

Abstract: Preparing prospective teachers to take their place as ethical citizens and professionals in a globalized world is complex and requires that academic staff is both engaged and committed to the task (Schleicher, 2012). However, academics often report feeling unprepared, underconfident and undersupported when it comes to (re)designing the curriculum to reflect a more global and intercultural perspective (Green & Whitsed, 2015). Considering these constraints, this paper presents a study, which aimed to support teacher educators in embedding a 'global outlook' in their teaching practice. The project was developed with twelve volunteer teacher educators and included nine collaborative working sessions, which spanned over a period of 15 months. All sessions were structured as participatory action research (Kemmis & McTaggart, 2007) according to which teacher educators designed, developed and assessed global education projects in their course units. Using the principles of thematic analysis, this paper analyzes the discourses of seven of these teachers, gathered through audio recordings of the sessions and individual written reflections, in an attempt to understand their perceptions on the possibilities and constraints of integrating a global perspective in teacher education programs and in their teaching practice. Results of the analysis suggest that teachers regard global education as an adequate educational perspective in the current context of globalization, and as a possibility to give moral meaning and direction to their practice and individual action. However, they consider global education to be complex and difficult to operationalize, requiring more preparation and time (i.e., more cycles of action research). Implications of these findings for pre-service teacher education and for the continuing professional development of teacher educators are highlighted.

Keywords: global education, curriculum development, teacher educators, professional development, participatory action research