

EDUCATIONAL PRACTICES FOR GLOBALIZING TEACHER PREPARATION

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Abstract

The need of the hour is to develop teachers' capacity and capability by providing international and global education. Teacher education has to take it up as a necessary component of teacher preparation. Teacher education needs to engage with the world and only then the curiosity about the world can be fostered among teachers. Considering teacher education in global and international education as essential, it needs to be addressed and mandated through professional organizations for education as well as teacher education in India. Factors to be considered in educating teachers in global and international education are providing global knowledge, cross-cultural experiences, teacher preparation and skill to deal with controversies. The roles of various stakeholders in preparing globally competent teachers also can't be ignored.

INTRODUCTION

In today's world individual nations cannot effectively understand or address the issues related to technology, economy, society and politics. This is so because the issues touch all the people across borders and regions.

It is essential to have an understanding of the commonalities that humans have in as well as their cultural differences. Cross-cultural understanding, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural difference, and perspectives consciousness i.e. recognition, knowledge, and appreciation of other peoples' points of view – are essential in the development of a global perspective (Case, 1993; Haney, 1975; Kniep, 1986)

In order to become globally competent student requires a deep understanding of one's own cultural norms. Then the student should explore social, cultural, and linguistic diversity and develop a nonjudgmental and open attitude towards others from different backgrounds. The challenging tasks before school are to develop students with global competence that can identify cultural differences and collaborate with people of other cultures.

The responsibility of preparing such students however, falls on the schools and the teachers. But are the schools doing this? There is an

increasing concern whether schools are preparing young students to participate in a world characterized by cross-cultural interaction, human diversity, dynamic change, and global interdependence. Are the schools able to prepare students who have an open mind, try to understand their own cultural norms and those of others? Do they even try to find out the expectations of others? Are the students able to interact, communicate and work effectively with others? (Hunter, 2006, p. 277)

IMPORTANCE OF TEACHER PREPARATION

Why schools are not ready? This is due to teachers themselves lacking in knowledge about the world. This could perhaps be the result of insufficient teacher preparation in global education. That can be an obstacle in the ability of the country to meet the challenges of today's world.

Therefore the need of the hour is to develop teacher capacity and capability by providing international and global education. Teacher education has to take it up as a necessary component of teacher preparation. Teacher education needs to engage with the world and only then can the curiosity about the world can be fostered among teachers. The teachers, in turn can foster this curiosity about the world in their students.

Professional organizations and the authorities should take steps in the direction of globalizing the curriculum, using technology for global

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learning, and engaging students in global learning at the local level. Considering that teacher education in global and international education is a must it should be addressed and mandated through professional organizations such as the National Council for Teacher Education, the University Grants Commission and the National Council for Educational and Research and Training.

GLOBAL EDUCATION: CURRENT SCENARIO IN TEACHER EDUCATION

In spite of the realization that significant attention has to be given to global education at the school as well as in higher education, teacher education and training programs are given minimum international exposure in India. There is handful of faculties involved in research outside the nation. Certain steps need to be taken in this direction like student and faculty exchange programmes amongst teacher education institutions of different nations, admission of students not having Indian origin in various courses alongside their Indian peers, introducing courses on comparative education, multicultural education and peace education. Also, these activities, however, are rarely connected or integrated in an overall strategy of teacher preparation. They seldom reach programmes of teacher education. Course requirements and student teaching take up most of the time of pre-service teachers, leaving hardly any scope to study abroad, master a world language, or study of globally oriented electives.

It is also now being recognized that there is the need for more and better world language instruction. However, there is scarcity of teachers with proficiency in world language whose is, particularly at the elementary level, which is globally significant.

The immediate concern is the lack of awareness of teachers about contemporary issues and methods world education. Agencies and department of education must move forward in internationalizing the curriculum, and provide platform to the students as well as

teachers to participate in globally themed classes and international experiences.

Few institutions have initiated comprehensive programs for global education, and some more are creating ways to incorporate global elements to courses and activities. Certain teacher educators are infusing global elements into their teaching, and are trying to make this a natural and integral part of their teaching.

Inclusion of courses and modules on global perspectives and global education in teacher preparation is the need of the hour. There is a need for teacher preparation programmes to embrace these aspects in educating teachers to prepare global citizens for an increasingly interdependent world.

CONCEPT OF GLOBAL AND INTERNATIONAL EDUCATION

There is a difference between global and international education. In everyday language the words global and international are used interchangeably. However there are subtle differences between the terms global and international. The term 'Global' refers to worldwide or universal, applicable to the whole world and the term 'International' means two or more (bilateral) countries.

Global education helps in development of skill of decision making and for participation in an interconnected world. The teachers as well as students in present times must understand the complexity of globalization and in turn develop skills for interaction in the same environment Global perspective amongst the students may be enhanced by teaching them International relations, world history and ethnic studies.

Global education does not marginalize various cultures but brings them together through study of contact, diffusion of ideas, antecedents to current events, and comparative themes and concepts. Persistent global issues such as land use, climate change, peace and security, and self-determination are examined across time and place (Anderson, 1990; Kniep, 1986).

Whenever people make choices it affects not only those living in close proximity but others around the world too. And when others make choices it affects us. These are the local-global connections. It is appropriately put by Alger and Harf that Global education therefore, must include knowledge and skills in decision making, participation, and long-term involvement in the local community and in the larger world beyond one's own borders. It is then that students will learn to process the information from multiple perspectives (Alger & Harf, 1986).

On the other hand international education provides knowledge, skills and experience that come from the collaboration in education of other countries and with international students in educational agencies. It includes area studies, wherein specific countries are studied and comparisons are made. So Knowledge of other countries with respect to their national context in terms of their history, geography, social, political, economic, educational and legal systems, forms the crux of international education and is obtained from different sources.

RECOGNIZING THE GLOBALLY COMPETENT STUDENT, TEACHER AND TEACHER EDUCATOR

The globally competent **student** is one who constantly seeks for knowledge about world history, geography, cultures and current global issues. Such student can communicate effectively with people around the world. They are able to understand multiple perspectives, and use primary or secondary sources across the world.

The globally competent, **teachers** must have all the knowledge and skills of globally competent student. In addition they must be able to give international dimension to their subject matter by incorporating the contemporary global issues. They need to possess pedagogical skills to analyze primary resources from around the world and appreciate different view points. The globally competent teacher must prepare students for becoming responsible citizen of the world.

The globally competent **teacher educators** are the one who prepare future teachers in to have all the skills and competencies highlighted above to be a global teacher. Any teacher education organization working towards development of global expertise amongst the future teachers and teacher educators must initialize the process by preparing detailed assessment criterion for the same.

FACTORS TO BE CONSIDERED IN EDUCATING TEACHERS IN GLOBAL AND INTERNATIONAL EDUCATION

Global Knowledge: A global teacher must have knowledge about the world and about the subject content for teaching. For example, an arts teacher needs to know the history, literature and cultural/political perspectives of diverse cultures in different areas of the world. It has also been noted by Merry (Merry, Field & Remy, 1995) that the teacher educators need to work with colleagues in other discipline such as humanities, science and social science to identify academic inputs that can be given to student teachers. This will equip student teachers with adequate foundational knowledge.

Cross-Cultural Experiences: Personal cross-cultural experiences are significant part of global and education. Writers like Gilliom and Wilson (Gilliom, 1993; Wilson, 1982) have pointed that Educational visits, student and faculty exchange programmes, projects or assignments of teaching in other countries are some of the ways teacher educators can build cross-cultural knowledge. Simulation can be another means for providing cross-cultural experiences.

Global Knowledge to be infused Throughout Teacher Preparation: This can be done by incorporating the content and experience in global and international education in teacher education programs. Internships, in schools can be organized in collaboration with talented global educators to enable pre-service student to acquire global competence. Specific courses can be instituted in world cultures, instructional strategies and methods of teaching them, how technology can be of help,

curriculum development, interdisciplinary approaches, methods of assessments and research in global education. Teacher educators as well as student teachers need to reflect and share ideas and experiences (Merrifield, 1995; Tye & Tye, 1992).

Deal with Controversy: We need to prepare teachers to deal with the issues pertaining to global as well as international education. The mode of reflection over reasons of conflict could be readings, role-plays, and collaboration with resource people in the community (Schukar, 1993; Lamy, 1990).

TEACHER EDUCATION FOR GLOBAL TEACHERS SHOULD INCLUDE:

1. Knowledge of global or cultural issue.
2. One language in addition to English may be one which is less commonly taught
3. Include teaching of the global dimensions in their subject matter
4. Exposure to International school curriculum
5. Field experiences such as facilitating student teachers to teach students of a different culture in another country for developing global perspectives.
6. Financial support for such experiences
7. Adopting of best practices followed in other institutions.
8. Encourage research in areas such as comparative education, requiring study of different cultures.
9. Promotion of cross cultural exchange of teachers and student teachers
10. Devising strategies to assess students for their global perspectives both formative and summative.
11. Use of ICT for promoting cross cultural practices via webinars, web conferences, virtual classes etc

ROLES OF VARIOUS STAKEHOLDERS IN PREPARING GLOBALLY COMPETENT TEACHERS

Role of the Management

1. Have the vision and a plan to ensure systemic changes which will result in international education for all student teachers.
2. Financial and administrative support as well as infrastructural support must be given.
3. The management should devise strategies for developing partnerships to enhance students' experiences and faculty capacity.
4. Offer to sponsor students to study abroad, conduct research, t e a c h a n d serve across the world.
5. Consider admitting students with international interests and experiences for admissions thus making the universities go international.
6. Create a special cell to advise students on the advantages of multicultural, international and global education and thus develop their interest in global perspectives.
7. Give incentives and rewards to global minded teacher educators.
8. Provide faculty the resources, financial or otherwise for travel, stay, food and study material enabling them to expand their horizon of knowledge with colleagues outside their country.

Role of the Principal

1. The principals of the teacher education institution should develop plan for including courses and programmes on global perspectives, issues and education.
2. Given autonomy to teachers to defining

global competencies, devise course objectives, content, learning experiences and assessment strategies.

3. Encouraging faculty to engage in international research projects, partnerships and / or professional development activities should get support from the seniors.
4. Bring in inter disciplinary by including faculty of arts and sciences for developing international knowledge, skills, and dispositions of student teachers.
5. Incorporate an elective subject in the teacher education program, giving international exposure to students.
6. Hire teacher educators who have international interests and global expertise that can bring the world into the class.
7. Extend invitation to visiting international faculty for giving student teachers an enriching experience of cultural, language, and social orientation of other countries.

Role of Teacher Educators

1. Develop understanding of global issues. This can be done by including artistic expression of different cultures, multicultural perspectives and democratic citizenship, causes and consequences of globalization, and the role of community in developing global perspectives.
2. Get involved in professional development activities that bring teacher educators together to teach teacher candidates, develop courses, and organize field visits.
3. Go for faculty development programmes for global teaching and learning. Learning from the teaching fraternity who are striving hard to incorporate global issues in their teaching.
4. Attend workshops which address specific

issues related to different global perspectives.

Role of Student Teachers

1. Student teachers should choose electives or take internationally oriented courses in their undergraduate and post graduate studies.
2. Make efforts to learn another language in order to communicate in today's multicultural societies and communities to get a window into other cultures. The course can include some basic vocabulary and phrases which can be used in informal conversations with students and written communication with parents and guardians once they start to teach in schools.
3. Student teachers must incorporate some aspects of global perspectives in their teaching.
4. Attend courses exploring cultural, political, economic and technological issues.
5. Promote participation of student teachers in International seminars, symposiums and conferences.

CONCLUSION

Through this paper the author has highlighted the importance of global education. Current scenario in teacher education is discussed. The differences in the concept of global and international education are articulated. Recognizing the globally competent student, teacher and teacher educator importance of teacher preparation for the global age is explained. Several factors that need to be considered in educating teachers in global and international education as well as strategies to prepare globally competent teachers have also been elaborated.

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