Toward Globally Competent Pedagogy

By Charlotte West
About the Author

Charlotte West, a former Fulbright fellow, is a frequent contributor to NAFSA’s award-winning International Educator magazine. She lives in Seattle, Washington.

About NAFSA

NAFSA is an association of individuals worldwide advancing international education and exchange and global workforce development. NAFSA serves international educators and their institutions and organizations by establishing principles of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.

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Toward Globally Competent Pedagogy

Introduction

Making sure students are equipped for success in an increasingly knowledge-based, economically interdependent, and demographically diverse society is one of the biggest challenges facing today’s K-12 teachers. While ideas such as “global education” and “internationalization” are often mentioned in the United States, systematic integration into classroom practice is still rare. Nor has there been a common understanding of what “global education” entails, among most K-12 students, their teachers, and faculty in schools of education.

Recently, organizations such as the Asia Society and the Council of Chief State School Officers (CCSSO) have illuminated the concept by articulating a definition for global competence, described as “the capacity and disposition to understand and act on issues of global significance.” In Educating for Global Competence: Preparing Our Youth to Engage the World, Veronica Boix Mansilla and Anthony Jackson explain what globally competent students should be able to do, including investigating the world and recognizing others’ perspectives. But globally competent students require globally competent teachers. To achieve this, teacher preparation programs need to take concrete steps to internationalize their curriculums and provide meaningful experiences for teacher candidates, as well provide the faculty who are responsible for training the next generation of teachers with opportunities to develop their own global competence.

Using the global competence framework outlined in Boix Mansilla and Jackson’s book as a springboard for discussion, participants in NAFSA’s fourth annual colloquium on internationalizing education explored ways to prepare globally competent teachers in colleges, schools, and departments of education. Through interactive sessions, faculty members, deans, and other international educators in this two-day program articulated the markers of content knowledge and best practice in K-12 classrooms, then considered how that competence can be developed in teacher education programs.

Twenty-First Century Skills

A 2011 Organisation for Co-Operation and Development (OECD) report on preparing teachers for the twenty-first century outlines the changes in demands for student skills, both within and across disciplines. Above all, it highlights the need for critical thinking and problem-solving abilities. For example, in addition to understanding fundamental mathematical concepts such as solving equations, students also need to be able to translate knowledge of “a new situation or problem they face into a form that exposes the relevance of mathematics.” Literacy, in turn, has gone from being about “learning to read” to “reading for learning.” The report further emphasizes the importance of creativity, innovation, and collaboration: “At the country, organization, and personal levels, [creativity and innovation] have become the recognized hope for solving employability, personal, and societal crises. Schools need to nurture creativity and innovation in their students, deliberately and systematically, and across all disciplines.”

Defining Global Competence

In a knowledge-based economy that puts a premium on creativity, innovation, and collaboration, one of the most important twenty-first century skills students need is global competence. It is now a prerequisite for success in a world that demands scientific
and technological literacy as well as cross-cultural leadership, said Shari Becker Albright, chair of the Department of Education at Trinity University and former executive director of the International Studies Schools Network of the Asia Society. Changing economic realities require students who possess critical thinking skills and can learn how to adapt to rapid change, she said.

Albright further argues that globalization is driving demand for an internationally competent workforce. Graduates will be working for international companies, competing in a growing global talent pool, and facing challenges that are increasingly international—global health, global warming, energy and water, and terrorism.

Global competence, Albright says, requires knowledge of other world regions, cultures, and international issues; skills in communicating in languages other than English while working in global or cross-cultural environments; the ability to use information from different sources around the world; and modeling the values and perspectives of respect and concern for other cultures, peoples, and global realities.

In today’s hyper-connected world, no nation can launch a fully effective domestic education agenda, without also addressing global needs and trends, and nurturing a globally competent citizenry...A main goal of our plan is to increase the global competencies of all U.S. students, including those from traditionally disadvantaged groups. The need for these competencies, which we think of as “21st Century skills applied to the world,” is clear—both for U.S. civil society, and for our nation’s workforce.⁵

Are American Students Ready?

Experts like Albright agree that most American students do not possess the requisite “twenty-first century skills” outlined above. According to Albright, “We are teaching content, but not teaching students how to use it creatively.”

In some international comparisons, the United States is falling behind, both in terms of disciplinary knowledge and global competence. As Albright puts it, “what we call global education, the rest of the world calls education.” For example, in a 2010 international assessment focusing on the competencies of 15-year-olds in reading, mathematics, and science, the United States ranked 17th, 31st, and 23rd, respectively, in a survey of 34 OECD countries.⁶

Furthermore, according to a 2006 study by the National Geographic Society, American students lack basic knowledge about other countries. The report concluded that “young people in the United States—the most recent graduates of our educational system—are unprepared for an increasingly global future. Far too many lack even the most basic skills for navigating the international economy or understanding the relationships among people and places that provide critical context for world events.”⁷

Nor do the majority of American students study foreign languages. According to a 2010 study by the American Council on the Teaching of Foreign Languages (ACTFL), 8.6 million K-12 public school students were enrolled in foreign language courses in 2004-05, representing 18.0 percent of students. By 2007–08, this enrollment increased slightly by 3.1 percent, reaching 8.9 million students or 18.5 percent of all students.⁸
International Best Practice: Singapore

Other countries are making concerted efforts to prepare teachers for twenty-first century classrooms. Presenting at the NAFSA colloquium, experts from Germany and Ethiopia outlined the structure of educational systems in their countries, while Asia Society’s Senior Advisor for Education Vivien Stewart discussed global trends in teacher preparation. Stewart argues that high-performing countries emphasize recruiting, preparing, supporting, and retaining teachers, as well as identifying and developing effective school leaders.

Stewart points to Singapore—which recruits teacher candidates from the top one-third of high school graduates—as a country with a high-quality teacher preparation program that works closely with schools, assigns master teachers to every novice teacher, provides teachers a professional development entitlement of 100 hours per year, and offers clear career paths to master teacher or principal. These strategies no doubt contribute to Singapore’s rating near the top in international assessments of student achievement, with few accounts of teacher attrition. Singapore is now updating its system again to focus on twenty-first century skills.

According to the Singapore Ministry of Education, Stewart reported, quality education should foster:

- A confident person who thinks independently and critically and who communicates effectively;
- A self-directed learner who questions, reflects, and takes responsibility for his or her own learning;
- An active contributor who is innovative, takes risks, and strives for excellence; and
- A concerned citizen who is informed about world and local affairs, has a strong sense of civic responsibilities, and participates actively in improving the lives of others.

In order to achieve these outcomes, global competence is integrated into the K-12 curriculum in Singapore. All students are required to learn a second language from elementary school, and subjects such as world history and world geography are part of the core curriculum. Teacher preparation is being updated to focus on twenty-first century skills, including incorporating technology into the classroom, developing broader pedagogies such as cooperative and inquiry-based learning, and demonstrating understanding of local and global cultures.

For instance, all trainee teachers and principals do community service in local and diverse communities. Trainee principals study an innovation in another country, and adapt it for schools in Singapore. Teachers are also encouraged to use their sabbatical to study an international best practice.

According to Stewart, “Singapore is producing students with world-class achievement in reading, math, and science and with a global and future orientation as well. What can the U.S. learn from Singapore? In today’s world, you have to adapt rapidly to thrive.”

What Are the Elements of a Globally Oriented Classroom?

While the United States has much to learn from international best practice, there are many examples of schools in the United States where global learning has been placed front and center. Trinity University’s Shari Becker Albright argues that a globally oriented school or classroom is one that creates a global vision and culture, recruits and prepares internationally-oriented teachers, transforms curriculum and instruction by integrating international content, emphasizes language proficiency, and expands student experiences through harnessing technology, international travel and partnerships, and international service learning and internships.

The Asia Society’s International Studies Schools Network (ISSN), Albright says, is an innovative example of a global learning model. The network includes 34 schools serving low-income students in California, Colorado, New York, North Carolina, Illinois, Ohio, West Virginia, and Texas. The mission of each ISSN school is to prepare students to be globally competent and college or career ready. Among
other requirements, graduates must have “completed a globally focused course of study, including classes, extracurricular activities, and international travel, that has enabled them to develop interest and demonstrate expertise in a specific world culture or an important international issue.” Students should also be “21st century literate and ... proficient in reading, writing, listening, and speaking in English and in one or more other language.”

Another example is the International Baccalaureate (IB) program, which is a worldwide network of schools in more than 140 countries. There are more than 1,300 IB World Schools in the United States, a majority of which are public. The IB’s mission is to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” Furthermore, IB graduates should be “inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.”

Educating Globally Competent Students

One of the results of the collaboration between the CCSSO and the Asia Society’s Partnership for Global Learning was the development of the Global Competence Matrix. Global competence is one of the five skills—along with writing, creativity, analyzing information, and problem solving—focused on in CCSSO’s EdSteps initiative. Specifically, globally competent students should be able to do the following:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Globally Competent Teachers Start with Globally Competent Faculty

In order to transform curriculum in teacher preparation programs to prepare candidates to help their own students develop global competence, it is necessary to have a common understanding of what internationalization means. This includes agreeing not just on common definitions, but also outcomes. Naturally, the strategy of building international competence among faculty is foundational to internationalizing teacher education programs.

For that reason, raising awareness of the demands of globally competent teaching is critical. Transforming curriculum to meet those demands requires a commitment to internationalization at the department, college, and/or institutional levels. For some institutions, this might start with the experience or commitment of a single faculty member to transform the program. Others will begin with the creation of new globally orientated coursework and curriculum. For others, transformation might start by raising the profile of international projects and research, and making faculty aware of what their colleagues in their own school as well as those in other fields are doing to engage internationally. Recognizing and publicizing newly internationalized curricula and courses can stimulate other faculty members to join in, as can creating partnerships on campus to develop “global conversations” that help faculty members expand their own global competence.

Speaking at the NAFSA colloquium, Kay Gandy, associate professor in the School of Teacher Education at Western Kentucky University, gave an example of an initiative at her institution that helped faculty learn about international projects within the department. The department launched a series of brown bag luncheons with support from the dean’s office and the School of Teacher Education. Faculty who had participated in international work in some capacity volunteered to share their experiences in 30-minute sessions. Topics include comparative lessons from South Korea, international work in the field of environmental education and sustainability, and cross-disciplinary collaboration to develop curricular materials related to cultural diversity through a grant from the U.S. Depart-
Theoretical Approaches to Internationalization

Within teacher education, there are several different theoretical approaches to internationalization of both higher education and K-12 education. Heather Lattimer, associate professor and chair of the Department of Learning and Teaching at School of Leadership and Education Sciences (SOLES) at the University of San Diego (USD), outlines three of the main theoretical frameworks in international education research. While all three approaches can help achieve global competence, it’s important to understand the differences.

**Study Abroad** Internationalization of higher education based on study abroad focuses on the “transformative” experience for teacher candidates, during which they have experience as “the other,” grow in their awareness of issues of privilege, gain cultural understanding, and prepare to support students from immigrant and refugee backgrounds.

**Comparative Education** This approach focuses on accessing, reading, analyzing, and responding to model practices and strategies from other countries, and subsequently, using them to improve one’s own practice.

Comparative education research lends itself to both systemic reform and individual growth. Faculty members and teacher candidates may be inspired by other practices they hear about and add new approaches to their repertoires. However, Lattimer cautions that if time and opportunity are not provided to understand the situational complexity of international comparisons, superficial analysis may result.

**Global Studies** The global studies approach is focused on increasing teacher knowledge and the ability to teach global dimensions of content areas. It also aims to increase the knowledge and ability to speak and teach world languages.

Since most U.S. teacher education programs emphasize teaching of pedagogy rather than content, it is challenging to build the necessary time and coursework for a comprehensive global studies approach within a school or department of education. Most programs assume that teacher candidates will bring with them sufficient content knowledge from their undergraduate education; however, for many students, additional learning opportunities are needed. To move forward in transforming teacher preparation programs, school and department leaders must develop strategies to ensure teacher candidates have the curricular and co-curricular opportunities necessary to expand their knowledge of the world.

The challenge to development of globally competent teachers continues after graduation as well. In many states, teachers are constrained within the K-12 curriculum by state standards that ignore or do not prioritize global studies concerns across content areas. Change of this norm will come from conversation and advocacy at the district, state, and national levels.

Educating Globally Competent Teachers

One teacher education program that is successfully integrating a global component into its curriculum is the School of Leadership and Education Sciences (SOLES) at the University of San Diego (USD). Speaking to colloquium participants, associate professor and department chair Heather Lattimer explained how SOLES included several globally
oriented goals and objectives in its 2007-2012 strategic plan. With the aim of developing highly effective, socially responsible, and marketable teachers, SOLES looks to expand opportunities for faculty to engage in international research projects, partnerships or professional development activities, internationalize curricula across programs, and require SOLES students to engage in an international experience prior to program completion.

To internationalize all foundations and methods courses, SOLES faculty members made changes in course titles, readings, and assignments. They internationalized field work by developing partnerships for practicums and through establishing student teaching sites with several International Baccalaureate (IB) schools, charter schools, and independent schools. They also developed a Globalizing Teacher Education website, which features a series of video case studies that are designed to encourage conversation among teachers, aspiring teachers, and teacher educators about the role of global education in K-12 classrooms.\textsuperscript{19}

The international experience requirement for SOLES can be fulfilled in a number of ways and doesn’t necessarily require travel abroad. SOLES offers a number of global study courses that fulfill the requirement, and students can also participate in local immersion experiences, conferences, and community events. In the first year the requirement was in effect, some students helped plan a binational conference on teacher education in conjunction with the University of Tijuana in Mexico, while another set up an exchange between a high school in Tijuana and one in San Diego.

As a result of their efforts, Lattimer reports a stronger awareness of global issues among faculty and students, development of significant partnerships with globally focused K-12 schools, active recruitment of globally inclined teacher candidates, and increased faculty scholarship with global emphasis. Faculty scholarship is supported through incentives such as the SOLES Global Faculty Grants program, which aims to help faculty internationalize curriculum by promoting collaborative research on international themes and/or by exposing faculty to different cultures and languages.\textsuperscript{20}

\section*{Creating International Experiences}

David M. Moss, associate professor at the University of Connecticut Neag School of Education, was another facilitator at the NAFSA 2012 colloquium. Agreeing with Lattimer, Moss notes that having an international experience is one of the most important ways teacher candidates, like their faculty mentors, can develop global competence. To be truly transformative, an “international experience” must include elements such as intensive immersion, being a cultural outsider, and opportunities for cultural reflection.

Lattimer says the international experience requirement at SOLES is not about just going and spending some time abroad and then “patting oneself on the back.” “It is really about building an understanding of a new context and then reflecting more thoughtfully on our own context,” she explains.

In a 2011 article in the \textit{Journal of Teacher Education},\textsuperscript{21} Moss and Helen A. Marx of Southern Connecticut State University traced the intercultural development of a candidate who was enrolled in an internship-based teacher education study abroad program...
in London after completing her student teaching at a domestic school. She spent a semester working in an urban secondary school in London, which had a large population of immigrant students.

Marx and Moss found that over the semester, the candidate began to question the validity of her own cultural values largely due to her experience as a cultural outsider, which required her to figure out how to work within a school’s cultural context that she did not understand, and within which she often felt uncomfortable and conflicted. The intercultural development demonstrated by the candidate during her time in London highlights the need for supportive environments that foster critical cultural reflective thinking.

The international experience component at the University of San Diego’s SOLES, for instance, requires students to write a reflective paper at the end of their experience. Candidates must discuss the learning that took place as a result of their experience and reflect upon how the experience changed or deepened their understanding of global education, internationalization, student learning needs, instructional pedagogy, etc. They are also asked to discuss how the learning from the experience could be applied in their classrooms or other educational setting.

It’s important to note that “international experiences” don’t only involve going abroad. SOLES, for example, left the definition of “international experience” open because they realize that traveling abroad is not an easy option for everybody, especially non-traditional students who may have family commitments. The School of Teaching and Learning at The Ohio State University also requires MA and PhD students in its Social Studies and Global Education program to participate in “international field experience” at home if they do not have significant experience overseas or study abroad; students can enroll in this cross-cultural internship in central Ohio. Former Ohio State Professor Merry Merryfield, who has supervised the three-credit internship, argues that schools of education can structure the development of intercultural competence through the infusion of experiences with diverse people in the college, the community, schools, and people in other countries. This may include collaboration with local schools, international students and scholars on campus, refugee, immigrant, or international organizations in the community, and cross-cultural exchange using digital media. Such learning opportunities are important options for faculty development as well.

Assessing Global Competence in Teacher Education

Each teacher preparation program must also devise ways to assess the impact of internationalized programs and curricula. Beginning with a discussion of the relationship between assessment and accountability, [University of Connecticut Professor] Moss discussed several examples of quantitative and qualitative assessment at various levels of analysis. He argued that assessment of global competence in teacher education should be developed over time, and requires direct experiences. Furthermore, students should be actively involved in their own learning and assessment processes and engage in self-reflection.

Assessments of global competence should be built upon the ways programs are already assessing teacher growth and complement programmatic learning models. Moss noted that there is no need to discard previous systems; global content should be infused into existing frameworks for assessment and evaluation that meet state and national accreditation requirements.

As previously mentioned, defining your terms is a critical first step. “What you’re interested in and how you [define] this idea of global or globalization, international, intercultural, would dictate what assessment you use,” Moss says. “That’s why it’s so important to have those terms ready to go [among faculty members].”
A Tool for Reflection: My Cultural Awareness Profile (myCAP)

Although there are several inventories of cross-cultural awareness, Marx and Moss recognized the need for a teaching tool to stimulate cultural self-reflection among teacher candidates. NAFSA’s online tool, My Cultural Awareness Profile (myCAP), which Moss and Marx developed, encourages teacher educators to initiate and sustain important conversations with pre-service teachers related to cultural and global awareness. In particular, myCAP is designed to help pre-service teachers become more self-reflective and actively involved in their continued cultural learning as they prepare to teach in a global age.

Moss says the tool can be used throughout teacher education programs, so candidates can reflect upon their own changing views on the role of culture in teaching and learning. Moss uses myCAP at three different points as students transition from the undergraduate to the graduate portion of their program: During the “pre-departure” phase of a study abroad experience, while they are abroad, and upon return to the United States.

“Each subsequent time I use it, I provide previous responses so students can compare their current thinking with their previous thinking to explore why their ideas have evolved or were reinforced,” Moss said.

He adds that there are no right or wrong responses; rather, the profile provides a “snapshot” of students’ awareness and thinking at various points across the program.

What Should Globally Competent Teachers Be Able To Do?

While inroads have been made in outlining the skills and abilities globally competent students should be able to demonstrate, less progress has been made in identifying what globally competent teachers should know and be able to do, and what teacher education programs must do to prepare them. To this end, participants in the 2012 NAFSA Colloquium on Internationalizing Teacher Education were asked to consider what knowledge and abilities teachers need in order to effectively plan, teach, and assess global competence in K-12 students, to create a globally responsive and respectful classroom culture, and to effectively communicate and collaborate with colleagues and parents to support global competence in the classroom and larger community.

Using the matrix from the CCSSO and Asia Society book by Veronica Boix Mansilla and Anthony Jackson as a stimulus to articulate how K-12 teachers should be prepared to lead students to those areas of global competence, colloquium participants considered its criteria, discussed it in small groups, and then drafted a list of the needed skills, knowledge and dispositions of globally competent teachers at the “proficient” level. The draft was later reviewed and refined by a group of faculty members following the colloquium.
What Can Teacher Preparation Programs do to Internationalize?

The profile of globally competent teachers developed by the educators at the NAFSA colloquium outlines aspirations for pre-service teachers developing global competency at the “proficient” teacher level. It provides teacher educators with a list of attributes of globally competent teaching around which to develop a curriculum and a set of co-curricular activities. Offering this tool for transformation of teacher preparation programs was one of the primary outcomes of the NAFSA colloquium.

Deans and faculty members must take concrete steps to internationalize the curriculum and co-curricular activities that will help to prepare globally competent teachers who demonstrate the knowledge, skills, and dispositions that are prerequisites for effective teaching. What courses and experiential learning opportunities will help teacher candidates develop this proficiency? What is the optimal sequencing of the acquisition of the knowledge, skills, and dispositions outlined in this report? How can these elements be assessed as teacher candidates progress through their programs?

While model programs can provide useful strategies for internationalization, each college and department must find its own answers to questions of transformation, in harmony with its mission and values and those of its home institution. Planning and budgeting for faculty development is essential to ensure that all can support the new initiatives. Regularly reviewing elements of a new curriculum and co-curricular activities to verify appropriateness, consistency, comprehensiveness, and impact is also critical.

Here are a few specific tactics for teacher preparation programs to consider in order to build their capacity to prepare globally competent teachers:

1. Explore teacher preparation programs further along in internationalization initiatives to acquire ideas, strategies, and expert advice.
2. Collectively determine priorities in curricular transformation and set a timeline for change.
3. Inspire faculty commitment to internationalization, and encourage, facilitate, and reward faculty growth in global awareness and cross-cultural theory and skill.
4. Develop and follow through with a plan for coordination of international initiatives across the program, in collaboration with other related units on campus.
5. Budget necessary resources for curricular and co-curricular transformation and professional development.
6. Develop and implement a plan for assessment of outcomes of new programs and courses.
7. Articulate ways that global competence fits into existing state and national standards and programs.
8. Learn about existing technology on campus to determine how it might be used to create or enhance international, cross-cultural learning, and partnership opportunities.
9. Facilitate cross-cultural learning among teacher candidates and faculty member with international students and scholars on campus and with local immigrant communities, to help build knowledge and appreciation of other cultures.
10. Recruit faculty members with international expertise and a commitment to preparing globally competent teachers.
11. Showcase accomplishments in curricular transformation and faculty and student growth.

It is appropriate that each college will develop a unique approach to the preparation of globally competent teachers, but learning about programs at other institutions can inform the process. A starting point is exploring the work of other colleges of education which are internationalizing their programs, to help develop a common vision and commitment to internationalization among faculty members. Examples of programs with ongoing emphasis on global education include schools of education at University of Connecticut, Indiana University, Kent State University, the University of Maryland, Michigan State University, and the University of San Diego, to name just a few.28

To provide continuing opportunities for the exchange of ideas and practices around globally competent pedagogy, NAFSA hosted an online webinar on institutional approaches to teacher preparation for global competency in November 2012, now available online.29 Discussions will also continue in a
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new LinkedIn group, Preparing Globally Competent Teachers, jointly sponsored by NAFSA, the Longview Foundation and Global Teacher Education (GTE).

End Notes


10. For more information, see Stewart’s book, A World-Class Education: Learning from International Models of Excellence and Innovation, 2012.


17. For more examples of faculty presentations, see Western Kentucky University’s “Past Seminars” at http://www.wku.edu/ste/international/bbs.php.

18. For a more comprehensive list of how to create opportunities for faculty to develop international capacity, see West, Internationalization of Teacher Education: Three Case Studies.


20. See course descriptions at SOLES to see how global elements have been integrated into coursework: https://www.sandiego.edu/soles/programs/learning_and_teaching/course_descriptions/.


24. Examples of such assessment tools include the Intercultural Development Inventory (IDI), the Global Awareness Profile (GAP Test), and the Cross-Cultural
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Adaptability Inventory (CCAI). For more information, see “The SAGE Handbook of Intercultural Competence,” Deardorff, 2009.

25. NAFSA is grateful for support from the Longview Foundation for development of myCAP. Founded by William L. Breese, the Longview Foundation for World Affairs and International Understanding works to help young people in the United States learn about world regions and global issues. www.longviewfdn.org.

26. A detailed instructor’s guide is available at www.nafsa.org/mycap.

27. “Proficient” is the third level in pedagogical development from beginning, developing, proficient, and advanced.


GLOBAL COMPETENCE MATRIX

Global Competence is the capacity and disposition to understand and act on issues of global significance.

<table>
<thead>
<tr>
<th>INVESTIGATE THE WORLD</th>
<th>RECOGNIZE PERSPECTIVES</th>
<th>COMMUNICATE IDEAS</th>
<th>TAKE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students investigate the world beyond their immediate environment.</td>
<td>Students recognize their own and others’ perspectives.</td>
<td>Students communicate their ideas effectively with diverse audiences.</td>
<td>Students translate their ideas and findings into appropriate actions to improve conditions.</td>
</tr>
</tbody>
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**Students:**
- Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions.
- Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.
- Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions.
- Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

**Students:**
- Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective.
- Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.
- Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

**Students:**
- Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication.
- Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

**Students:**
- Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions.
- Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken.
- Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

The Global Competence Matrix was created as part of the Council of Chief State School Officers’ EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

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