

Chapter 2

21st Century Technologies to Facilitate K-12 Students' Global Perspective-Taking in the Post-Pandemic Era

Jenna Copper

Slippery Rock University, USA

ABSTRACT

This chapter highlights the value of information and communication technology (ICT) to facilitate global perspective-taking in K-12 schools. The data for this study was collected via two separate survey studies of K-12 educators, K-12 curriculum writers, and K-12 support staff. The first survey study was conducted in 2019 and had 139 respondents. A second iteration of the survey was administered to a new population in 2024 and had 140 respondents. The data collected provides pre- and post-pandemic insights into K-12 educators' use of ICT to facilitate global learning. The results indicate an increase in video conferencing and asynchronous tech tools for cross-cultural communication learning and an expansion of information technology for perspective-taking opportunities from pre- to post-pandemic. This chapter reports post-pandemic ICT strategies and practices for utilizing ICT to facilitate cross-cultural communication and enhance student global awareness.

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INTRODUCTION

At present, information and communication technology (ICT) is a pervasive aspect of the human experience. Every day, people all over the world seek information and connectivity from Internet search engines, artificial intelligence (AI) powered searches, cloud-based voice assistants, and social media platforms. They call, text, and videoconference with people all over the world with the touch of a button (Swar and Hameed, 2017, p. 141). ICT has become an important part of the living and learning experiences for people of all ages.

ICT, therefore, is an important aspect of the formal education experience for youth and adolescents. In fact, in many countries, ICT has become a focus of professional development to improve teaching and learning through authentic, engaging learning experiences for students and effective implementation of digital technologies for educators (Schrum et al., 2015).

As ICT opportunities have improved global information and communication, cultural globalization has led educators to seek out ways to promote cultural diversity and cross-cultural learning. In the post-pandemic era, ICT has evolved to promote even more opportunities to learn about world cultures and seek out multicultural perspectives and ideas. Through the use of advanced communication resources, multi-media learning platforms, and digital technologies for research, educators have the opportunity to develop innovative learning modules to address cultural competencies (Abella et al., 2023).

The aim of this chapter is to outline the evolution of ICT to facilitate global perspectives for students in grade K-12 from the pre- to post-pandemic eras. It will also document the challenges of using ICT to promote cultural globalization, and as a result, provide recommendations for use in the K-12 educational system.

BACKGROUND

According to data from the U.S. Department of Education analyzed by Schaeffer (2021),

U.S. public school students tend to go to schools where most of the student body shares their racial or ethnic background. Even though this trend has changed somewhat over the last two decades, it remains especially true for White students, a Pew Research Center analysis of U.S. Department of Education data shows. In the 2018-19 school year, the most recent year for which data is available, 79% of White elementary and secondary public school students went to schools where at least half of their peers were also White. In that year, more than half of Hispanic students (56%) and 42% of Black students also attended schools where half the students or

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