Chapter 97

Global Literacy Skills and Collaborative Strategies for Enhancing Professional Development for Teachers and Educators

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ABSTRACT

Development trends in educational institutions in the 21st century reflect increased initiatives on internationalization and globalization. As the world becomes more interdependent and interconnected, globalization is also becoming a reality. This chapter addresses the theoretical and practical strategies that empower educators to meet the growth in institutional and professional development. The focus is to raise awareness of the need to re-conceptualize American educational institutions and professional development for K-20 educators so as to meet the demands of the 21st century international and global society. The proposed framework provides an effective approach and strategies for preparing teachers, faculty, and institutional leaders on developing a conceptual framework model that promotes international and global literacy and collaboration on professional development for K-20 teachers and educators.

INTRODUCTION

Globalization and Internationalization of education trends emphasize collaboration as an innovative approach and as an empowerment process for improving education and preparation for teachers, and for enhancing institutional leadership and innovation. This chapter focuses on developing a conceptual framework that emphasize innovative strategies, concepts, and ideas that can be effective in leveraging social capital and enhancing entrepreneurship in higher education institutional

development and the preparation of teachers, faculty, and educational leaders. This conceptual framework is unique in that it focuses on internationalization and Globalization as imperative in transforming teaching and learning, leadership, and educational development in 21ˢᵗ Century. Thus leveraging the social capital in the communities served by the surrounding institutions. According to Anouk Janssens-Bevernageon (2013), collaboration is essential in re-conceptualization of the process of institutionalization of international and Globalization of the professional development for educators. She defines collaboration as:

Collaborating is much more active. "Labore," from which the word collaboration derives, means work. It means actually working alongside someone to achieve an agreed outcome. This may involve changing our own individual approaches. Differing views may require negotiation to ensure all team members "own" this outcome. Collaborative learning requires higher thinking skills than cooperation. Collaborative learning is connected to the social constructivist view that knowledge is a social construct. I true collaborative learning achieves much deeper learning. Learners talk about being "hooked" and "addicted" to logging in every day to check on progress made by their team"(p.4).

The proposed conceptual framework subscribes to this definition of collaboration. It is this unique aspect of the model that distinguishes itself from other models, such as those which use cooperation or group approach as opposed to team- collaboration, which have proven to be ineffective.

The main objective of the chapter is therefore to propose a 21st Global and International Conceptual Framework as an approach on preparing teachers, educational leaders and other professionals. The secondary objective is to raise awareness on the trends on internationalization and Globalization of education as means to improvement of professional development for teachers, leaders, educational institutions, and integration of existing theories with practical strategies adoptable on improving K-20 education process. The suggested conceptual framework model is based on Five (5) Pathways that have been developed over the last 20 plus years by members of the Academy of Process Education. They serve as an empowerment process on improving faculty professional development, institutional leadership, and teaching and learning that focus on: Self Development, Learner Development, Institutional Development, Intellectual Development, and Professional Development. The Critical Literacy theory is an added dimension. It enhances information literacy as an educational imperative in conceptualization of the strategies to address; the challenges of changes faced by institutions in general; the improvement of education policies, implications on transactional, and the transformational of Global education perspectives.

Additionally, the assessment methodology that is also based on the Process Education Theoretical approach makes this student-centered approach model unique because it stresses the importance of shifting the responsibility of learning to the learner. It enhances accountability of learning for both, the learner, and the teacher as a facilitator. The chapter concludes with recommendation of specific application guidelines and strategies on conceptualization of the proposed Global Critical Literacy Model. The model incorporates a theoretical approach developed by the Academy of Process Education which is conceptualized in Process Education Five (5) Pathways. The proposed conceptual framework emphasizes awareness on the role internationalization and Globalization of professional development contributes to educational entrepreneurship as an innovative approach.

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