Chapter 9
Intercultural Professional Community of Practice:
Weaving Networks for Global Citizenship

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ABSTRACT

A methodological proposal is presented for improving the assessment in Intercultural Professional Communities of Practices (IPCP). It is based on the results obtained in a previous social action and learning experience, based on the conformation of a IPCP integrated by teachers, NGO educators, teacher students and professors. Despite the improvements found in the development of intercultural competence of IPLC participants, the weaknesses in the assessment within the community encouraged a shared and reflective dialogue among the team of IPLC coordinators to (re)construct and (re)think assessment from its pedagogical function, as a shared and constructive learning. A mixed assessment model was designed, integrating a formative and shared assessment (F&SA), and relying on the formative framework for intercultural education. The proposed model seeks to build a culture of learning, (self-) assessment, reflection, dialogue and interdisciplinary collaboration between professionals and future professionals in the educational field.

INTRODUCTION

The evolving social, economic, environmental, and educational landscapes of 21st-century societies demand that the professionals in the field of education are able, keen, and motivated to tackle the challenges of an increasingly global and diverse world. Achieving this goal will not be feasible if their training and professional development stays disconnected from these societies and/or if it continues grounded in outdated educational models.

If we want to move towards sustainable citizenship and achieve a democratic and peaceful coexistence among people, then training experiences aimed at professionals and future professionals in the field of education must be promoted. The objective should be that these professionals not only acquire theoretical knowledge and skills, but also that they can build and rebuild their professional and personal identity, as citizens of global societies and as agents driving change in multicultural contexts (UNESCO, 2017).

In this sense, several studies have defended the importance of education professionals opening to the context that surrounds them (local, national and global context), and providing them with opportunities to evaluate and assess what to teach, what to learn, how, why and for what purpose to conduct these processes (Boix-Mansilla & Chua, 2017; Crawford et al., 2020; Deardorff, 2019). Therefore, it is essential to build a scenario of shared and reflective learning, inspiring an interdisciplinary exchange and critical dialogue that promotes awareness of their beliefs, values, and attitudes towards educational practice and towards the diversity present in their educational contexts (Kerkhoff & Cloud, 2020; Romijn et al., 2021; Sjøen, 2023).

To respond to these needs in the professional development of teachers and educators, the construction of Professional Communities of Practices (PCP), based on the ideas of Lave and Wenger, has gained strength (Lave & Wenger; 1991; Wenger-Trayner & Wenger-Trayner, 2014). Furthermore, as a result of COVID-19, international organizations such as UNESCO (2020) or the OECD (Reimers & Schleicher, 2020), have emphasized the promotion of educational networks, collaborating from a multisectoral perspective (educational, social, community, health, environmental, among others), with the aim of transferring not only interdisciplinary knowledge between researchers, teachers and educators; but also sharing and creating resources, strategies, and new ways of thinking and thinking as professionals and citizens of the 21st century.

However, different research evidence how professionals in the educational field show a lack of experience and predisposition to work collaboratively and interdisciplinarity, and a scarce feedback culture among colleagues (Domingo-Segovia, 2020). Likewise, from the global and intercultural perspective, there is a warning about the need to develop global and intercultural competence in teachers and educators (Deardorff, 2019; Kavenuke & Kihwele, 2023). The development of these competencies often involves complexity due to the barriers generated by the educators' own cultural beliefs (Biasutti et al., 2019; Gómez-Barreto et al., 2021), as well as the low willingness to change among teachers, and the scarce habit and opportunities to reflect and assess both their educational practice and its effects on students (Romijn et al., 2021; Segura-Fernández et al., 2021).

Based on the above, this chapter presents a methodological proposal for the integration of a systematic process of Formative and Shared Assessment (F&SA) within the Intercultural Profesional Communities of Practice (IPCP) aimed at professionals in the field of education. This proposal is based both on F&SA, and on the training framework for intercultural professional education (Gómez-Barreto et al., 2021). It should also be noted that this proposal arises because of the attempt to improve a previous didactic learning experience: the conformation of an IPCP, carried out between 2019-2021, composed by

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