

Chapter 32

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

Melda N. Yildiz
Walden University, USA

Deniz Palak
Prince Mohammad Bin Fahd University, Saudi Arabia

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.

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 education¹, yet many teachers have not themselves developed this competence or have not taken

DOI: 10.4018/978-1-5225-7305-0.ch032

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 the work force.

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)² 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 Develop-

8 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/cultivating-global-competencies-for-the-21st-century-classroom/215588

Related Content

The Features of a Standard INSET: Drawbacks in Key Components

Selma Denemeand Handan Çelik (2018). *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications* (pp. 1389-1402).

www.irma-international.org/chapter/the-features-of-a-standard-inset/203234

Supporting People Who Experience Co-Existing Mental Health and Addiction Problems: A National Approach to Improving Responsiveness in Aotearoa New Zealand

Ashley Koningand Suzette Janet Poole (2017). *Workforce Development Theory and Practice in the Mental Health Sector* (pp. 251-270).

www.irma-international.org/chapter/supporting-people-who-experience-co-existing-mental-health-and-addiction-problems/171515

Improving Initial Teacher Education in Australia: Solutions and Recommendations From the Teaching Teachers for the Future Project

Glenn Finger (2018). *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications* (pp. 45-66).

www.irma-international.org/chapter/improving-initial-teacher-education-in-australia/203171

From “Sage on the Stage” to Facilitator of Learning: A Transformative Learning Experience for New Online Nursing Faculty

Denise Passmore (2018). *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications* (pp. 2036-2056).

www.irma-international.org/chapter/from-sage-on-the-stage-to-facilitator-of-learning/203271

The Academic Trinity: African American, Female, Leader

Shannon D. Jones (2021). *The Emotional Self at Work in Higher Education* (pp. 147-164).

www.irma-international.org/chapter/the-academic-trinity/262885