be</p> <p>81. kind of interesting for the kids but yeah really outside of culture that would be the only</p> <p>82. one I'd probably truly include in another marketing class outside.</p>	Better understanding of diversity	Open Mindset	Promoting global citizenship

Appendix J

Sample Memo

School Visit Experience

September 11, 2018 3pm

The interview was my first in-person interview for the dissertation. I felt familiar with the school when I arrived at the front door. Because this was my fifth time to visit this school. I was confident what to do but a little bit nervous if the interviewee could not understand my English. The teacher was an expert who has fruitful experiences of teaching international related courses and traveling. For me, the highlighted experience of the interviewee was this school is much more diverse than other schools due to the location. The parents were highly educated and students were well-behaved.

Interviewee

September 27, 2018 3pm

The interviewee looked so busy, even I visited the teacher after school. Students were doing some activities in her class. The interview was held in a small meeting room. The interviewee was really nice and tried to say something like "a right answer" for me. However, the lack of the experiences of teaching global things made the teacher difficult to answer many of " I DON'T KNOW". I appreciate this interviewee to say that because I needed an honest response to support the importance of the study.

Issues

November 7, 2018 2pm

This teacher did not fully understand what I want to talk. I have provided all the materials that related to understand the research. It took some times to make the teacher understand. The responses of some questions seemed great for data analysis but I needed to figure out how I could deal with this interview data.

Appendix K IRB Approval Letter



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: May 9, 2018
TO: Bill Price Jr, Jihyun Woo
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE: Integrating Global Competencies into Business and Information Technology and Marketing Education Curricula
IRB NUMBER: 18-252

Effective May 9, 2018, the Virginia Tech Institutional Review Board (IRB) approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at: <http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 5,6,7**
Protocol Approval Date: **May 9, 2018**
Protocol Expiration Date: **May 8, 2019**
Continuing Review Due Date*: **April 24, 2019**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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Division of Scholarly Integrity and
Research Compliance
Institutional Review Board
North End Center, Suite 4120 (MC 0497)
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732
irb@vt.edu
<http://www.research.vt.edu/sirc/hrpp>

MEMORANDUM

DATE: May 4, 2019
TO: Bill Price Jr, Jihyun Woo
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE: Integrating Global Competencies into Business and Information Technology and Marketing Education Curricula
IRB NUMBER: 18-252

Effective May 4, 2019, the Virginia Tech Institution Review Board (IRB) approved the Continuing Review request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

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<https://secure.research.vt.edu/external/irb/responsibilities.htm>

(Please review responsibilities before beginning your research.)

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ASSOCIATED FUNDING:

The table on the following page indicates whether grant proposals are related to this protocol, and which of the listed proposals, if any, have been compared to this protocol, if required.

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