Relevant Literature

This study examines to role of global education by aligning local, national, and international standards to a framework such as 1) The International Society for Technology in Education (ISTE) supports the use of information technology in K-12 schools; 2) The Society for Information Technology and Teacher Education (SITE) is an international association of teacher educators dedicated to the advancement of the knowledge, theory and quality of learning, and teaching; 3) The Association for Supervision and Curriculum Development (ASCD) promotes excellence in learning, teaching, and leading and delivers innovative programs, products, and services; 4) Partnership for 21st Century Skills (P21) plays an active role in guiding policy and projects on 21st century readiness; 5) Council of Chief State School Officers' (CCSSO) and the Asia Society Partnership for Global Learning defined the term global competency matrix; and 6) The National Center for Universal Design for Learning at the Center for Applied Special Technology (CAST) outlines strategies and guidelines for individuals with disabilities.

Procedures

Participants engaged in self-study while reflecting on innovative transformative curricula, assessment tools and strategies for 21st Century teaching. The research explores and outlines innovative assessment tools, templates, and strategies to cultivate “transformative educator model” among pre-service teachers, to activate thinking curriculum and to reflect on their own learning process.

PAR team consists of three teacher education faculty and over 40 pre-service teachers. Participants for the study recruited from senior seminar courses and the faculty in teacher education. The study focused on (a) re-designing our teacher education courses while connecting a participatory action research (PAR) with instructors of these courses who self assess the “Transformative Educator Model” in their own teaching and learning; (b) exploring innovative and transformative teaching models, tools, strategies, and best practices for teacher education curriculum integrating global competencies, critical thinking and 21st century skills; (c) investigating participants’ reflections and reactions to transformative and culturally and linguistically responsive curriculum while reflecting on their own practice; in the second phase of the study, pre-service teachers invited the campus community to share their design of a “gallery walk” that is based on Museum approach to teaching. Gallery Walk for our research project is a collection of artifacts (i.e., maps, pictures, posters, audio and video clips) designed to showcase the importance and exemplary usage of multicultural multilingual learning modules and digital stories across content areas as well as receive reactions and feedback from other pre-service teachers and faculty in teacher education.

Social Change Implications

This study will have a broader impact in teacher education field and benefit teacher candidates, teacher educators, K-12 educators, parents, and administrators who seek transformative and innovative strategies and tools for improving instruction, assessing students’ work and for preparing new generations to be future “transformative and visionary leaders” and global citizens.

Data Analysis

This study employs qualitative methods to capture the descriptive elements related to the pedagogical perspectives and teaching practices used by the teacher educators identified as effective by teacher candidates. To triangulate the findings, several co-collaborating researchers conducted a study (c) interviews, (d) peer review/dialog online, (e) survey, and (f) ethnographic field notes.

This study focuses on teacher perceptions and experiences of engaging in collaborative action research on professional identity and practice. This qualitative study focuses on understanding the lived experiences of 40 teacher candidates before, during, and after engaging in action research at the same time conducting a self-study on my own teaching practices through the lens of global education.

Conclusions

Results indicate transforming our own teaching is more important than ever. Designing curriculum for a deeper understanding, setting higher standards with a set of clear expectations of what students need to learn, emphasizing the application of knowledge, and incorporating assessment throughout the curricular process have long been documented. Participants completed a weekly checklist for teacher education models (from Traditional, Progressive to Transformative in books, digital stories, podcasts and blogs) and present their self reflections. Participants shared their challenges and triumphs on a weekly basis; peer observing and providing feedback to each other. As one student wrote:

The past few months allowed me to reflect upon my life and teaching career. I learned “pedagogy of plenty” versus “pedagogy of poverty”; this help me to know that in my own past I was taught by the latter. This is the “reference” I will embrace “pedagogy of plenty.” I have also learned to look intently at history, commercials, stereotypes (i.e. scientist) and other publication for “myths and misconceptions.”

Most importantly, the study provided open dialog and communication among faculty, pre-service and in-service teachers to bridge theory into practice while integrating innovative technologies and frameworks.

Findings

We outline the role of global literacy skills in teacher education while integrating multiple literacies as a means for further developing participants’ global competencies, critical thinking and 21st century skills; highlights transdisciplinary and Universal Design of Learning (UDL) curriculum projects with limited resources and equipment in global education context; and showcases best practices in teacher education programs that are transdisciplinary, inclusive and transformative.

This PAR study sought to accomplish four main goals: (1) promoting transformative leadership, global literacy, and 21st century skills among pre-service teachers while providing cultural and linguistically responsive curriculum; (2) describing pre-service teachers’ perceptions, discoveries, and experiences participating in Multilingual Multicultural Media projects across content areas (e.g. math, geography, cultural studies); (3) identifying innovative activities, exercises, and assessment strategies and tools that align with the local and national standards associated with Teaching and Learning, Transformative Education, Global Competency, Media Literacy and 21st century skills; and (4) investigating the role of multiple literacies (e.g. information, technology, geography, media literacy) and the use of new technologies (mobile tools such as GPS, tablet PCs, robotics) in developing global competencies and 21st century skills among pre-service teachers.