Title of Project:
Constructing Knowledge in Global Citizenship Education: Development of Teaching Strategies and Devices for Secondary Social Studies

Project Abstract:
Despite the growing interest in global citizenship education in the world, teachers in the United States are still cautious to introduce global citizenship model in their classrooms. One of the reasons for that is the lack of preparation and curricular guidance. The purpose of this partnership project was to identify, record, analyze, and eventually institutionalize curricular practices conducive with teaching about the aspects of global citizenship.

Project Personnel

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Describe your plans, if any, for continuation, scaling up, and/or institutionalization of the project next year:
The partners plan to continue work on evaluating various curricular devices and pedagogical strategies that promote global citizenship framework in social science education. In particular, our future plans include an investigation of the effectiveness of instructions in global citizenship through stand-alone courses vs. the curriculum incorporation approach.

Of the six goals delineated in the strategic agenda of the Holmes Partnership, this project primarily addressed two:
Goal 1: High quality professional preparation. In the course of the project, the most effective practices in teaching aspects of global and supra-national citizenship were identified and analyzed.
Goals 4: Scholarly inquiry and programs of research. This partnership project is a continuation of a previous research conducted by Anatoli Rapoport in these schools. Thus, it is a logical result of previous investigation and a new step and incentive for the further similar projects and partnerships.

Summarize any impact data you have collected on your project, especially impact on P-12 students, teachers, principals, etc
The data collected in the course of this project help social studies teachers
- Better understand and identify goals of global citizenship education;
- Develop a specific lexicon to include into instructions on various aspects of citizenship education;
- Identify teaching strategies that best fit individual teacher’s perceptions of various models of citizenship;
- Pursue additional professional development opportunities to expand knowledge about various aspects of global citizenship and to acquire skills to teach specific concepts.

This project demonstrated the lack of specific instructions in teaching about various models of citizenship among pre-service teachers and inadequate approach to professional development in citizenship education among in-service teachers. It also demonstrated the importance of synergy between academic research and action research in schools.

**Summarize your plan for disseminating the results of your project to state and national audiences.**

The project and its preliminary results were presented at the American Educational Research Association annual meeting in New Orleans. The final results will be presented at the national Council for the Social Studies conference in Washington in December 2011. Partners also plan to incorporate the results of the study into future professional development seminars for local social studies teachers. The design and the results of this study will be included into Anatoli Rapoport’s syllabi of graduate and undergraduate methods courses.

**What suggestions do you have for future Synergy grant participants or for the project administrators?**

All participants and future applicants will benefit from a wider dissemination of the past projects’ results. COE can initiate an annual seminar or symposium for past and perspective Synergy Grant participants.