Cultivating Global Competencies for the 21st Century Classroom: A Transformative Teaching Model

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ABSTRACT

This participatory action research study aims to advance teachers’ knowledge of innovative technologies as a means to promote global competency skills. This research aims to advance scientific knowledge of Transformative Critical Pedagogy as a means to promote heutagogy through the lens of innovative technologies in global education context while redefining education and developing “transformative educator model” that integrate global education into the 21st century classrooms. It studied over 10 pre-service teachers, 2 in-service teachers and 3 teacher educators, and documented their transformative, inclusive, multilingual, multicultural projects across content areas.

KEYWORDS
Edupreneur, Gallery Walk, Global Competencies, Heutagogy, Participatory Action Research (PAR), Transformative Educator Model

INTRODUCTION

U.S. schools continue to host a broad range of diversity. Many of our teacher candidates are likely to work abroad or in school districts that serve children from diverse backgrounds. The teacher education programs are challenged to develop global education curriculum that is innovative, inclusive and transformative. In the 21st century classrooms, teachers are challenged to integrate globally connected and culturally relevant pedagogy. Teacher education programs are under unprecedented and intensifying scrutiny to train the next generation of teachers who would work in the world in a globally connected economy. The role of teachers in fostering global competence and 21st century skills is critical in global teacher education, yet many teachers have not themselves developed this competence or have not taken a formal training on the subject. As the Longview Foundation (2008) pointed out the critical role of teachers play “in internationalizing P-12 education.” While the tremendous influence of globalization, the interconnectedness of global economies, and the importance of intercultural communication have been outlined for some time, minimal attention has been given on how to make teacher preparation programs more transformative, reflective and innovative.

The paper describes how global competencies could be integrated into the curriculum to help educators develop multiple literacies as a means to further their students’ global competencies. It explores teachers’ experiences of design and implementation of their global education projects in their terms of the value and function and showcases their transformative, inclusive, multilingual, multicultural projects across content areas: (1) the wide range of meanings teacher candidates associate with global education projects, and (2) the value of developing project based, transdisciplinary, globally connected projects. We intend this paper to provide a practical guide for P20 educators who are interested in applying global competencies into their curriculum to better prepare the next generation of students for the global workforce.

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Transformative Teaching Model

Borrowing and extending the work of transformative educators, particularly, Henry Giroux, Paulo Freire, Darling-Hammond, and Ladson-Billings, this PAR attempts to develop the Transformative Educators Model (TEM) in P20 education. Transformative Educator Model (TEM) allows the educator to establish authentic, meaningful, and genuine relationships with students (Cranton, 2006). Basic pillars of this model are (1) creating learning environments that promote self-directed learning, in which learners work in problem-solving groups and learn from one another by becoming aware and critical of their own and others’ assumptions (Mezirow, 1997); (2) helping students engage emotions in the learning process (Dirkx, 2006); (3) creating classroom norms that accept order, justice, and civility as well as respect and responsibility for helping each other learn (Mezirow, 1997, p. 11); and (4) engaging learners in classroom practices that assist in the development of critical reflection (Taylor, 2008, p. 11).

Frameworks that Support Building Global Competencies

Any teaching curricula that integrate global competencies must consider the frameworks and resources of the following national and international organizations as a means to counter check their design and implementation against the current research-based standards. Here we briefly list and describe six of those organizations. 1) The Society for Information Technology and Teacher Education (SITE) is an international association of teacher educators dedicated to the advancement of the knowledge, theory and quality of learning and teaching at all levels with information technology. SITE invites international community of teacher educators in all disciplines to participate in the creating and disseminating knowledge about the use of information technology through its yearly conference and peer-reviewed journals. 2) The International Society for Technology in Education (ISTE) supports the use of information technology to aid in learning, teaching of K-12 students and teachers. ISTE is the creator of the technology standards developed for teachers, students, and administrators and aims to create a globally connected world to positively impact learning and teaching. ISTE accomplishes this goal through providing a framework of integration of education technology standards in globally connected classrooms, its yearly conference and Expo, and the ISTE advocacy network. 3) The Association for Supervision and Curriculum Development (ASCD) promotes excellence in learning, teaching, and leading and delivers innovative programs, products, and services that empower educators to support the success of all students. ASCD provides a vast array of resources on specific topics and learning strategies through its books, online videos, online courses, conferences, and periodicals. 4) The partnership for 21st Century Skills (P21) plays an active role in guiding policy and projects on 21st century readiness for every student. P21’s mission is to build partnerships among education, business, community and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops. Toward this end, P21 provides a framework or a set of knowledge and skill that are critical to prepare the students for the expectations in the 21st century. 5) The council of Chief State School Officers’ (CCSSO) and the Asia Society Partnership defines the concept of “global learning” and outlines the global competence matrix to help teachers and students understand and apply global competence within any discipline or across disciplines. 6) The National Center on Universal Design for Learning at the Center for Applied Special Technology (CAST) outlines strategies and opportunities for individuals with disabilities through the innovative uses of technology. The focus of this organization is that it helps educators to prepare inclusive curricula by providing a framework that meets the needs of all diverse learners with unique challenges.
The Geography of Digital Literacy: Mapping Communications Technology Training Programs in Austin, Texas
www.igi-global.com/chapter/the-geography-of-digital-literacy/138045?camid=4v1a

An Exploratory Theoretical Framework for Understanding Information Behaviour
www.igi-global.com/article/exploratory-theoretical-framework-understanding-information/53198?camid=4v1a