

Travelling Pedagogies: Curriculum for a Global World

By Julie Dyer

Deakin University

julie.dyer@deakin.edu.au

Abstract

Travel can interrupt and disrupt ways of seeing and understanding the world. For teachers, their experience of travel is often overlooked as a resource to be utilised in the classroom and school. This paper explores the impact of travel on teachers' work through analysis of two teachers' experiences of an educational study tour. The impact of this travel can be seen through revised curriculum, teachers' increased knowledge and altered customs. A discussion of this impact is through the social imaginary. The central argument is that teachers' travel experiences are an undervalued resource with potential to shape a global education and improve classroom effectiveness. It concludes with speculation about the possibilities for enrichment of classroom practices through travel experiences both as personal growth and curriculum renewal that responds to education for a changing world.

The real voyage of discovery consists not in seeking new landscapes but in having new eyes.

Marcel Proust

Introduction

The shape of curriculum should be influenced by an increasingly connected world that is global in its outlook and influences. This attests to O'Hara's call that the 'curriculum must be globalised' (2006, p.113). In order for this to occur teaching approaches are required to reply to these challenges that the world presents. How do teachers develop global-orientated curriculum and teaching pedagogies to respond to these challenges? Central in this response are teachers' capacities, skills and knowledge. One way teachers can build these capacities is through an exploration and reflection of their own lived experiences, especially travel in a global world. Travel can interrupt and disrupt ways of seeing and understanding the world and shape their own pedagogy. For teachers, engaging and reflecting on their experience of travel is often overlooked as a resource to be utilised in the classroom and school.

This paper analyses two teachers' travel experiences on their classroom pedagogies and subjectivities. This impact was examined through the concept of social imaginary as a way to explore connections between travel, curriculum and teaching pedagogies that responded to teaching in a global world. To align to the conference themes, this paper calls for greater acknowledgment of travel as a resource to further develop global education and multidimensional citizenship both for teachers and students.

1.0 Travel

Opportunities to travel and the number of people travelling have never been greater. According to the World Tourism Organisation, in 1950 there were 25 million arrivals world wide and in 2005 there were 806 million arrivals, showing a 6.5% growth rate over this period. Tourism is one of the world's biggest industries and it is on the increase. (World Tourism Authority, 2005) This is also evident in the increased opportunities for teachers to travel through educational study tours. For teachers such travel offers potential to enrich classroom practice, curriculum design, expand resource use and develop intercultural sensitivities. This paper argues that travel has potential not only to expand knowledge and understanding of other places but to enrich teachers' work particularly as response to a changing world and bring into the classroom a more focused global education.

Travel by definition is the movement of people from one place to another. Whilst this can be mundane, it also holds possibilities for transformation and renewal. Travel embraces a myriad of meanings – including entertainment, exploration, repose and escape, equated with self-transformation and worldliness. Travel offers the chance to create new knowledge about the world and one's place in the world. In travel, there are possibilities for refinement and readjustment of knowledge of place, attitudes, values and images of the world.

Travel can interrupt and disturb ways of seeing and understanding the world. Because travel can be such a disrupting experience in its uniqueness, it offers a particular quality to memory and hence opportunity for learning. It can be a significant lived experience that shapes our subjectivities. Hence travel is an important phenomenon in understanding and making sense of the world beyond local boundaries. It is the junction between lived experience as travel and the subsequent teachers' pedagogies and subjectivities that is the interest of this paper.

1.1 The flow of teachers

A certain percentage of the 806 million arrivals worldwide in 2005 included teachers. The estimate number is difficult to calculate, however even if there were only 1% it would mean that 8,060,000 teachers had a form of travel experience during the course of 2005. Embedded within these arrivals are a flow and movement of information, ideas and images across borders and between people. This represents new challenges for educators in a world that Appadurai argued were:

... characterised by objects in motion. These objects include ideas and ideologies people, goods, images and messages, technologies and techniques. This is a world of flows (2001, p.5).

This global world presents particular challenges to teachers as they contend with these flows into their classroom and school, through migration and advances in technology. Hence for teachers, their own travel has the potential to take on greater meaning with a rich resource to be accessed, explored, utilised and applied into the classroom. It offers a creative force for understanding socio-cultural worlds, and multiple opportunities for teachers to utilise in the classroom. As travel offers potential to see beyond self to 'other' ways of doing and seeing this can equip teachers to teach more with a global focus and develop global citizenship attributes in students such as intercultural sensitivity, awareness of worlds beyond their own and empathy for others.

Travel experiences also offer opportunities to enrich teacher pedagogies and subjectivities and enhance student learning. However it is hard to know how teachers welcome or access their own lived experience or truly bring themselves into the classroom. Many teachers perhaps don't consider their own experiences as a resource in their Merryfield in her study of teacher educators included the importance of bringing lived experience into the classroom and the particular impetus travel can give, when she noted that:

...teachers own history and lived experience influence their teaching space which then shapes practice in the classroom. "Travel can lead to new perspectives about human difference or trouble stereotypes and generalisations about groups of people (2000, p. 434).

Hence teachers' experiences are influential in the delivery of curriculum, and are inextricably shaped by the consequences of globalisation through increased people flows, technological advances and greater interconnectivity which all bear heavily on the work of teachers. Essential in this response to demands of globalisation is teachers' own experiences of a global world afforded through travel.

2.0 Global Education

We now live in a global, interconnected and interdependent world characterised by technology and change. Economic, environmental, political, spiritual and social forces prompt education to become increasingly global in focus and outlook. Within seconds connections are made across oceans and lands, viewing real time events are commonplace, Nike, Coca Cola and Sanyo can be seen on every continent in the world and environmental problems are no longer local in nature since global warming is now the most pressing issue currently facing our world. It has been argued that a global education is the educational imperative for the 21st century (Adams, 2004).

Global education as understood by a variety of scholars (Bliss, 2007; Holden & Hicks, 2007; Merryfield and Wilson, 2005; Pike, 2000) is of great importance today more than ever. Whilst the meaning, interpretation and implementation of the term global education vary, there is common justification for its inclusion in education and heightened calls for global education and global citizenship in schools that respond to the complexity of world issues. (Holm and Farber, 2002)

Whilst definitions vary a useful description of the importance of global education is given by O'Hara when she stated that:

Curriculum must be globalised. This means more than simply learning about other societies. As long as people beyond one's own national borders are considered other, vital perspectives on human possibilities will be hidden from view. Global citizens must enlarge who they think of as *we*. This will mean learning to put local knowledge into larger perspectives and bringing a global and multi-perspectival approach to local knowledge (2007, p.113)

2.1 Teachers and global education

Central in effective global education is the role and place of teachers. One essential theme across the literature (Buchanan & Harris, 2002; Calder & Smith, 1993; Holm & Farber, 2002; Merryfield, 1995; Tucker, 1990) was the role and importance of the teacher as the 'carrier of global education' with teachers' background and knowledge playing an important influence on the type of global education taught. This meant that the extent of teaching global education in schools and capacities to understand globalisation is in part dependent in part upon the teacher. So building on strategies which recognise teachers' knowledge and pedagogies are essential as a response to globalisation.

This presents challenges of how teachers develop global curriculum or global perspectives in their teaching. A way forward argued in this paper is for teachers to explore of their own 'lived experiences' in particular travel. If teachers have travelled then drawing

on this intercultural ‘capital’ becomes essential to responding to teaching in a global world. There have been increased calls for teachers to locate their own subjectivities in a more aggressive way into the classroom. Greene emphasised this when she commented that:

Teachers need to bring themselves to school to use their own lives, knowledge and explorations as elements within the curriculum (1999, p. 28).

So as travel is located in the flows of people which characterise globalisation it also provokes and disrupts personal subjectivities of teachers, adds new knowledge about the world and into the classroom. If we are to develop students who are global citizens then as O’Hara has suggested, ‘global citizens must enlarge who they think of as we’ (2007, p.113). Then teachers’ own travel and this flow into the classroom offer opportunities for this enlargement.

2.2 Impact of travel on teachers

There has been little research on the impact of lived experience such as travel on teachers and their teaching. A study titled *Encountering Cultures* by Halse (1999) was commissioned specifically by the Asia Education Foundation to gauge the impact and note any recommendations, to improve the quality of their study tour program. The complexity of gauging impact from such an experience is noted by Halse when she stated that:

...genuine cross cultural learning and its effective application in schools is not a linear, uni-directional process that can be simplistically reduced to an uncomplicated binary of experience /application (1999, p.14).

From my experience leading teacher study tours, the resultant impact was so disparate, individual, and temporal that it is risky to generalise. For this study imagination was chosen as the quality to generate meaning between experience and application, because a single phenomenon such as travel can lead to multiple applications, ideas, thoughts and actions, across a group of people. In order to link teachers travel experiences and impact on their subjectivities and pedagogies, the following section will explore the role of imagination as both quality and force as well as the work of the social imaginary. Through using the lens of imagination, and the social imaginary this paper will analyse two teachers’ selected experiences of travel in shaping their pedagogies and subjectivities.

3.0 Imagination

Greene (1995) proposed imagination as a force, a quality, a catalyst for change and renewal for individuals. She focused her description of imagination in personal

transformation, changing new horizons, an absence of inertia, a break away, development of empathy, to see 'alternative realities' progressing students to new places. Greene framed imagination through an individual aesthetic realm that empowered the individual and drew from the work of Dewey, and argued the transformative influence of imagination, 'consciousness always has an imaginative phase, and in imagination, more than any other capacity, breaks through the 'inertia of habit' (1995, p.19). Few qualities can give rise to empathy and alternative realities as imagination for individuals. Greene asserted that through imagination there is progression from what is known to that which is unknown, or a 'leaving behind and reaching toward' (1995, p. 20). She claimed imagination as a private quality having the power to break habit and bring the viewer to new worlds and ways of seeing, to break through the 'inertia of habit' (1995, p.21). Imagination offered potential for individuals to see new things and view the world and through reflection, imagination is enacted.

Saul (2001) argued the pervasiveness of imagination in daily life and the interconnectedness between imagination and everything else, 'imagination is a quality that draws together other qualities' (p.115). So if imagination is the quality that 'creates new', 'breaks habit' and 'sees alternative realities' it is an appropriate quality, to analyse teachers experiences of travel in terms of empathy, exploring the 'other' and 'multiple ways of seeing and doing', and breaking of habit.

Travel as an experience can prompt and irritate imagination to new ways of seeing, doing and being. Hence the relationship between travel and imagination is important to this paper as travel grants enriched and different way of seeing, experiencing and can empathise with the 'other'. These characteristics are essential components of developing global education and citizenship qualities. Travel has possibilities for enlarging who we think of as 'we', links local to global and offers multi-perspectives on issues and knowledge. So then travel offers a rich space to exercise one's imagination and in global times to explain the work that teachers now do in the light of the social imaginary.

3.1 Social imaginary

Progressing the work of Saul and Greene on the place and role of imagination in modern society, Appadurai argued that imagination has, 'broken out of the special expressive space of art, myth and ritual and has now become part of the quotidian mental work of ordinary people in many societies' (2001, p.5).

The advances in technology, increased mobility, and connectivity all make for a world where imagination no longer resides individually but becomes mobile. Appadurai argued that: ‘globalisation is not just a new phase of interconnectedness, mobility but it is ‘marked by a new role for the imagination in public life’ (2001, p.13). Under the growing influence of globalisation and the effects of this on our lives, imagination has moved beyond the individual and is now located across and between individuals in public spaces. This role of imagination now has implications for the work for teachers who travel as they experience mobility then transform this experience across their subjectivities and pedagogies. In the experiences and stories of two teachers, imagination opened up strategies aligned to a global education.

4.0 The research

This paper reports on yet to be published research which investigated the impact of educators’ lived experience in particular educational study tours on global education. It focused particularly on the relationship between travel, teachers’ subjectivities and pedagogies in the context of new times of globalisation. The participants were two teachers who had been on educational study tours and the researcher.

The early stages of this research were characterised by attempts to understand the meaning of global education. It soon became obvious that global education as an educational term is contested and the field full of multiple definitions, meanings and practicalities. Whilst generalised meanings could be gleaned they were not sufficient to build from and generate new meanings especially in the light of the role that globalisation is now having on education. Hence the teacher interviews were the focus for this analysis and provide some data for discussion in this paper.

The two participants in the study were: Beth was a curriculum leader, teaches History and English at a P-12 Independent girls-only school in northern suburban Melbourne. She had recently been on a study tour to India and had previously been to South Korea a few years earlier. The second teacher was Wendy a Grade 5 classroom teacher at a government Primary school in south-eastern Melbourne and had been on a study tour to Japan.

The following section explores ways in which these two teachers made sense of their travel experiences upon their return and how their travel contributed to their own subjectivities and classroom pedagogies. Whilst some of the responses are predictable they offer insights to the role that imagination now plays in our lives as the social imaginary and suggests a strengthened response to globalisation from their travel. Through these

responses greater opportunities are opened for altered classroom pedagogy, expanded resource use and altered customs informed by travel and seen through analysis using the social imaginary.

4.1 Themes

The following section describes responses from teacher interviews to questions related to the impact of their travel on their teaching and their own subjectivities. A selection of these responses has been included. The three themes explored here are ‘creating new’, ‘connections’ and ‘breaking the inertia of habit’ which show pedagogies of a global education. These excerpts give insight into the work of teachers stimulated from their ‘travel as they respond to globalisation. These themes illustrate that teachers are no longer immune from the tentacles of globalisation and its pervasive influence in education.

4.1.1 Creating new

In crossing the border into South Korea, Beth could not have imagined where such an experience would lead, or what would be the change upon return to school. The first impact Beth commented on was an immediate and direct impact - a noticeable change from an ‘outdated’ text list to a ‘new’ English text list. This decision was conveyed confidently and readily came to mind when she stated:

As Head of English I was really conscious of a fairly outmoded text list at the school. So probably the impact that trip had directly was quite a re-orientation of the text list at the school towards a much more studies of Asia focus in terms of English.

The language used in Beth’s response is direct and strong: ‘immediately aware’ and ‘quite a re-orientation’. At school, Beth saw the text list through new eyes, and her view of this was ‘outdated’. Within Beth’s consciousness, the ‘given,’ the ‘old’ text list was questioned; it was seen from another vantage point. The old vantage point was obviously now deficit, ie not enough of studies of Asia, something not apparent before the travel.

‘Outdated’ suggested no longer useful, since if something is outdated it no longer served its purpose it no longer meets what it is designed to do. Within Beth’s conscious mind there was imagined a new way which when applied to the text list rendered this as ‘outdated’. In the inclusion of more studies of Asia texts, the text list was restored to usefulness and function and became ‘updated’. So this particular decision a realisation prompted by the experiences of travel shaped the type of curriculum offered at that school

and progressed it towards a more 'global' education with an increased breadth of text selections that acknowledged a part of the world previously silent in such text lists.

The actual study tour was not predetermined to encourage teachers to change text lists, however this consciousness was raised whilst Beth was immersed in traveling in Korea. So the travel led to something not predicted: the viewing of the text list, the imagining of better or a more modern progressive text list and one that embraced a more 'global' orientation. Warnock (cited in Greene 1995) emphasised the importance of the lived experience of the world when she stated, 'that it can possibly meet the unreflecting eye, that our experience is significant for us, and worth the attempt to understand it and there is always more to experience and more in what we experience than we can predict (p.18). This may have been real in Beth's case.

As there is a number of ways in which the 'other' is represented in school curriculum one such way is through greater breadth of text list. In developing students to become global citizens greater incorporation of resources which acknowledge 'other' is an important benchmark and adheres to O'Hara's concern that 'vital perspectives on human possibilities will be hidden from view' (2006, p.113).

The work Beth did upon return to school brought into view, other ways of seeing and doing through an expanded text list. This work of altering an old text list can be seen through applying the social imaginary as Beth imagined new ways of viewing the world to be now seen by her students. Whilst this revamped text list may have eventually occurred as curriculum policy now encourages such breadth, this shift to a re-envisioned list was clearly prompted by Beth's experience of travel to South Korea.

This response shows the work teachers are engaged as they transverse the intersection of local and global flows of information and ideas that now characterise this world. Stimulated by the experience of travel, and through the work of the social imaginary Beth brought into the school a flow of ideas that lead to a 'new' text list that may have sat dormant and unconnected to the world that surrounded it for sometime longer. For students this response recognised education for a changing world.

4.1.2 Connections

In a world characterised by the flows of people, ideas, images opportunities exist for increased connections between people. The world now is characterized by increasing levels and intensity of connections, Rizvi (2006). Many communities are no longer defined geographically but spread virtually across the world. In this excerpt, Beth commented on

the impact of these interconnections in school community which mirrors broader connections which characterise the world.

India was much more of a home stay and teaching in India school was brilliant in making connection to the principal. She came out to here and was brilliant in this school, doing some teaching and just having a general level of exposure to students. [For example] we all wore saris that week [which meant] a visual impact. On both occasions [I noticed] how many students came up to me because I always do assemblies based on the trips, and said to me, "I have been to India or I am Korean," and made those really personal connections.

So the impact has always been on a number of levels. Obviously [there was] the impact of the happiness of joy of individual students coming up and sharing their experience of that country, or saying that they are Korean. I got one girl up to talk about her experiences in Australia on the back of what I have done. Parents will [also] come up to me at the assemblies and make a real cultural connection between kids of that background.

One thing I do is to have slide shows during lunch time of [my] travels, and it is really interesting what staff pick up on and what they say. You have influence beyond what you could imagine, by doing those sorts of things. After the assemblies I will have students and staff come and talk to me about things that I did not intend to raise, it is out there, it is able to become matter of discussion because of the perspective it is given and the priority it is given.

The promotion and celebration of another culture through visual slide shows conferred an acceptance of that country beyond surface awareness, and opened receptivity between teacher and student and teachers. Students felt confident to approach teachers to share their own identities of being Indian or Korean. Creation of this acceptance and feeling safe resonated with the purposes of schooling. Students moved from their own private spaces to more public spaces that gave them agency and empowerment and opened up the flow of connectivity between the teacher and the student and released aspects of their person. Beth noted this possibility and extent of connection when she says, 'you have influence beyond what you can imagine'.

So slides as a visual became a conduit for deeper connections where empathy was allowed to flow. This is the quality of imagination at work, a breaking out, creating new connections, forging new relationships and confidences. This resonated strongly with Greene's comment on the role of imagination, 'breaking out of the confinements of privatism and self-regard' (2005, p.31). As Beth showed slides she opened up alternative views of the world for students to see beyond their own experience of the world. She also

conferred a cultural acceptance which opened up the flow of students to connect. Hence this decision to display images of India is the work of the social imaginary and the impact of this decision opens up new connections and pathways as there is a diffusion of global images and ideas from one place to the classroom and school. Beth's decision to show slides reaped rich rewards of greater connections between teacher and students. Whilst alternative resources may have developed similar cultural acceptance it appeared from this excerpt that students felt a confidence to disclose their own cultural background in an empowering not cowering way. These personal connections open an appreciation and an acceptance of cultural diversity an important aspect of developing global citizens and teaching global education.

4.1.3. Breaking the inertia of habit

Wendy's responses to the interview questions revealed that travel had had profound effects both on her subjectivities and teaching pedagogies. The question designed to illicit this response was: "In terms of your own teaching what connection do you see between lived experience of travel and your role as teacher?" Wendy described a particular incident at her school which provoked a significant shift in her person directly attributable to the experience of travel. This incident centred on the custom of hospitality.

Wendy's recalled this incident towards the end of the interview and prefaced telling this story by saying, "there is one thing that really changed me going to Japan". Wendy draws from an experience imprinted on her consciousness of the welcome and greeting at a school in Japan. I really liked this story for its richness and layers of meaning and every time I read it something new comes to me.

There is one thing that has really changed me going to Japan on the study tour. [This] was when we as teachers visited schools [in Japan] we were treated liked royalty. We came in [and] all the school children were at a ceremony and we were invited into hall [where the children] sang songs, gave us speciality sweets, wonderful cups of tea [which] half the teachers didn't like.

For me, when I went back to Meadow Green and here [at this school] we had a couple of Korean teachers visit us. I felt so ashamed at how we treated teaching assistants, I felt embarrassed and ashamed that they could sit in the staff room and no one would talk to them on their first day. It [the study tour] has made me feel more conscious, as it has made me treat them as honoured guests, because that was how I was treated. Although it may not be

the Australian way I think it is really important to make the extra effort to make people feel like we are really happy that they are there and they are special.

So that has been a very interesting experience for me, to have that sense of them and to realise the embarrassment of what I used to be like [and now to see] the real change in how I am. I saw it when two Korean teachers were here a couple of weeks ago. I could feel it in myself when they were sitting at the staffroom table and no body had done anything for them and no one had organised anything. They were [organised] to sent around a tour on their own. I said, no, no, no, that can't happen; they need to be given a real tour with lots of information. Yes it did happen. So yes that was a crucial thing that I learnt and I would have never learnt that from being a holiday-maker.

[This was] a great benefit to me because I got so friendly with one of them [Japanese teacher] at Meadow Green, that we travelled Tasmania together and had a fantastic holiday. I also had a Korean teacher stay with me. So it really helped me to work out how I should be in that context, someone else will look after them I'm sure, which they don't in Australia.

[Wendy]

Wendy's story here was told with feeling I felt when I listened to her story. In Japan, Wendy experienced a form of welcome and greeting characterized by extravagance and entertainment which led to a feeling of being treated 'like royalty' - the highest respect that could be shown upon a person. For Wendy this experience expanded ways of greeting and welcome, different to known ones. Prepared with a new sense of agency upon return and experiencing the 'old' ritual and practice of greeting and welcoming visitors in the school, Wendy felt empowered to act and challenged the authority of the Principal in a direct way. Within the conscious space of Wendy's imagination was a desire for better ways of doing that recognised the frailties of old ways embedded in school tradition. The lack of welcome and perceived unease in her home school with what to do with visitors was contrasted in her consciousness with the greeting and effusive welcome and generosity of time, gifts shown whilst in Japan. Wendy then challenged authority over the ways in which the visitors were shown the school, in this challenge showing empathy for the visitors. To challenge this embedded practice is at the heart of the releasing of imagination from the consciousness to the everyday life and it becomes transformative.

Wendy attributed this challenge and the resultant changes to her travel experience. The practice and custom of welcome was no longer silent, but made vocal for its inadequacy

and ineptness as a greeting and this flowed through to the school community. This story showed the breaking away, creating a new space, a new ritual and practice in the school, as it broke the 'inertia of habit'- the work of the concept of imagination. However Wendy's story showed both the aesthetics of imagination and exemplified the work of the social imaginary.

Wendy showed the work that individuals are now involved with as they see and experience new forms of meaning from such global experiences. Wendy when she returned to her school was enveloped in new 'work' that challenged reconstructed and embedded new practices into school ethos and routine. As a backdrop to making sense of Wendy's story the social imaginary explained the work of educators such as Wendy as she challenged existing orders. Wendy through her exposure to other ways of doing shifted the patterns of modernity (Rizvi, 2006) in terms of customs at her school. In conclusion, Wendy commented on the impact of the study tour when she said that "it really helped me to work out how I should be in that context".

This comment highlighted the adjustment within Wendy's subjectivity to a merging of herself to the environment that she works in. Travel gave her agency and empowerment and the means to more fully understand her sense of being. The social imaginary became the concept to notice her place in her world more clearly and to recognize both her identity and capacities and suggest ways forward of being in the world.

If curriculum, teaching and learning are to respond to the forces of globalisation, then a breaking from the confines of past curriculum and teaching is required. Traditional teaching approaches and customs within school organisation are no longer sufficient to respond to globalisation. Breaking of the inertia of habit (Greene 1995) provoked renewal and reaccreditations towards new teaching and learning.

This global flow of ideas and images through Wendy's travel changed practices of welcome and hospitality in a Melbourne school. This change can be traced through the work of social imaginary which altered perceptions, broke the 'inertia of habit' and redefined aspects of self sourced from experiences of travel. So a flow of ideas, images and customs cascaded from experiences in a Japanese school as one person's consciousness imagined possibilities which led to a revised way of greeting and custom in a local school.

Wendy's increased and deepened repertoire of experiences from travel related to hospitality becomes pivotal in her challenge to the 'old' ways of doing. This highlighted the complex connectivity being played out in public places such as classrooms and schools.

The school now became a site where global flows of visitors and travellers intersect and new forms of 'habit' are negotiated, emerge and become part of the public life.

Conclusion

The world of the classroom is increasingly being affected by globalisation, and with increased calls for greater global education and global citizenship then the capacities, skills and attributes of teachers is critical. One understated aspect of teachers is their own lived experience and in particular that of travel. Travel impacts on individuals in a myriad of ways, often difficult to quantify. From this paper it can be suggested that travel does impact on teachers work through expanding their own knowledge, contributing new curriculum and resources and offers a ready repertoire of experiences to enrich learning.

Two teachers travelled as part of a study tour to countries in Asia. From their travel, they both initiated change within their school that led to heightened intercultural understanding and practices, changed pedagogies and a diverse repertoire of resources, which enriched global education in the curriculum. Parallel to these school changes were changes within their own person - greater sensitivity to the 'other', increased empathy and new friendships that spanned countries.

Under the influence of globalisation teachers' work is more complex, often demanding greater intercultural awareness and understanding complexity of issues. If teachers are to create an education that responds to global education and multidimensional citizenship then teachers themselves need to feel confident about their own capacities to teach in such a world. A greater utilising of teachers' travel experiences as a way of bringing the world into the classroom can contribute the impetus for education which responds to a changing world.

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