

## TEACHER EDUCATION FOR GLOBAL AGE

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### ABSTRACT

There have been noticeable developments in technology and knowledge all over the world. As globalization and knowledge societies expand, reform on the teacher education programs is becoming an important issue because teachers are always seen as moderators of a changing society. Hence, the necessity to make improvements in teacher preparation and training is a current issue. To be highly qualified, teachers must be well prepared, especially in improving the quality of education facing global challenges. For this purpose, we need teacher education reform that aligns teacher preparation with the demands of an emerging information society and an increasingly interdependent world in the 21st Century. Therefore, the purpose of this paper is to develop a clear understanding of the concept of globalization and global competence, and what the teachers need to know if they are to help pupils make sense of the world in the early twenty-first century. This paper highlights some of the contemporary global concerns that young people have today. It then considers the importance of various strategies and teacher training for preparing globally competent teachers and the various alternative ways of coping with global complexities. The intent of the present paper is to enhance the teacher education quality in India by focusing on the emerging global concerns.

**KEYWORDS:** Teacher Education, Globalization, Global Education, Global Concerns, Global Competence

### INTRODUCTION

As a result of many ties of interdependence among countries, the world we live in has evolved into a globalized system. Recent history unquestionably shows that the lives of the men and women of this planet may be affected by events and processes thousands of kilometers away. World-wide economic, geopolitical and social relations, modern communications and technologies, media and transport allow a fast flow of information. People and goods are both causes and characteristics of globalization as a process that leads to an interdependent world and to what nowadays is called globalization (Silva,2010). As boundaries blurred due to the swiftness of information transfer, knowledge became power. With governments gearing up to prepare their citizens for the knowledge-economy, greater responsibility has been placed on education institutions to meet the challenges brought about by this new landscape (Tarman,2010).

Teachers are today at the centre of the scene in educational reforms. National governments, international organizations and even international non-government organizations (NGOs) assume that the quality and performance of education systems depend more and more on what teachers know and do in the classroom. (Verger, Altinyelken and, koning, 2013). Consequently, countries had to improve their educational systems in order to provide their people enough knowledge to use this technology. Paralleling fast changes in Indian society, like in other countries, there have been some changes in the purpose of the functioning of education. Hence, the necessity to make improvements in teacher preparation and training is a current issue. So, in this era of globalization, the teachers and teacher educators must play an important

role in incorporating the understanding of the challenges of globalization and making necessary changes into the substance of education.

If young people need to be successful in an increasingly interdependent world, they need global competence to describe a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment. So, globalization requires young people to learn how to coexist with others in diverse and often conflict ridden real and virtual public spaces. Hence, the need for global education as an international dimension in learning and teaching methods in order to move towards a better understanding of the current issues of the world, its impact at local and global level, is not only a need, but an ethical challenge in today's world.

## **CONCEPT OF GLOBALIZATION AND GLOBAL EDUCATION**

Globalization is the acceleration and intensification of interaction and integration among the people, companies, and governments of different nations. This process has effects on human well-being, on the environment, on culture, and on economic development and prosperity of societies across the world. An early description of globalization was penned by the American entrepreneur turned minister Charles Taze Russell who coined the term 'corporate giants' in 1987. In the words of Martin Khor, "Globalization is what we in the Third World have for several centuries called colonization" (Nithya, 2011).

Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological. It also involves learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes of others; and to realize that other people of the world need and want much the same things (Tye, 1999).

Global education enables people to develop the knowledge, skills, values and attitudes needed for securing a just, sustainable world in which everyone has the right to fulfill his/her potential (Silva, 2010)

## **CONTEMPORARY GLOBAL CONCERNS**

Globalization is complex and ambivalent and its consequences can be regarded as both positive and negative. Among the positive consequences of globalization are: the widening of peoples' horizons, access to knowledge and the products of science and technology, multiculturalism and intercultural views, an increase in opportunities, personal and social development and possibilities of sharing ideas and joint action towards solutions to common problems. The negative consequences are mainly on social, economic and environmental levels. On one hand there is increasing poverty in societies, a growing gap between developed and developing countries and between privileged and excluded people, low standards of living, disease, forced migration and human rights violations, exploitation of weak social groups, conflicts, insecurity and growing individualism. On the other hand, there are many environmental repercussions such as the greenhouse effect, climate change, pollution and the exhaustion of natural resources (Silva, 2010).

There are so many controversial issues like violence and war, differences in race, creed, culture, language, gender, scarcity of resources, unevenness in development and erosion of family values and social values. It is right to admit that the world is in turmoil. It is wounded and sacred in many ways. In recent years there have been numerous conflicts across the globe, which have led to suffering and displacement of millions of children and young people, often under horrific circumstances (Nair, 2009). The prospect of war and the ugly head of terrorism raising itself somewhere or the other is

getting more and more terrifying. Tales of cruelty and oppression, gunmen running on the rampage and recklessly killing innocent victims, statistics of starvation, records of displaced persons, political refugees and homeless people are ever on the increase (Warnasuriya, 2009).

So, what are those issues that teachers need to know if they are to help pupils make sense of the world in the early twenty-first century? These long standing global issues are – poverty, unemployment, population, environment pollution, low standards of living, disease, forced migration and human rights violations, exploitation of weak social groups, racism and xenophobia, conflicts, insecurity and growing individualism, a growing gap between developed and developing countries and between privileged and excluded people, ‘war against terrorism’ or the complexities of climate change. All of these issues have a major impact on the society that students will live in, both now and in the future (Worldwatch Institute, 2003, 2004).

Therefore, people have to find ways to cope with this enormous threat and danger. The need of the hour is to develop the young generation with global consciousness and the importance of conflict resolution (Erten, 2006). In order to be equipped to tackle these complex and interwoven problems, the coming generation needs a radically different education in method and approach. If they are to develop as global citizens all young learners should have the opportunity to engage with these controversial issues. And teachers have a key role in enabling young people to develop the skills they need to do this.

All the above discussed issues are new and require proper management if teacher education programme is to redeem its lost glory. This necessitates collaborative and co-operative strategies in teacher education from all the stakeholders. Therefore, there is need to identify these needs properly through the process of needs assessment and manage them professionally. This must be done carefully and by the professionals in teacher education.

## **STRATEGIES TO PREPARE GLOBALLY COMPETENT TEACHERS**

Students today are graduating into a world that is interconnected as never before. All the major challenges, whether in health, environment, poverty, or peace and security, require cooperation across borders and boundaries. Our education system is somehow lacking this concern. Recent education reform efforts have focused heavily on improving reading, math, and science education. These efforts, while important, cannot ensure that students will develop the knowledge of world regions and global issues that are so important to living and working in an increasingly interdependent world. Leaders from all sectors are calling for education to address these challenges. At this place teacher plays an important role in creating globally competent students. Teachers play an important role in creating a world where access to knowledge and the products of science and technology, multiculturalism and intercultural views, an increase in opportunities, personal and social development and possibilities of sharing ideas prevail. To be highly qualified, teachers must be well prepared, especially in improving the quality of education facing global challenges. For this purpose, we need teacher education reform that aligns teacher preparation with the demands of an emerging information society and an increasingly interdependent world in the 21st Century. (Tarman, 2010).

## **ENGAGE POLICYMAKERS AND FACULTY, AND DEVELOP A PLAN**

Conversations with deans of education, teacher educators, teachers, and global education professionals can suggest an emerging framework for comprehensive internationalization of teacher preparation. They can provide access to

resources and create a climate that supports the preparation of globally competent teachers. Such Cultural Immersions Program should be conducted which provides overseas student teaching experiences for its prospective teachers.

### **CREATE A GLOBALLY ORIENTED GENERAL EDUCATION PROGRAM AT GRADUATION LEVEL**

Preparing those who will educate the next generation about the world is a vital task but that must be shared by all who instruct future teachers. There is obviously a special role for Education faculty in the process, but faculty in the Arts and Sciences are also essential to developing the international knowledge, skills, and dispositions of teacher candidates. So, this step should be taken at graduation level. Such step ensures that students who decide to pursue a teaching credential later in their undergraduate education, or after having completed an undergraduate degree in another field, will come to their professional education courses with some knowledge about the world outside the country., Even advisors can encourage students to choose elective subjects or fulfill other requirements by taking internationally themed courses.

### **RECRUIT FACULTY AND ENROLMENT OF STUDENTS WITH INTERNATIONAL INTERESTS AND EXPERIENCES INTO TEACHING**

Increasing numbers of students come to today's college campuses with experience of the world and enthusiasm to learn more. Such faculty should be recruited in the education colleges as teacher educators and those students should be enrolled in B.Ed. courses that have international interests.

### **FACULTY DEVELOPMENT FOR GLOBAL TEACHING AND LEARNING**

Once prospective teachers begin taking professional education courses at their institutions, learning from faculty members who bring global expertise to their own teaching should be done. Building a globally oriented faculty requires a multi-pronged approach.

#### **Recruiting and Rewarding Internationally Minded Teacher Educators**

Seeking and hiring teacher educators who have international interests is one way to bring the world into a program. This might include recognizing and rewarding contributions such as course revisions that help future teachers learn how to teach about the world, articles in international journals, international research, and promoting study or student teaching abroad.

#### **Globally Focused Capacity Building of Faculty**

Teacher preparation programs can also support faculty in internationalizing their teaching in order to help their students learn to do so.

#### **Provide International Experiences for Faculty**

Spending time abroad helps teacher educators expand their knowledge of other countries and cultures, as well as build relationships and explore common research interests with colleagues outside the country. Faculty who is involved in international initiatives often become devoted to them and maintain international connections, which can enrich the education of pre-service teachers. Instructors who travel are more likely to encourage students to do so.

### **Visits of International Faculty**

Most universities in our country receive international visitors for stays of varying lengths. These Visiting scholars can present a workshop or seminar for education students and spend some time in local schools. Such presentations can be tailored to help future teachers learn more about, and how to teach about, other countries and cultures.

### **INTERNATIONALIZE PROFESSIONAL EDUCATION COURSES**

An important goal of these faculty development activities described above is to ensure that the coursework for all teacher candidates includes a global perspective, either by integrating such content into existing courses required for graduation, or by creating one or more required courses that provide an overview of key global issues. Weaving international knowledge and skills into individual education courses, especially those that are required of all candidates, provides opportunities to address pedagogical issues related to teaching global knowledge, skills, and dispositions as well as to teach international content.

### **Social Foundations of Education**

Teacher candidates typically are required to take a course in the social foundations of education, which explores cultural, political, economic, technological, and other influences on the context of school. Such a course is an appropriate place to address the global forces at work and their impact on education today.

### **Child Development**

All future teachers should take at least one course in child development. These courses provide an opportunity for an examination of child rearing in different cultures and its implications for teaching practice.

### **Working with English Language Learners**

Schools of education around the country recognize that responsibility for English language learners' language development and academic achievement is no longer limited to specialists. Worldwide, many students are bilingual, and a significant portion are schooled in a language that is not their native tongue. Part of the process of preparing teachers with a global perspective should include an understanding of the development of bilingualism and biliteracy, including knowledge of the linguistic as well as the political and socio cultural factors involved in language use in schooling. In addition, teacher candidates intending to teach diverse students, whether in the country or abroad, need to learn effective methods and strategies that promote the acquisition of language, literacy, and content knowledge to students not yet proficient in the language of school.

### **Instructional Methods Courses**

Courses that focus on specific content areas provide the most direct avenue for helping future teachers learn how to integrate knowledge of the world into their teaching. All subjects can be taught with the world in mind. Collaboration among faculty in Education and Arts and Sciences can be particularly beneficial for revising instructional methods classes. Teacher educators for instructional methods courses can guide future teachers' pedagogical practices so they can help their own students understand and engage with the world in meaningful ways.

## **Social Studies**

Social studies, the traditional home of “global education,” includes many courses and topics that lend themselves readily to teaching about the world. The rapid growth of world history is just one example. Teachers are often asked to integrate international content or comparative elements into Indian history and government. Teachers can focus on teaching about the world as a system; putting local issues in a global context; and helping students understand how governments, nongovernmental organizations, multinational corporations, and non-state actors interrelate on the world stage.

## **English and Language Arts**

Courses in reading, English, and language arts provide rich opportunities to bring the world to students of all ages. Increasingly, globally minded teachers use world literature, as well as newspapers and media from other countries, to reinforce universal themes and open doors to new perspectives.

## **Science**

It is difficult to overestimate the importance of scientific literacy to well-informed 21<sup>st</sup> century citizenry. Internationally minded science educators also help their students see that addressing many of today’s global challenges requires international scientific cooperation.

## **Mathematics**

Students can also experience the world in mathematics, a class that is not intuitively “global.” For example, they can use global data for problem solving, or art and architectural designs from various cultures in the study of geometry. These kinds of activities are part of what is needed to bring a global perspective to mathematics.

## **Visual and Performing Arts**

Visual and performing arts methods courses can help prospective teachers include these concepts in their teaching as they learn about the variety of artistic expression of cultures around the world. Museums and cultural performances in the community can provide resources to bring global perspectives to the classroom.

## **Physical Education and Health**

Globally oriented physical education teachers bring into their classes games, sports, and dances from around the world, as well as non-western practices such as yoga, tai chi, and karate. Teaching students why and how these activities developed in a particular context can enrich their understanding of the world while developing their physical skills. Teachers can also engage students in interdisciplinary projects to help them learn about topics such as the global business of sports, nutrition practices in different regions, cultural influence on health practices, or the impact of global warming and poverty on health throughout the world. Schools of education could make a significant contribution to helping all teachers teach the global dimensions of their subjects by systematically integrating global content and teaching practices into instructional methods courses.

## **OFFER INTERNATIONAL EXPERIENCES AT HOME, ABROAD, AND ONLINE**

Interacting first-hand with people from another country or culture is an invaluable component of a good global

education. Limited time and resources have traditionally prevented teacher candidates from taking advantage of study abroad, but this is beginning to change as the value of such experiences becomes increasingly evident. Education programs are exploring innovative ways to ensure that their students have international experiences in the course of their teacher preparation.

### **International Experiences at Home**

Providing opportunities for prospective teachers to engage with people and cultures from other countries on the home campus or in the local community can be a time and cost-effective way to broaden horizons. Students who are unable or reluctant to leave the country can be introduced to international students, visiting faculty, or immigrants in ways that help them learn about the world and build their cross-cultural skills.

### **International Experiences Abroad**

Despite time and resource limitations, colleges of education can find ways to provide a growing number of pre-service teachers with opportunities to spend time abroad. As noted earlier, advising students about these opportunities early in their undergraduate the likelihood they will be able to fit them into a tight schedule.

### **International Experiences Online**

As technology shrinks the globe, teachers can help their students learn about the world and develop language and cross-cultural skills through authentic communication with people in other countries. Email, videoconferencing, and other interactive technologies have begun to provide these opportunities, but they are still used relatively rarely for this purpose. Online courses are increasingly common as technology allows the classroom to expand beyond the home campus and traditional schedules. An increasing number of programs and resources are now available to help teachers to create virtual international experiences.

## **IMPROVEMENT OF INFORMATION AND COMMUNICATION SYSTEMS IN TEACHER EDUCATION**

To change for better the face of teacher education, programme, teaching profession and school teachers respectively, there is need to adapt to and adopt new educational communication and technology materials. This will improve the training and instruction of teachers and teacher-trainees. These packages will educate, inform and expose these individuals to the needs and challenges of the modern society that they are expected to serve.

### **INCLUSION OF RELEVANT SUBJECTS**

Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship. Therefore, there is need to broaden the teacher education curriculum to include areas that are being demanded by the modern society. So, education for global competence can be taught through existing school subjects as well as subjects called Peace education, intercultural education, environmental education, development education, human rights education and education for democracy should be made. With regard to global education the new framework emphasizes the need to: re-conceptualize citizenship training in terms of human rights and approaches of critical pedagogy, emphasize environment and its protection, living in harmony with oneself and with natural and social



environment, promote peace, a democratic way of life, create respect for the constitutional values of equality, justice, liberty, fraternity, tolerance, secularism and empathy. This will ensure teachers are equipped with relevant competencies to manage emerging challenges in education and the society.

### **Some Major Recommendations**

Here are some recommendations for educational policy makers, administrators and practitioners to help educators to become active agents of global competency:

- Those guidelines should be adopted which could be translated into strategies, policies and plans of action at the institutional and national levels to promote global education according to the conditions of the different communities.
- In order to develop skills and attitudes among teachers to practice global competence more and more teacher training courses on global education must be organized.
- Global Education cannot successfully be taught using a didactic approach. Teachers must be given the opportunity to develop their own constructive and positive attitudes as well as learning or enhancing the skills of an interactive methodology.
- Prospective teachers need to know about and understand significant contemporary global issues and events, particularly war and conflict, but the political background to issues of HIV/AIDS, poverty, pollution and human rights should also be introduced to them.
- Many teachers however lack confidence and feel underprepared in tackling controversial global issues, in terms both of knowledge and methods. They fear children would be anxious if war were discussed, that ethnic tensions in the class would be heightened, or that they should not present their own views.
- The need of the hour is to increase drastically education budget for the proper development of global education.
- Universities should also require and encourage their teacher educators and prospective teachers to undertake research into global education. For this reason, the research facilities should also be increased.
- It is essentially required to co-ordinate the NCERT, NCTE, UGC, SCERT, State Councils of Higher secondary Education etc. for introducing global education as an integral component of the curriculum after a critical review of the existing text-books, reference books and other reading materials to introduce global education at all suitable stages and sub-stages of education for the benefit of the teachers and students and community at large.

### **CONCLUSIONS**

It may not be out of place to point out that `rapid process of change plays a fundamental role in society's improvement. Attempts to compete with the innovations in society have brought about the necessity to educate the citizens in accordance with the changing needs of society. This rapid process of change, which is the result of social dynamism and environmental factors, leads communities to pay considerable attention to the provision of more qualified man power and education of better quality. In order to educate more qualified generations, education process must be organized and improved so as to meet the needs of today and tomorrow (Erten,2006).



Today's students will need extensive knowledge of the world and the skills and dispositions to engage with people from many cultures and countries. They will need these to be responsible citizens and effective participants in the global marketplace of the 21st century. Global Teacher Education, seeks to help ensure that the teachers are well prepared to give young people international perspectives on the globally-connected world.

Global competence will be achieved only when the citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the earth and each other. Therefore, to be successful in an increasingly interdependent world, the young people need global competence and globally competent students would have the knowledge and curiosity about the world's history, geography, cultures, environmental and economic systems, and current international issues, they would have that language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives, and use primary sources from around the globe, and a commitment to ethical citizenship. To help students to become globally competent, teachers must have the knowledge, skills, and dispositions as well as knowledge of the international dimensions of their subject matter and a range of global issues, pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping, a commitment to assisting students to become responsible citizens both of the world and of their own communities.

So, training teachers for the global age also requires that teacher educators, who are preparing future teachers in our colleges and universities, need to develop the capacities as well as the knowledge, skills, and dispositions to help teacher candidates acquire them. So a comprehensive globally competent teacher preparation framework may include: re-examination of teacher preparation programme, and facility of at least one in depth cross-cultural experience for every pre-service teacher. If we desire to be a globally competent world, we must dedicate our time, energy and resources toward teaching students about the meaningful lessons that can be learned inside the classroom as well as outside in the world. A teacher should focus both on education about world and education for world while addressing the knowledge, values, skills and behaviours needed to nurture a globally competent culture. So, our vision for young people is to regard themselves and be educated as global citizens, who are confident in their own culture, and able to understand and appreciate other cultures with which they will increasingly interact in their personal, social, and economic lives. Hence, Education for a global perspective will be that learning which enhances the individual's ability to understand his or her condition in the community and the world and improves the ability to make effective judgments.

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