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Key Questions

1. How do you define globally minded within the context of teacher education?
1. Why is global education important?
2. What global competencies do teachers need to be successful in today's classroom?
3. What are the barriers to globalizing teacher education?
4. Are there exemplars for globalizing teacher education?

Defining Globally Minded Teacher Education

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

Boix-Mansilla & Jackson, 2011

Educating for Global Competence: Preparing Our Youth to Engage the World

Council of Chief State School Officers & Asia Society-Partnership for Global Learning

Defining Globally Minded Teacher Education

- Direct experiences with culturally and linguistically complex settings
- Capitalizing on domestic intercultural placements
- Transcending discrete units of study and disciplinary boundaries
- Leveraging learning from international experiences to domestic contexts

Why Global Education is Necessary

98% of educators and 99% of school principals believe that global competency is important to students' future success.

2010 Survey of the American Teacher

The MetLife Foundation

Why Global Education is Necessary

Our 21st Century Society is:

Demographically Diverse and Globally Interdependent

- requiring cross-cultural communication & leadership skills

Innovation-Driven

- requiring students who can learn for a lifetime and adapt to rapid change

Resource-Challenged

- sustainable practices underpinned by global thinking

Why Global Education is Necessary

Today's Students are Tomorrow's Citizens:

Addressing global challenges (such as avian flu, environmental change, and resolving conflicts)

Working with people from other cultures in joint ventures and global work teams

Working for international companies and competing for jobs and markets

Global Competencies for Teachers

Create a classroom culture of global thinking

- Understand disciplines and inquiry in both local/global contexts
- Anticipate and explicitly address learning challenges associated with global competence
- Assess global knowledge, skills, and dispositions

Global Competencies for Teachers

- Knowing the World
- Investigating the World
- Recognizing Perspectives
- Communicating Ideas
- Taking Action

The Asia Society, 2011

Global Competencies for Teachers

- Understand prevailing world conditions, issues, and trends through interdisciplinary learning
- Explore perspectives of cultural others
- Explain how culture influences events, issues or phenomena, including the development of knowledge.

Global Competencies for Teachers

- Listen to and communicate effectively with cultural others, using appropriate verbal and nonverbal behavior, languages, and strategies.
- Select and use appropriate technology and media to communicate with culturally and linguistically diverse audiences.
- Collaborate in creative and ethical ways and assess the impact of actions taken.

What are the barriers
to globalizing
teacher education?



Barriers to Globalizing Teacher Education

- Internationalizing faculty
- Teacher Education models in which cultural/global learning can be purposefully facilitated over time through direct experiences



Are there
exemplars that we
can look to for
guidance about
how to do this?

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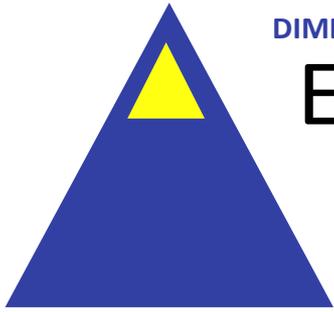
- International field placements (internships) fully integrated into our teacher education program.
- Short duration study abroad opportunities fully integrated into our teacher education program.

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- Pre-departure
- Abroad
- Re-entry

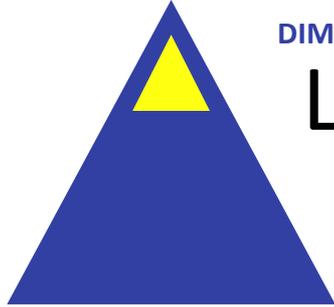


Cultural Awareness Profile



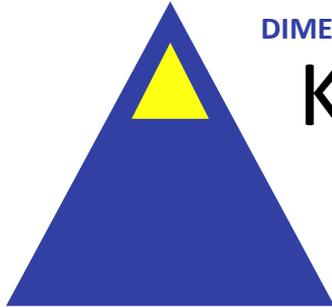
DIMENSION 1

Exploring the
Global Context



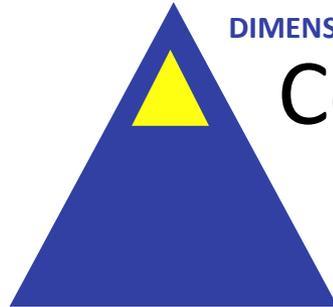
DIMENSION 2

Learning About
Different Cultures



DIMENSION 3

Knowing Ourselves
As Cultural



DIMENSION 4

Communicating Across
Cultural Differences

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- Partnerships (U21, institutional based)
- Faculty support for international initiatives
- Research Center for Global Education (fall 2013)