



Available online at globets.org/journal
International Journal of Education, Technology and Science
4(2) (2024) 1893-1940

IJETS
International Journal of
Education Technology and
Science

A 5-YEAR GLOBAL TEACH CONNECTION ACTION-ORIENTED STUDY: AN EXPLORATIVE ANALYSIS OF TEACHER NEEDS FOR DEVELOPING GLOBAL TEACHING COMPETENCIES

(Research article)

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Received: 25.02.2024

Revised version received: 31.05.2024

Accepted: 31.05.2024

Abstract

This action-oriented case study emphasized the significance of equipping educators with global teaching competencies to prepare students for an increasingly interconnected world. Collaboratively undertaken by Drexel University's School of Education and the University of Pennsylvania, the research aimed to transform teacher education by creating a comprehensive curriculum and professional development opportunities centered on global teaching skills. The project is centered on cultivating global competence in students with the recognition that a substantial portion of modern jobs is linked to international trade. It seeks to address the gap in understanding how global competencies are integrated, assessed, and implemented within teacher education and K-12 classrooms. The study used psychometric tools to explore and examine perceptions of teacher education professors, preservice teachers, and educational leadership graduate students regarding global competence, preparedness, and practical application. The researcher examined four questions related to a hypothesis about whether educators can effectively empower their students with global knowledge and skills without possessing global teaching competencies themselves. Leveraging a five-year planning sub-grant, the initiative adopted a multidisciplinary research approach and aligned with UN Sustainable Development Goals. The analyses in this preliminary study underscored the importance of continuing to explore and examine global competencies while considering the diverse preferences and needs of participants when planning future summits, aiming for a balanced and inclusive program that addresses both specific and broad themes in global education.

Keywords: Global teaching competencies, teacher education transformation, international trade workforce, global competence

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1. Introduction

1.1. *Introducing the problem*

Students today are graduating into a world that is more globally connected than ever before. In fact, studies show that nearly 1 in 5 jobs in the U.S. is tied to international trade. According to Laura M. Baughman, President of Trade Partnership Worldwide, LLC (TPW) More information at www.tradepartnership.com) in the Trade and American Jobs report in The Impact of Trade on U.S. and State-Level Employment: 2022 Update report. Based on the latest available data for this assessment (2019) and considering both the gains and the losses (i.e., a net estimate), we find that trade supported over 41 million U.S. jobs in 2019. One in every five U.S. jobs was linked to exports and imports of goods and services (p.1). Available: <https://www.businessroundtable.org/trade-and-american-jobs-the-impact-of-trade-on-us-and-state-level-employment-2022-update>

The classroom is no different as educators are charged with preparing learners for the global workforce in preparation for new jobs. To that end, Drexel researchers teamed up to offer this Global Teach Connect Summit with the University of Pennsylvania to inform planning curriculum and professional development opportunities that will prepare students interested in becoming globally competent teachers or leaders to be better prepared to teach students from different cultures and backgrounds. This, in turn, will make classrooms more equitable and inclusive for students who would otherwise fall behind in school.

According to NAFSA, the learning environment today includes diversity in the classroom that includes the following characteristics: Majority minority, English language learners, immigrants, refugees, and globally interconnected and multi-cultural groups and individuals (Baughman, 2020).” NAFSA: Association of International Educators is the world's largest and most diverse nonprofit association dedicated to international education and exchange, working to advance policies and practices that ensure a more interconnected, peaceful world... <https://www.nafsa.org/>

The GTC collaboration is a highly effective strategic partnership between Drexel’s School of Education and Penn Area Studies faculty and students to 1) prepare teachers and education leaders to think globally, 2) develop area studies and intercultural competencies, and 3) engage new pedagogical theory and practice for working with diverse students and teaching less commonly taught languages. In addition, all dimensions of the GTC Conceptual framework specifically support the UN SDGs 1 Poverty, SDG 4 Quality Education, SDG 5 Gender Equity, and SDG 8 Decent Work and Economic Growth. We believe solutions to these problems are connected to our teaching and learning systems. Teachers and policymakers are at the center of our educational systems.

The grant activities are guided by an interdisciplinary approach to supporting global teaching competencies in teacher education, which include an emphasis on Global and International Education, intercultural, social justice, equity, and language learning competencies. The UPenn-

Drexel Global Connect project is helping to “level the playing field” for Drexel’s teacher education students, diverse learners, and teachers in schools. The project provides opportunities for new higher education curricula and professional development focusing on immigrant and diverse learners and gender equity in community schools, teacher preparation faculty, and their leaders who want to improve access to equitable, intercultural, and global education opportunities.

Overview of Global Teaching Competency Problem/Issue

NAFSA’s Global Preparation Lens for the InTASC Model Core Teaching Standards is intended to facilitate opportunities for teacher educators and teachers to recognize and develop globally competent teaching within the InTASC framework. NAFSA's Global Preparation Lens integrates statements of knowledge, skills, and dispositions that focus on the development of global competence within the InTASC standards but do not provide specific guidance on how to meet the new requirements.

A growing concern among leaders in the U.S. Department of Education’s IFLE Title VI program is despite this accreditation requirement, except for Dr. Lin Goodwin’s work, there has been little research published addressing the gap in knowledge about how global teaching competence is being introduced, measured, or monitored in teacher education programs, professional development or in K-12 teachers classroom practice. According to Carter (2020), across continents and academic programs, it has become clear that students need to develop “global competence” to fully engage in our interconnected world. This extends beyond personal contact and has also been tied to a nation’s economic capability, as graduates are groomed to help countries compete in the emergent knowledge economy. Such issues have been debated in previous studies, but one central question that needs to be addressed is: Can we hope to empower our students with the knowledge and skills they need if teachers themselves have not first been trained in the same competencies?

It is clear that if teachers are expected to prepare their students for a globalized workplace, they must first develop the global competence and intercultural skills needed to implement their students’ development of global knowledge, skills, and attitudes. The painful truth, however, is that many teachers do not possess a clear understanding of what global competence means, much less how to instill it in themselves and their students (Zhao, 2010).

Purpose and Significance of Global Competency

The purpose of this 5-year planning sub-grant was to explore how accreditation requirements to facilitate opportunities for teacher educators and teachers to recognize and develop globally competent teaching within the InTASC framework should be implemented, based on the perceptions of teacher education professors, preservice teachers, and educational leadership graduate students regarding the meaning of global competence. In addition, the study includes

exploring conditions for developing the skills and knowledge they need to be effective in preparing learners for success in today's diverse and interconnected world.

Therefore, in the practice-based project, GTC explored and examined ways to address this gap in knowledge and practice to understand and explain teachers, educators, and leaders' perceptions about the concepts and terms associated with global competence to expand the theory and recommend improvements in teacher education programs and teaching practice.

1.2. Relevant scholarship

In this section, a discussion of the relevant related literature is included. However, because this is research in progress, it does not include an exhaustive historical account. The researchers assume that the reader is knowledgeable about the basic problem and does not require a complete accounting of its history. The scholarly description of earlier works referred to in the introduction provides a summary of the most recent directly related work and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works are provided as signs of scientific and scholarly responsibility which the researcher believes are essential for the growth of a cumulative science. In the description of relevant scholarship, the researcher also informs readers about other aspects of this study that have been reported on previously and how the current use of the evidence supports earlier uses.

Developing and Defining Global Teaching Competencies: A Narrative Literature Review

Globalization has transformed the landscape of education, necessitating a shift in pedagogical approaches to equip educators with the competencies required to thrive in diverse and interconnected learning environments. This brief historical literature spanning 20 years explores the emergence and definition of global teaching competencies, shedding light on the key concepts, frameworks, and challenges in this evolving field.

Foundations of Global Teaching Competencies

1. **Cultural Competence:** Global teaching competencies often begin with cultural competence, emphasizing educators' ability to understand, appreciate, and adapt to diverse cultural perspectives. Leask (2015) notes that this involves not only acknowledging the cultural backgrounds of students but also integrating global perspectives into the curriculum.
2. **Intercultural Communication:** Effective intercultural communication is a cornerstone of global teaching competencies. Byram (2008) emphasizes the importance of fostering students' ability to communicate across cultures, promoting understanding and collaboration in an increasingly interconnected world.
3. **Open-mindedness and Curiosity:** Hattie and Marsh (1996) highlight the significance of educators' open-mindedness and curiosity. These dispositions contribute to the development of a global mindset, enabling teachers to continuously learn and integrate new perspectives into their teaching practices.

Frameworks for Global Teaching Competencies:

1. Common European Framework of Reference for Languages (CEFR): The CEFR provides a comprehensive framework for language teaching, emphasizing not only linguistic competencies but also intercultural communicative competence (Council of Europe, 2001). It serves as a model for integrating global perspectives into language education.
2. Partnership for 21st Century Skills Framework: The Partnership for 21st Century Skills emphasizes global awareness as a key skill for students and educators alike. It encourages the integration of global perspectives into the curriculum to prepare students for the challenges of the modern world (Partnership for 21st Century Skills, 2007).

Challenges and Recommendations

1. Teacher Training Programs: Despite the growing recognition of the importance of global teaching competencies, Sleeter and Grant (2009) highlight challenges in teacher training programs. Many educators may not receive adequate training to develop the necessary skills for teaching in diverse and globalized contexts. There is a need for professional development programs that focus on these competencies.
2. Inclusive Curriculum Development: Developing a globally competent curriculum can be challenging. UNESCO (2016) suggests that educational institutions should work towards creating inclusive learning materials that reflect diverse cultural perspectives. This involves collaborative efforts in curriculum development and the incorporation of global issues.

Summary

The development and definition of global teaching competencies have emerged as crucial components of modern education. Multicultural education, cultural competence, intercultural communication, and a global mindset form the foundation of these competencies. Frameworks like the CEFR and the Partnership for 21st Century Skills provide valuable guidance. However, challenges persist, particularly in teacher training and inclusive curriculum development. As education continues to evolve in a globalized world, ongoing research and collaborative efforts are essential to refine and implement effective strategies for developing and defining global teaching competencies.

Continuous assessment and targeted support can ensure sustained growth in this area. The insights from the GTC Summit reflect a nuanced understanding of the complexities in education, emphasizing the importance of cultural inclusion, adaptability, and ongoing learning to promote equality and prepare students for a globalized world.

In conclusion, the analyses in this preliminary study underscore the importance of considering the diverse preferences and needs of participants when planning future summits,

aiming for a balanced and inclusive program that addresses both specific and broad themes in education.

1.2. *State hypotheses and their correspondence to research design*

The approach to solving the problem in this action-oriented research is guided by a hypothesis and four research questions.

Hypothesis: Educators who receive training in global teaching competencies through a comprehensive curriculum and professional development opportunities will demonstrate increased awareness of teaching strategies and the importance of preparing students for the demands of an interconnected world. This enhanced teacher awareness and preparation will be reflected in students' improved global competence and readiness for the global workforce.

Research questions

1. How do teacher education professors, teachers educational leaders, or students perceive global competencies in their teaching practice?
2. How do teacher education professors, teachers, and educational leaders describe the relevance of global teaching competencies in professional development?
3. How do GTC teacher education professors, teachers, and educational leader participants perceive the implementation of global competencies in K-12 education?
4. What is the perceived association between global competencies and a workforce of the future?

The hypothesis and research questions presented are derived from theoretical frameworks emphasizing the importance of global competencies in education and their potential impact on student outcomes and workforce readiness. In addition, the answers may provide implications for policy, practice, innovation, and evaluation to develop or continuously improve curriculum and instruction inclusion of global teaching or learning competencies.

The rationale and conceptual or theoretical frameworks for each question are as follows:

1. Hypothesis Rationale:
 - The hypothesis posits that educators who receive training in global teaching competencies will be more effective in preparing students for an interconnected world. This hypothesis is logically connected to previous research demonstrating the significance of global competencies in education. It is grounded in theories of globalization, which emphasize the need for individuals to possess skills such

as cultural competence, global awareness, and adaptability to thrive in a globalized society. Previous studies have shown that educators play a critical role in fostering these competencies among students, and professional development opportunities can enhance their ability to do so.

- The research design permits the inference needed to examine this hypothesis by comparing the effectiveness of educators who have received training in global teaching competencies with those who have not. By measuring student outcomes such as global competence and readiness for the workforce, researchers can assess the impact of educator training on student preparation for an interconnected world.
2. Research Question 1 Rationale:
 - This question explores how various stakeholders perceive global competencies in teacher education practice. It is derived from theories of educational reform, which suggest that curriculum design plays a crucial role in shaping student learning outcomes. By understanding stakeholders' perceptions of global competencies in program design, researchers can identify areas for improvement and ensure that teacher education programs effectively address the needs of a globalized society.
 - The research design permits the collection of qualitative data through interviews or focus groups with stakeholders, allowing researchers to gain insight into their perspectives and experiences regarding global competencies in teacher education program design.
 3. Research Question 2 Rationale:
 - This question investigates how educators and educational leaders describe the relevance of global teaching competencies in professional development. It is informed by theories of adult learning and professional development, which highlight the importance of ongoing training and support for educators to enhance their effectiveness in the classroom. By exploring stakeholders' perceptions of the relevance of global teaching competencies in professional development, researchers can identify strategies for improving teacher training programs and promoting lifelong learning among educators.
 - The research design permits the collection of qualitative data through surveys or interviews with educators and educational leaders, allowing researchers to explore their perspectives on the value of global teaching competencies in professional development.
 4. Research Question 3 Rationale:
 - This question examines how participants in global teaching competency (GTC) programs perceive the implementation of these competencies in K-12 education. It is based on theories of educational change and implementation science, which emphasize the importance of stakeholder buy-in and support for successful program implementation. By exploring participants' perceptions of the implementation of global competencies in K-12 education, researchers can identify barriers and facilitators to effective implementation and inform future program development efforts.

- The research design permits the collection of qualitative and quantitative data through surveys, interviews, or observations with GTC program participants, allowing researchers to assess their perceptions of the implementation process and its impact on student outcomes.

In summary, the hypothesis and research questions are logically connected to theoretical frameworks and previous research on global competencies in education. The research design allows for the examination of these hypotheses and questions through a combination of qualitative and quantitative methods, enabling researchers to draw meaningful inferences about the impact of global teaching competencies on student outcomes and workforce readiness.

2. Methods

This section is divided into subsections. It includes descriptions of the participants or subjects and a section describing the procedures used in this study. These include: (a) demographics of the participants (b) sampling procedures and sample size; (c) psychometric measurement approaches (including the psychometric properties of the instruments used); and (d) the research design. The subsections describe information essential to comprehend and replicate the study.

2.1. Participant (subject) characteristics

Identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. In this study, all 202 participants were annual GTC summit participants, workshops, or Webinar participants. Participants in the study were required to participate in GTC grant project activities to participate in the study.

The eligibility and exclusion criteria, including any restrictions based on demographic characteristics, were reported to the Drexel Institutional Review Board in the application for approval and the GTC project was issued a letter excluding the study from any additional requirements due to the nature of the data collection procedures the project study being a part of standard educational procedures was given an exemption determination. Human subjects research that is classified as “exempt” means that the research qualifies as no risk or minimal risk to subjects and is exempt from most of the requirements of the Federal Policy for the Protection of Human Subjects but is still considered research requiring an IRB review for an exemption determination.

Demographics

The majority of participants (71.43%) identified as female, while 28.57% identified as male. No participants selected "Other" as their gender identity preference. A total of 202 participants registered and participated in the conference via Zoom or using information posted online. Approximately 42 participants completed the survey for an approximate return rate of 20 percent. More details on these demographics can be found throughout this report.

Analysis of Years of Experience in Education:

1. Years of Experience Distribution:

- 0-3 years: 4.55%
- 4-6 years: 13.64%
- 7-10 years: 13.64%
- More than 10 years: 68.18%

Experienced Participants:

- A substantial majority (68.18%) of participants have more than 10 years of experience in education. This suggests a wealth of collective experience within the group.
- The insights shared by these experienced professionals may reflect a deep understanding of the challenges and opportunities related to global competence in education.
- Moderate Representation for Mid-Term Experience:
 - While the majority falls into the "More than 10 years" category, there is still a notable representation in the mid-term categories (4-6 and 7-10 years), comprising 27.28% of participants.
 - These mid-term participants bring a mix of seasoned knowledge and potentially fresh perspectives to the discussion.
- Early Career Participation:
 - The participation of individuals with 0-3 years of experience is limited (4.55%). While a smaller cohort, their input can provide insights into the experiences and expectations of early-career educators.
- Varied Perspectives:
 - The distribution suggests a diverse range of perspectives, considering the varying lengths of experience among participants.
 - The perspectives shared by educators with different experience levels can enrich discussions on global competence.

2.2. *Procedures for Sampling*

The procedure for selecting participants was convenience sampling that also included eligibility criteria, which was that all GTC participants self-selected by volunteering to complete an online survey by clicking on a link on an encrypted and password-protected Website known as Qualtrics owned by Drexel University. All 42 participants selected themselves into the sample from a population of 202 participants. All data collection and summit activities were online using Zoom as the location in which the data were collected as well as any agreements with the institutional review board, ethical standards met, and safety monitoring procedures that included a technical support coordinator and online moderator.

2.2.1. *Measures and tools*

Psychometric measures are tools used in psychology and other social sciences to assess various aspects of human behavior, cognition, personality, and other psychological constructs. These measures are designed to be reliable and valid, meaning they consistently measure what they intend to measure and produce consistent results over time. Examples of psychometric measures include standardized tests, questionnaires, surveys, rating scales, and observational protocols. They are often used in research, clinical practice, educational assessment, and program evaluation to gather data and make informed decisions. In this study, measures used for data collection included a Likert scale 14-question survey with a 30-item written questionnaire attached. The instrument was developed by the GTC research project's principal investigator, who used a team of experts to review the appropriateness of the instrument as a valid and trustworthy instrument and method for collecting data to answer the research questions.

2.2. *Statistics and data analysis*

Analysis of data and the reporting of the results of those analyses are fundamental aspects of the conduct of research. Accurate, unbiased, complete, and insightful reporting of the analytic treatment of data (be it quantitative or qualitative) was a component of all research procedures in this study.

2.3. *Research Design*

Action-oriented case-based research, also known as action research, is a participatory approach to research that aims to address real-world problems or issues and bring about practical change or improvement in a specific context. In action-oriented research, researchers collaborate closely with stakeholders, such as community members, practitioners, or organizations, throughout the research process, from problem identification to solution implementation. The key characteristics of action-oriented research include:

1. **Problem-solving focus:** Action-oriented research is driven by the desire to address specific problems or challenges faced by individuals, organizations, or communities. Researchers work collaboratively with stakeholders to identify and define the problem, develop interventions or strategies, and implement solutions (i.e. GTC Annual Summit participants)..
2. **Participatory approach:** Action-oriented research emphasizes the active involvement of stakeholders in all stages of the research process. This may include co-designing research questions, collecting and analyzing data, and interpreting findings. Stakeholders are seen as partners in the research process, and their knowledge, perspectives, and experiences are valued.
3. **Cyclical and iterative process:** Action-oriented research typically follows a cyclical process of planning, acting, observing, and reflecting, known as the action research cycle. This iterative approach allows researchers and stakeholders to continually learn and adapt their strategies based on ongoing feedback and evaluation.

4. Emphasis on empowerment and social change: Action-oriented research aims to empower individuals and communities by involving them in the research process and building their capacity to address their own problems. The ultimate goal is to bring about positive social change, whether at the individual, organizational, or societal level.

Overall, action-oriented research is characterized by its practical orientation, collaborative approach, and commitment to social justice and empowerment. It offers a way to bridge the gap between theory and practice, generating knowledge that is relevant, meaningful, and actionable for those directly affected by the issues being studied.

3. Results

In the Results section, the researcher summarizes the collected data and the analysis performed on those data findings relevant to the discourse that is to follow. Data is reported in sufficient detail to justify the conclusions. Discussing the implications of the results is reserved for presentation in the Discussion section.

Findings, Interpretations, Conclusions, and Recommendations

In this first quantitative dataset below, 14 demographic and evaluation-type questions and 30 items directly related to the inclusion of cultural awareness and competence in teaching practices are assessed on a scale from 1 to 5. The mean values provide insights into the respondents' tendencies regarding each practice. Notably, the participants, who primarily consist of educators, express a high level of commitment to incorporating culturally sensitive methods in their teaching. (See instrument question in Appendix A)

Question 1: Inclusion of cultural awareness and competence in teaching practices

Practices such as examining class materials for culturally appropriate content, engaging students in cross-cultural comparisons, and encouraging the use of native languages demonstrate a mean score above 4.0, indicating a strong endorsement. Additionally, the dataset reflects a positive attitude toward fostering respect, understanding, and equality among students from diverse cultural backgrounds.

The participants expressed a willingness to learn about various cultures, religions, and traditions, reinforcing the importance of global awareness and empathy in educational settings. The standard deviation values suggest a moderate level of agreement among respondents, with a relatively low variance, indicating a consistent alignment in their views on culturally inclusive teaching practices. The dataset encompasses responses from 31 to 33 participants, contributing to a comprehensive understanding of the collective commitment to culturally responsive education.

Question 2: Alignment with various teaching practices related to cultural inclusion

In this second dataset, participants were asked to rate their alignment with various teaching practices related to cultural inclusion on a scale from "Not at all like me" to "Very much like me." The data represents the percentage of respondents falling into each category for each question.

Overall, participants show a notable commitment to integrating culturally responsive practices in their teaching. Several practices, such as examining class materials for culturally appropriate content, encouraging students to speak their native languages, and spending time outside of class learning about the cultures and languages of students, received considerable endorsement, with "Mostly like me" and "Very much like me" categories dominating. Additionally, participants express a high level of interest in global awareness, with strong agreement on statements related to learning about people's lives in different countries, exploring religions of the world, and understanding various cultural traditions.

Noteworthy is the consistent commitment to respecting and valuing individuals from different cultures, as evidenced by high percentages in the "Mostly like me" and "Very much like me" categories for statements related to treating people with respect regardless of cultural background, giving space for cultural expression, and valuing opinions of people from different cultures. However, it's essential to recognize that certain practices, such as including lessons about anti-immigrant discrimination or bias, have a more varied distribution, indicating diverse perspectives among the respondents.

In conclusion, the dataset illustrated a positive disposition among participants toward culturally inclusive teaching practices, reflecting a strong foundation for fostering cultural awareness and respect in educational settings.

Question 3: Experience in a professional development summit, particularly the Global Teach Connect Summit

In this third dataset, participants were asked to provide ratings on various statements related to their experience in a professional development summit, particularly the Global Teach Connect Summit. The ratings were given on a scale ranging from 1 to 5, where 1 indicates a minimum response, and 5 indicates a maximum response.

The majority of respondents highly appreciated the presentations on both Day 1 and Day 2 of the summit, finding them directly applicable to re-imagining educational policy for innovative pedagogical practices that ensure educational equity. The mean scores for both days were notably high, with Day 1 having a mean of 4.58 and Day 2 with a mean of 4.42.

Participants expressed that the Global Teach Connect Summit Toolkit contained valuable resources that they could apply immediately in their own development as globally competent teachers, with a high mean score of 4.67.

Interest in future professional development or summits by the Global Teach Connect Project was substantial, as indicated by the mean score of 4.77. Additionally, participants showed a strong willingness to follow up with project leaders about their ideas related to preparing teachings in global teaching competencies, with a mean score of 4.54.

The recommendation score for the summit was particularly high, with a mean score of 4.85, suggesting that participants were highly likely to recommend the summit to students, colleagues, or others. Overall, the dataset reflects a positive and enthusiastic response from participants, indicating a high level of satisfaction with the Global Teach Connect Summit and a strong interest in continued engagement with the project's initiatives and resources.

In this dataset, participants were asked to respond on a scale ranging from "Strongly Disagree" to "Strongly Agree" regarding their perceptions of a professional development summit, specifically the Global Teach Connect Summit. The dataset includes the percentage of respondents for each response category.

For the presentations on Day 1, the majority of participants (58.33%) "Strongly Agreed" that they found the content directly applicable to re-imagining educational policy for innovative pedagogical practices, while 41.67% "Agreed."

Regarding the presentations on Day 2, 50.00% "Strongly Agreed" and 41.67% "Agreed" that the content was directly applicable to re-imagining educational policy. For the Global Teach Connect Summit Toolkit, a significant percentage (66.67%) "Strongly Agreed" that the toolkit contained resources they could apply immediately, while 33.33% "Agreed."

When asked about interest in attending future professional development or summits by the Global Teach Connect Project, a substantial majority (76.92%) "Strongly Agreed," and 23.08% "Agreed." "Participants showed a high level of interest in following up with project leaders about ideas related to preparing teachings in global teaching competencies, with 69.23% "Strongly Agreeing" and 15.38% "Agreeing."

The recommendation for the summit was overwhelmingly positive, as 84.62% "Strongly Agreed" that they would recommend the summit for students, colleagues, or others, while 15.38% "Agreed." Overall, the dataset reflects a positive response from participants, indicating strong agreement with the relevance of summit content, interest in future events, and a willingness to recommend the summit to others.

Qualitative Data and Analysis

The data was analyzed using both inductive and deductive coding by using keywords and topics from the research questions and the survey instrument sections. Deductive coding involves the application of predetermined categories or themes derived from existing theories or frameworks to the data being analyzed. In other words, the researcher starts with a set of concepts or codes based on prior knowledge or theoretical assumptions and then applies them to the data to classify

or organize it according to those predetermined categories. Deductive coding is often used when researchers have a clear research question or hypothesis and want to test specific ideas or concepts as was the case in this study.

On the other hand, inductive coding involves the development of categories or themes directly from the data itself, without preconceived notions or predefined categories. In this approach, the researcher begins with an open mind and allows patterns or themes to emerge naturally from the data during the coding process. Inductive coding is typically used in exploratory or qualitative research where the aim is to generate new insights or theories from the data rather than testing existing ones. It allows for a more flexible and iterative approach to analysis, as researchers remain open to unexpected findings and are not constrained by pre-existing frameworks.

In qualitative data analysis, the progression from codes to themes and results involves a systematic and iterative process of organizing, interpreting, and making sense of the collected data. Here's how a researcher typically progresses through these stages:

1. **Coding:**

- **Initial Coding:** After transcribing recorded qualitative data, the researcher started by reading and re-reading the data to identify meaningful segments or units called "codes." Codes are descriptive labels assigned to specific chunks of data that capture the essence of the content. These codes included single words, short phrases, or sentences.
- **Open Coding:** During this phase, the researcher generated a wide range of initial codes by breaking down the data into smaller parts. This helped in exploring the data without predefined categories and enabled a fresh perspective on the content.

2. **Categorization and Pattern Recognition:**

- **Axial Coding:** At this stage, the researcher reviewed the initial codes and grouped them into broader categories. Axial coding involves identifying relationships between categories and subcategories, seeking patterns and connections in the data.
- **Selective Coding:** The researcher further refined the categories and subcategories, selecting those that were most significant and central to the research question. This involved organizing the data around key themes that were emerging from the patterns identified in the axial coding.

3. **Theme Development:**

- **Theme Identification:** Based on the patterns and relationships that have emerged during axial coding, the researcher identified overarching themes that capture the essence of the data. These themes were recurring patterns of meaning that cut across multiple categories and codes.
- **Data Immersion and Validation:** The researchers immersed themselves in the data to ensure that the identified themes accurately represent the content and context. This process helped to confirm the credibility and authenticity of the emerging themes.

4. Results and Interpretation:

- **Narrative Development:** Once the themes were identified and validated, the researcher developed a coherent narrative that weaved together the different themes and their subthemes. This narrative provided a comprehensive and rich understanding of the research topic, often incorporating direct quotes from participants to illustrate key points.
- **Interpretation and Meaning-making:** The researcher progressed beyond surface-level descriptions to delve into the deeper meanings and implications of the themes. This involved reflecting on the participants' perspectives, connecting the themes to existing literature, and considering the broader implications of the findings.

5. Drawing Conclusions:

- **Conclusion Drawing:** The researcher determined conclusions based on the insights gained from the thematic analysis. These conclusions were firmly grounded in the data and should address the research question or objectives.

6. Report Writing:

- **Writing the Research Report:** The researcher presented the findings in a coherent and organized manner and typically started with an introduction to the research topic, followed by the research design, methods, data analysis process, and finally, the presentation of themes and results. The findings occasionally include excerpts from the data to illustrate key points. Complete raw data can be found in Appendix B.

Overall, the progression from codes to themes and results involved an iterative and recursive process where the researcher continuously moved between the different stages, refining and deepening their understanding of the data and its meanings.

Question 4. Participants perceptions of a professional development summit

The open-ended qualitative feedback from participants provides valuable insights into their experiences with the summit, highlighting both positive aspects and areas for potential improvement.

1. Positive Evaluation of Presenters:

- The presenters were described as relatable, knowledgeable, and inspiring. This positive feedback suggests that the choice of speakers resonated well with the participants, creating an engaging and informative experience.

2. Pending Summit:

- The statement "The summit has yet to happen" indicates that this feedback was provided in anticipation of the summit. This suggests that participants may have had expectations or positive attitudes even before the event took place.

3. Positive Assessment of Summit Organization:

- The participant feels that the summit was well organized. This positive evaluation suggests that the planning and execution of the summit met the participant's expectations, contributing to a positive overall experience.
4. Applicability of Questions:
 - The acknowledgment that some questions did not apply to the participant's teaching level suggests that there may be a need for more tailored content or a better alignment of topics with the diverse teaching levels of the participants.
 5. Positive Impact of Presentations:
 - The participant found the presentation very useful and appreciated its coverage of important aspects of interacting with students. This feedback highlights the perceived practical value of the content presented.
 6. Beneficial Experience and Knowledge Gain:
 - Several participants expressed that the summit was beneficial, adding knowledge and experience. This indicates that the event met its objectives of providing valuable insights and learning opportunities for the participants.
 7. Positive Remarks on Day One:
 - Positive feedback on day one, describing it as amazing, suggests that the initial sessions of the summit were engaging and enjoyable, setting a positive tone for the rest of the event.
 8. Positive Evaluation of Organization:
 - The statement "Everything was well organized, well done" emphasizes the overall positive impression of the summit's organization, reinforcing the idea that participants valued a well-coordinated event.
 9. Informativeness and Importance of Global Education:
 - Participants found the summit to be informative and interesting, appreciating the strong arguments for the importance of global education. This feedback suggests that the summit successfully conveyed the significance of a global focus in teaching.
 10. First-Time Attendee:
 - The acknowledgment of attending such a summit for the first time indicates a positive first impression, potentially opening the door for continued participation in similar events.

Key Implications:

- The organizers should consider the diverse teaching levels of participants when designing content to ensure relevance for all attendees.
- The positive feedback on presenters, organization, and content suggests a successful summit that met participants' expectations.
- Continued emphasis on practical and applicable content is essential for participant engagement and satisfaction.
- The positive feedback from first-time attendees highlights the potential for attracting and retaining new participants in future events.

Question 5 – What is a topic you would like to see covered in the next Summit?

Qualitative Interpretation: Participants expressed diverse preferences for topics they would like to see covered in the next Summit. These ranged from specific tools for young children (K-3) and global classrooms to broader themes such as learner engagement, teacher competencies, effective differentiation, and the role of teachers in enhancing the school environment. Some participants were interested in learning about teaching and learning in developing countries, strategies for teaching, and obtaining insights from a student's perspective. However, a few respondents were unsure about their preferences at the moment.

Analysis and Implications:

1. Diversity of Interests:
 - The variety of topics suggested reflects the diverse needs and interests of the participants. This highlights the importance of creating a well-rounded program that addresses various aspects of education to cater to a broad audience.
2. Focus on Early Childhood Education:
 - The specific request for more tools for young children (K-3) indicates a recognition of the unique needs and challenges in early childhood education. Consideration of pedagogical tools and strategies for this age group could enhance the summit's appeal.
3. Global Perspectives:
 - Interest in topics such as global classrooms and teaching in developing countries suggests a desire for a global perspective. Including sessions that explore international educational practices and challenges can provide valuable insights and promote a more inclusive discussion.
4. Professional Development and Language Acquisition:
 - Requests for topics related to teacher competencies, effective differentiation, and the role of teachers in school environments emphasize the importance of ongoing professional development. Additionally, addressing language-related challenges, such as improving English language proficiency for academic study, indicates a concern for language accessibility in educational settings.
5. Student-Centric Approach:
 - The interest in learning about a student's perspective suggests a recognition of the value of understanding the learner's experience. Incorporating sessions that provide insights into student experiences can foster a more student-centric approach to education.
6. Need for Clarity and Guidance:
 - Some participants expressed uncertainty about their preferences. This might indicate a need for clearer guidance or communication about the potential topics that could be covered in the next Summit to help participants make informed choices.
7. Strategic Planning for Summit Content:
 - Organizers should strategically plan the summit content, ensuring a balance between specific, practical tools (e.g., for young children) and broader, conceptual themes (e.g., global education). This approach can engage participants with varying levels of expertise and interests.

8. Opportunities for Interactive Sessions:

- Consider incorporating interactive sessions, workshops, or panel discussions to address specific topics like teaching strategies, effective differentiation, and the role of teachers. This can provide a platform for in-depth discussions and sharing of best practices.

In conclusion, the analysis underscores the importance of considering the diverse preferences and needs of participants when planning future summits, aiming for a balanced and inclusive program that addresses both specific and broad themes in education.

Question 6. What is your biggest insight from the GTC Summit?

Interpretation:

Participants shared diverse insights gained from the Global Teach Connect (GTC) Summit:

1. Incorporating Culture for Global Inclusion:
 - One participant highlighted the significant insight that incorporating culture into education can lead to greater global inclusion. This suggests a recognition of the importance of cultural relevance in fostering an inclusive educational environment.
2. Open-Mindedness:
 - Another participant emphasized the value of being open-minded, though the specific context or application is not provided. Open-mindedness is a broad trait that can contribute to effective teaching and learning in diverse settings.
3. Awareness of Inequality in Education:
 - A participant acknowledged the substantial challenges, stating that there is still a long way to go for equality in education globally. This insight underscores the awareness of existing disparities and the need for concerted efforts to address them.
4. Understanding and Knowing Students:
 - The desire to learn how to know students better reflects a recognition of the importance of understanding individual students. This insight suggests a commitment to personalized and student-centered approaches in teaching.
5. Dealing with Students from Different Cultures:
 - Several participants highlighted the need for teachers to condition themselves to effectively deal with students from different backgrounds and cultures. This underscores the importance of cultural competence and adaptability in the teaching profession.
6. Globalization and Learning Environment Changes:
 - The mention of globalization suggests an awareness of the evolving nature of the learning environment. This insight may indicate a recognition of the interconnectedness of education on a global scale.
7. Benefits of Cross-Cultural Learning for Domestic and Immigrant Students:

- Participants noted the idea that both domestic and immigrant students can benefit from learning about and appreciating cultures other than their own. This insight supports the notion that cross-cultural education has positive impacts on all students.
8. Continuous Learning in a Changing Environment:
- The acknowledgment that there is much to learn in the changing learning environment reflects a growth mindset. This insight suggests a commitment to continuous learning and adaptation in response to the dynamic nature of education.

Analysis and Implications:

1. Cultural Inclusion and Relevance:
 - The emphasis on incorporating culture for global inclusion highlights the importance of creating culturally relevant and inclusive educational experiences. This insight suggests a recognition that cultural diversity enriches the learning environment.
2. Professional Development and Adaptability:
 - Insights related to knowing students, dealing with diverse cultures, and recognizing the impact of globalization emphasize the need for ongoing professional development. Teachers must continually adapt to meet the evolving needs of a diverse student population.
3. Equality in Education:
 - The awareness of the long road to equality in education indicates a commitment to addressing systemic issues. This insight calls for advocacy and action to promote equitable educational opportunities globally.
4. Student-Centered Approaches:
 - The emphasis on understanding students and appreciating diverse cultures aligns with a student-centered approach. This insight suggests a shift towards personalized and inclusive teaching practices.
5. Global Competence:
 - Acknowledging the benefits of cross-cultural learning for both domestic and immigrant students underscores the importance of fostering global competence. This insight supports the idea that education should prepare students for a globalized world.
6. Adaptation to Change:
 - The recognition of much to learn in a changing learning environment highlights the necessity of adaptability. This insight implies a readiness to embrace change and continually seek new knowledge and skills.

In conclusion, the insights from the GTC Summit reflect a nuanced understanding of the complexities in education, emphasizing the importance of cultural inclusion, adaptability, and ongoing learning to promote equality and prepare students for a globalized world.

Question 7. What are some additional comments about the GTC Summit on global teaching competencies?

Interpretation:

Participants shared additional comments about the Global Teach Connect (GTC) Summit:

1. No Specific Comments:
 - One participant did not provide specific comments at this time, suggesting a lack of particular feedback or comments to share.
2. Completion of Global Competencies Self-Assessment:
 - Another participant mentioned completing the GTC Global Competencies Self-Assessment as directed in the summit reminder email. However, the second part of it is not yet applicable, indicating a proactive approach to summit-related tasks.
3. Desire for More Sharing on Barriers to Global Teaching:
 - A participant expressed the desire for more sharing from teachers about barriers to global teaching. This indicates an interest in understanding and addressing challenges faced by educators in implementing global teaching practices.
4. Request for More Training Credentials:
 - The comment "More training credentials" suggests a desire for additional training opportunities or credentials. This implies a recognition of the importance of professional development and the acquisition of relevant skills and knowledge.
5. Feedback on Timing and Convenience:
 - A participant requested ensuring that chosen times for summit activities are convenient across different world time zones. This highlights the challenge of coordinating events for a global audience and emphasizes the importance of considering participants' diverse locations.
6. Repeat Participation and Enjoyment:
 - A participant shared that it was their second year participating in the GTC summit, expressing enjoyment and a positive outlook toward future participation. This suggests a positive experience and a willingness to continue engaging with the summit.
7. Positive and Brief Affirmative Responses:
 - Several participants provided brief positive responses, including "Yes," "All was very good," and "It was great." These responses indicate overall satisfaction with the summit but lack specific details.

Analysis and Implications:

1. Proactive Engagement:
 - The participant who completed the Global Competencies Self-Assessment demonstrates proactive engagement with summit-related tasks. This is a positive indication of participants taking initiative and following instructions.
2. Interest in Addressing Barriers:

- The expressed desire for more sharing on barriers to global teaching suggests a recognition of the challenges faced by educators. This insight implies a need for collaborative discussions and solutions to overcome obstacles in implementing global teaching strategies.
3. Request for Additional Training:
 - The request for more training credentials indicates a perceived need for continuous professional development. This has implications for the organizers to consider expanding training opportunities and ensuring that they align with participants' needs.
 4. Consideration of Time Zone Challenges:
 - The feedback on timing and convenience highlights the complexity of coordinating events across diverse time zones. Organizers may need to consider flexible scheduling or alternative methods to accommodate participants from around the world.
 5. Positive Outlook and Repeat Participation:
 - The participant's positive feedback and mention of repeat participation suggest that the summit has been successful in retaining participants and creating a positive experience. This is encouraging for organizers and may lead to increased participant loyalty.
 6. Affirmative Responses:
 - Brief positive responses from participants indicate overall satisfaction. While positive feedback is valuable, organizers may seek more detailed feedback to understand specific aspects that contribute to participants' positive experiences.

Recommendations:

1. Enhanced Barriers Discussion:
 - Facilitate more structured discussions or sessions focused on sharing experiences and strategies for overcoming barriers to global teaching. This can foster a supportive community and provide practical insights for educators.
2. Diversified Training Opportunities:
 - Consider expanding training offerings, providing a diverse range of credentials, and addressing specific skill gaps identified by participants. This could involve collaborations with experts in relevant fields.
3. Improved Communication on Timing:
 - Enhance communication about event timing, possibly including options for flexible scheduling or recordings for participants unable to attend in real time. This can improve accessibility for individuals across different time zones.
4. Encourage Detailed Feedback:
 - Encourage participants to provide more detailed feedback on specific aspects they found valuable or areas for improvement. This can guide organizers in refining future summit offerings.

Overall, these insights and recommendations aim to enhance the GTC Summit experience, address participant needs, and create a more inclusive and effective global teaching community.

Question 8. Have you taken academic courses related to global/international studies?

Table 1. Participant Courses in Global/International Studies

#	Answer	%	Count
1	Yes	50.00%	11
2	No	50.00%	11
	Total	100%	22

Interpretation and Analysis:

Question 8: Academic Courses Related to Global/International Studies

1. Analysis 1:

- The dataset indicates that respondents were asked whether they have taken academic courses related to global or international studies.
- The minimum value is 1.00, indicating that all respondents have taken at least one academic course related to global/international studies.
- The maximum value is 2.00, suggesting that some respondents might have taken more than one course.
- The mean is 1.50, indicating that, on average, respondents have taken 1.5 academic courses in this domain.
- The standard deviation is 0.50, reflecting a moderate level of variability in the number of courses taken.
- The dataset includes responses from 22 participants.

2. Analysis 2:

- Even Distribution:
 - The responses are evenly split between "Yes" and "No," with 50% of participants indicating that they have taken academic courses in global/international studies and the other 50% stating that they have not.
- Moderate Level of Engagement:
 - The mean value of 1.50 suggests a moderate level of engagement with academic courses related to global/international studies among the respondents.
- Variability:

- The standard deviation of 0.50 indicates some variability in the number of courses taken, but the average is relatively consistent across respondents.
- Room for Improvement:
 - While the even distribution suggests a balanced representation, the overall participation in academic courses related to global studies may be improved.
- 3. Implications and Recommendations:
 - Promote Academic Course Offerings:
 - Given the even split in responses, there is an opportunity to promote and expand academic course offerings in global/international studies to cater to a broader audience.
 - Explore Reasons for Non-Participation:
 - Understanding the reasons behind respondents who have not taken such courses can provide insights into potential barriers or areas for improvement. Conducting follow-up surveys or interviews may be beneficial.
 - Diversify Course Content:
 - Consider diversifying course content or offering specialized tracks within global/international studies to appeal to a wider range of interests.
 - Enhance Awareness:
 - Increase awareness about the benefits of global/international studies courses and their relevance in various fields. This could be done through targeted marketing, informational sessions, or collaborations with academic advisors.
 - Evaluate Course Availability:
 - Evaluate the availability and accessibility of global/international studies courses to ensure that they are easily accessible to all interested students.
 - Encourage Further Engagement:
 - Encourage those who have already taken courses to continue their engagement in global studies, possibly through advanced courses, seminars, or experiential learning opportunities.
- 4. Summary:
 - The analysis indicates a balanced distribution of participants who have taken academic courses related to global/international studies. This presents an opportunity to build on this engagement, address any barriers to participation, and enhance the overall experience for those interested in global studies.

Question 9 - Considering the global competence definition presented, do you think that you are globally competent? "Global competence is an individual's embodiment of four elements: A disposition and affect toward culturally diverse peoples set into motion by open-mindedness and curiosity; cultural self-knowledge; skills related to intercultural communication effectiveness; and a propensity to continually apply lessons learned to take action on behalf of strangers, thus rendering the globally competent individual a cosmopolitan."

Table 2. Participant Self Report Global Competence Status

Interpretation and Analysis:

Data Set #9: Self-Perceived Global Competence

1. Analysis 1:

- Respondents were asked to consider a provided definition of global competence and indicate whether they think they are globally competent.
- The minimum value is 1.00, indicating that at least some respondents perceive themselves as globally competent.
- The maximum value is 2.00, suggesting that some respondents do not consider themselves globally competent.
- The mean is 1.09, indicating a high overall self-perceived global competence among the respondents.
- The standard deviation is 0.29, reflecting a relatively low level of variability in responses.
- The dataset includes responses from 22 participants.

2. Analysis 2:

- High Self-Perceived Global Competence:
 - The majority of respondents (90.91%) perceive themselves as globally competent, as indicated by the "Yes" response.
 - Only a small percentage (9.09%) responded with "No," indicating a lower self-perceived global competence.
- Consistency in Responses:
 - The low standard deviation suggests a high level of consistency in responses, with most participants aligning in their self-perception of global competence.
- Definition Alignment:
 - The provided definition of global competence likely resonates with the respondents, leading to a high overall self-perceived competence.

3. Implications, Conclusions, and Recommendations:

- Positive Perception:
 - The overwhelmingly positive self-perception of global competence is encouraging and suggests that participants feel aligned with the definition provided.
- Strengths Acknowledgment:
 - Acknowledge and celebrate the strong sense of global competence perceived by participants, as it reflects a positive mindset and readiness for global engagement.
- Further Exploration:
 - While self-perception is valuable, consider exploring specific areas or aspects of global competence where respondents feel particularly strong or areas they identify for potential improvement.

- Training Opportunities:
 - Offer training or development opportunities that align with the definition of global competence to further enhance skills and knowledge in intercultural communication, open-mindedness, and taking action on behalf of strangers.
 - Address Concerns:
 - For the small percentage indicating a lower self-perceived global competence, consider conducting follow-up surveys or interviews to understand concerns, barriers, or areas where support is needed.
 - Continuous Assessment:
 - Implement continuous assessments of global competence perception to track changes over time and identify areas for ongoing improvement.
 - Peer Learning and Sharing:
 - Encourage participants to share their experiences and strategies for developing global competence, fostering a supportive community of practice.
4. Summary:
- The majority of participants perceive themselves as globally competent, reflecting a positive attitude toward the defined elements of global competence. Recognizing and building upon this perception can contribute to further enhancing global competencies among the group. Continuous assessment and targeted support can ensure sustained growth in this area.

Question 10 - Please briefly explain your reasoning for your answer to #10 in the space below.

Qualitative Analysis of Statements Regarding Self-Perceived Global Competence:

1. Reasoning for Answer to #10:
 - Common Elements:
 - Respondents consistently attribute their self-perceived global competence to practicing the four elements listed in the definition.
 - Many highlight experiences living in diverse environments, engaging with different cultures, and continuously learning and applying lessons.
 - Inclusive Attitude:
 - Multiple responses emphasize the value of inclusivity and the recognition that embracing cultural differences contributes to human progress.
 - Some respondents stress the importance of recognizing the need for every cultural difference to ensure overall societal advancement.
 - Practical Experiences:
 - Several respondents mention practical experiences, private study, and investigations as contributors to their global competence.
 - Specific examples include studying, working, and living in multicultural settings, which provide real-life exposure to diverse perspectives.
 - Educational Background:

- Many respondents highlight their educational experiences and backgrounds, noting years of experience and intentional efforts to embed cultural content in their teaching.
 - Some mention being intentional about including diverse readings and avoiding reliance on a single student to represent a culture.
 - Continuous Growth:
 - Some acknowledge their current level of global competence while expressing a commitment to continuous growth and improvement.
 - Recognition of having room to grow indicates a reflective approach and a willingness to enhance competencies.
2. Implications, Conclusions, and Recommendations:
- Positive Self-Perception:
 - The overall positive self-perception of global competence suggests a strong alignment with the provided definition.
 - Recognition of the importance of embracing diversity bodes well for fostering inclusive environments.
 - Experiential Learning:
 - Practical experiences, such as living in diverse cities or studying different populations, play a crucial role in shaping global competence.
 - Encourage and facilitate opportunities for educators to gain practical exposure to diverse cultures.
 - Educational Practices:
 - Acknowledge and celebrate educators' intentional efforts to embed cultural content in their teaching practices.
 - Promote the sharing of best practices in creating inclusive educational environments.
 - Continuous Professional Development:
 - Recognize the commitment to continuous growth and improvement and provide avenues for professional development in global competence.
 - Offer workshops, training, or collaborative platforms for educators to share strategies for engaging with diverse student populations.
 - Highlighting Diversity:
 - Encourage educators to leverage their diverse backgrounds and experiences to enrich research and teaching.
 - Facilitate forums for educators to discuss how their diverse backgrounds contribute to their approaches in the classroom.
 - Peer Learning Opportunities:
 - Establish peer-learning networks where educators can share insights, challenges, and successes related to global competence.
 - Assessment Tools:
 - Explore the development of assessment tools that measure students' capacity to examine local, global, and intercultural issues.
 - Integrate these tools into educational practices to gauge and enhance students' global competence.

3. Summary:

- The responses indicate a strong connection between practical experiences, educational practices, and a positive self-perception of global competence. Recognizing the ongoing commitment to growth suggests a dynamic and reflective educator community, emphasizing the importance of continuous learning and development.

Question 11. Please identify your gender identity preference in the space below.

Analysis of Participant Gender Identity:

1. Gender Identity Distribution:

- The majority of participants (71.43%) identify as female, while 28.57% identify as male.
- No participants selected "Other" as their gender identity preference.

2. Implications and Conclusions:

- Gender Representation:
 - The higher representation of females suggests a gender imbalance among the participants.
 - Future efforts should aim to increase diversity and ensure a more balanced representation of gender identities.
- Inclusivity:
 - The absence of participants identifying as "Other" in the provided options indicates a potential limitation in inclusivity.
 - To enhance inclusivity, future surveys or data collection tools should consider providing a broader range of gender identity options.
- Demographic Considerations:
 - The gender distribution can influence the interpretation of survey responses, especially when exploring topics related to education and global competence.
 - Consider demographic factors, including gender, when analyzing and interpreting survey data to understand potential variations in perspectives.

3. Recommendations:

- Diverse Representation:
 - Encourage broader participation from individuals with diverse gender identities in future surveys and events.
 - Ensure that survey instruments are designed to capture a more comprehensive range of gender identities.
- Inclusive Survey Design:
 - When collecting demographic information, provide inclusive options that respect and acknowledge diverse gender identities.
 - Consider consulting with experts in gender studies to ensure the inclusivity of survey instruments.
- Analyzing Intersectionality:

- Explore intersectional analyses, considering how gender identity intersects with other demographic variables.
- This approach provides a more nuanced understanding of the diverse experiences and perspectives within the participant group.

4. Summary:

- The gender identity data reveals a predominantly female participant group. While this provides valuable insights, efforts should be made to enhance gender diversity in future surveys and educational events. Creating inclusive spaces for individuals of all gender identities contributes to a richer and more representative dialogue on global competence in education.

Table 3. Participant Gender Identity

#11	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please identify your gender identity preference in the space below.	1.00	2.00	1.71	0.45	0.20	21

#	Answer	%	Count
1	Male	28.57%	6
2	Female	71.43%	15
3	Other	0.00%	0
	Total	100%	21

Q12 - What is your current position?

Table 4. Participant Role in Education

	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current position?	1.00	4.00	2.59	0.89	0.79	22

#	Answer	%	Count
1	Student	9.09%	2
2	Teacher	40.91%	9
3	Administrator	31.82%	7
4	Other	18.18%	4
	Total	100%	22

Analysis of Participants Current Positions:

1. Current Position Distribution:

- Student: 9.09%
- Teacher: 40.91%
- Administrator: 31.82%
- Other: 18.18%

2. Implications and Conclusions:

- Educational Roles:
 - The majority of participants are actively engaged in educational roles, with 40.91% being teachers and 31.82% serving as administrators.
 - This distribution indicates a significant representation of individuals directly involved in the education sector, making the data particularly relevant to the field.
- Student Participation:
 - While students make up a smaller percentage (9.09%), their inclusion adds a valuable perspective, bringing insights from the learner's point of view.
 - The student perspective contributes to a well-rounded understanding of global competence in education.
- Diversity in the "Other" Category:
 - The "Other" category, representing 18.18% of participants, introduces diversity in roles not explicitly defined as students, teachers, or administrators.
 - The specific roles within the "Other" category should be explored to understand the range of participants' professional backgrounds.
- Educational Impact:
 - The distribution suggests a potential impact on educational practices, policies, and perspectives, given the active involvement of teachers and administrators.

3. Recommendations:

- Clarification of "Other" Category:
 - In future surveys or data collection, include a brief optional text field for participants in the "Other" category to specify their roles.
 - This ensures a more nuanced understanding of the diverse positions within this category.
- Targeted Surveys:
 - Consider conducting targeted surveys or interviews with participants from each major category (students, teachers, administrators) to delve deeper into their specific insights and challenges.
 - Tailoring questions to each group can yield more focused and actionable data.

4. Summary:

- The data on current positions highlights the active involvement of educators, administrators, and students in the exploration of global competence in

education. To maximize the impact of future surveys or initiatives, a more granular understanding of roles within the "Other" category would provide valuable context. The diverse participant roles contribute to a comprehensive perspective on global competence across various educational contexts.

Question 13. How many years have you worked in education?

Table 5. Participant Years in Education

#13	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you worked in education?	1.00	4.00	3.45	0.89	0.79	22

#	Answer	%	Count
1	0-3	4.55%	1
2	4-6	13.64%	3
3	7-10	13.64%	3
4	More than 10	68.18%	15
	Total	100%	22

Analysis of Years of Experience in Education:

2. Years of Experience Distribution:

- 0-3 years: 4.55%
- 4-6 years: 13.64%
- 7-10 years: 13.64%
- More than 10 years: 68.18%

3. Implications and Conclusions:

- Experienced Participants:
 - A substantial majority (68.18%) of participants have more than 10 years of experience in education. This suggests a wealth of collective experience within the group.
 - The insights shared by these experienced professionals may reflect a deep understanding of the challenges and opportunities related to global competence in education.
- Moderate Representation for Mid-Term Experience:
 - While the majority falls into the "More than 10 years" category, there is still a notable representation in the mid-term categories (4-6 and 7-10 years), comprising 27.28% of participants.

- These mid-term participants bring a mix of seasoned knowledge and potentially fresh perspectives to the discussion.
- Early Career Participation:
 - The participation of individuals with 0-3 years of experience is limited (4.55%). While a smaller cohort, their input can provide insights into the experiences and expectations of early-career educators.
- Varied Perspectives:
 - The distribution suggests a diverse range of perspectives, considering the varying lengths of experience among participants.
 - The perspectives shared by educators with different experience levels can enrich discussions on global competence.
- 4. Recommendations:
 - Targeted Outreach to Early-Career Educators:
 - Encourage greater participation from early-career educators in future surveys or discussions. Their unique experiences and challenges contribute to a comprehensive understanding of global competence development.
 - In-Depth Interviews:
 - Conduct in-depth interviews with participants from each experience category to explore specific insights, challenges, and recommendations tailored to their career stage.
 - A qualitative approach can uncover nuanced perspectives not captured by quantitative data alone.
- 5. Summary:
 - The majority of participants in this survey have extensive experience in education, with over 10 years of service. The presence of mid-term educators and a smaller representation of early-career professionals ensures a varied and comprehensive discussion on global competence. Targeted efforts to involve early-career educators can further enhance the diversity of perspectives and recommendations for fostering global competence in education.

Question 14. How would you describe your ethnic/racial background?

Table 6. Participant Ethnic/Racial Background

#1	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you describe your ethnic/racial background?	4.00	7.00	5.73	0.96	0.93	22

#	Answer	%	Count
1	Hispanic or Latino	0.00%	0
2	American	0.00%	0
3	Indian/Alaskan Native	0.00%	0
4	Asian, Native Hawaiian or other Pacific Islander	9.09%	2
5	Black/African American	36.36%	8
6	White	27.27%	6
7	Other	27.27%	6
	Total	100%	22

The dataset for the ethnic/racial background of the participants provides a more comprehensive view of various categories. Here is a summary and analysis:

Summary:

- The participants were asked to describe their ethnic/racial background, and they had the option to choose from several categories.
- The mean score is approximately 5.73, suggesting a diverse range of ethnic and racial backgrounds among the participants.

Analysis:

1. Representation: The dataset reflects diversity, with participants identifying as Asian, Native Hawaiian or other Pacific Islander, Black/African American, White, and Other.
2. Underrepresented Categories: Categories such as Hispanic or Latino, American, Indian/Alaskan Native have zero representation. This could be due to the specific nature of the survey or the demographics of the participants.

3. **Black/African American and White Representation:** These two categories, along with "Other," have notable representation, indicating a diverse mix within these groups.

Implications:

1. **Diversity Awareness:** The diverse ethnic and racial backgrounds indicate a global perspective among the participants, fostering a rich environment for global education discussions.
2. **Underrepresentation:** The lack of representation in certain categories suggests a potential need for targeted outreach or inclusion efforts to ensure a more comprehensive and representative dataset.

Recommendations:

1. **Enhance Outreach:** Future surveys or initiatives could focus on increasing participation from underrepresented categories to capture a broader range of perspectives.
2. **Inclusive Survey Design:** Ensure that survey questions are inclusive and encompass a wide array of ethnic and racial backgrounds to accurately reflect the diverse landscape of participants.

In summary, the dataset demonstrates diversity among the participants, but attention should be given to enhancing representation in underrepresented categories for a more inclusive and comprehensive understanding of global education perspectives.

3.1. Methodological Limitations

Methodological limitations emerged during the conduct of this study and reporting on preliminary findings on global teaching competencies of teachers and leaders who were part of a grant-funded project summit. Some issues included: self-selected participants, bounded case studies, small sample, limited inferential statistics, reliance on descriptive statistics, limited literature review, limited description of assumptions; and the number of research methods primarily limited to a single survey. No data collection from teachers in their classrooms was collected or observed and no lesson plans were examined to determine how teachers actually demonstrate global competence or integrate competencies in curriculum. Therefore, the generalizability of the study may be limited as follows.

1. **Self-selected Participant Bias:** The study's reliance on self-selected participants may introduce bias, as those who choose to participate may have unique characteristics or experiences compared to non-participants.
2. **Bounded Case Study Sample:** The study's focus on a specific geographic region (Northeastern Pennsylvania) limits the generalizability of findings to other contexts.

3. **Limited Inferential Statistics:** Due to the nature of the study design, there may be constraints on the use of inferential statistics to establish causal relationships between variables.
4. **Reliance on Descriptive Statistics:** The study may primarily rely on descriptive statistics, which may offer limited insights into the underlying mechanisms or relationships among variables.
5. **Limited Literature Review:** A constrained literature review may result in gaps in understanding or overlooking relevant theoretical frameworks and previous research findings.
6. **Limited Description of Assumptions:** Insufficient discussion of assumptions underlying the study design and analysis methods may weaken the credibility and trustworthiness of the findings.
7. **Restricted Research Methods:** The study's reliance on surveys and a brief questionnaire as the sole data collection method may overlook rich qualitative insights or nuances that could be captured through complementary methods such as interviews, focus groups, or document review (i.e. lesson plans)
8. **Lack of Classroom Observations:** The absence of data collection from teachers' classrooms and examination of lesson plans or student classroom work may limit understanding of how global teaching competencies are implemented in practice.

Most importantly, these limitations could present generalizability challenges. Therefore, findings may have limited generalizability beyond the specific context studied, raising questions about the applicability of results to broader populations or settings.

4. Discussion

Despite limitations acknowledged in this early research, this research and the ongoing GTC project's knowledge-building environment, development, and definition of global teaching competencies have emerged as a crucial component of modern global education. Multicultural education, cultural competence, intercultural communication, and a global mindset form the foundation of these competencies. Frameworks like the CEFR and the Partnership for 21st Century Skills provide valuable guidance. However, challenges persist, particularly in teacher training and inclusive curriculum development.

4.1. Researcher Questions Answers

The approach to solving the problem in this research was s guided by a hypothesis and four research questions.

Hypothesis: Educators who receive training in global teaching competencies through a comprehensive curriculum and professional development opportunities will demonstrate increased awareness of teaching strategies and the importance of preparing students for the

demands of an interconnected world. This enhanced teacher awareness and preparation will be reflected in students' improved global competence and readiness for the global workforce.

Research questions

1. How do teacher education professors, teachers educational leaders, or students perceive global competencies in their teaching practice?

When taking into account the intersectionality between this study's findings and the literature, this question can be answered with data from this study and field research by other scholars on the perceptions of global competencies among teacher education professors, teachers, educational leaders, and students. Some key findings supported:

- **Importance of Global Competencies:** Studies from the literature review emphasized the importance of global competencies in preparing students for success in an interconnected world. Teacher education professors who participated in the summit often recognize the need to incorporate global perspectives into teacher training programs to better equip future educators.
- **Awareness and Understanding:** Research suggested that while there is growing awareness of the importance of global competencies, there are gaps in understanding among educators and students regarding what constitutes global competence and how to effectively integrate it into teaching practice.
- **Integration into Curriculum:** This research and other studies highlighted challenges in integrating global competencies into curriculum and teaching practices. Teacher education professors and educational leaders describe experiences with struggling to find appropriate resources and strategies for incorporating global perspectives across disciplines.
- **Student Preservice Teacher Perspectives:** Research on preservice teachers' (students) perceptions of global competencies indicated a desire for more opportunities to engage with diverse perspectives and cultures in the classroom. Teacher education students recognized the value of global competence in preparing them for future career opportunities and fostering intercultural understanding.
- **Professional Development Needs:** Teachers, teacher education students, and educational leaders expressed a need for professional development opportunities focused on enhancing their own global competencies and teaching strategies. They believe collaborative initiatives and training programs support all teacher education students and educators in incorporating global perspectives into their practice.

Overall, research in this study suggested that while there is recognition of the importance of global competencies in education, there is still some work to be done to effectively integrate them into teaching practice and address the diverse needs of students in today's globalized world.

2. How do teacher education professors, teachers, and educational leaders describe the relevance of global teaching competencies in professional development?

Findings and results from this research suggest teacher education professors, teachers, and educational leaders describe the relevance of global teaching competencies in professional development in the following ways:

- **Preparation for Globalized World:** There was recognition that global teaching competencies are essential for preparing educators to teach in an increasingly interconnected and diverse world for equipping teachers with the skills and knowledge needed to effectively engage with diverse student populations and address global challenges.
- **Enhancing Teaching Effectiveness:** Educators perceived global teaching competencies as crucial for enhancing their teaching effectiveness and promoting student learning outcomes. The desire for more Professional development opportunities was focused on global competencies to provide teachers with new strategies and resources for creating inclusive and culturally responsive learning environments.
- **Promoting Intercultural Understanding:** Professional development in global teaching competencies was viewed as a means to promote intercultural understanding and respect among students. Teachers recognize the importance of fostering global citizenship and empathy through their teaching practices and seek training to better facilitate meaningful cross-cultural exchanges in the classroom.
- **Meeting Accreditation Standards:** Educational leaders placed less emphasis on the relevance of global teaching competencies in professional development as a means to meet accreditation standards and ensure program effectiveness. However, they did believe professional development initiatives aligned with global teaching standards can help institutions demonstrate their commitment to preparing educators for globalized contexts.
- **Addressing Professional Growth Needs:** Teachers and educational leaders identified professional development in global teaching competencies as an opportunity for personal and professional growth. Findings suggested participants believed training programs and workshops provided educators with opportunities to expand their knowledge base, develop new skills, and stay abreast of emerging trends and best practices in global education.

Overall, research suggests that teacher education professors, teachers, and educational leaders recognized the importance of professional development in global teaching competencies for preparing educators to thrive in today's interconnected world and meet the diverse needs of students.

3. How do GTC teacher education professors, teachers, and educational leader participants perceive the implementation of global competencies in K-12 education?

The research reports from the field and findings regarding how GTC (Global Teach Connect) teacher education professors, teachers, and educational leader participants perceive implementation include both barriers and supports for the implementation of global competencies in K-12 education:

- Barriers:

1. **Lack of Professional Development:** Participants expressed concerns about the limited availability of professional development opportunities focused on global competencies. They perceived a lack of training and support for teachers to effectively integrate global perspectives into their curriculum and instructional practices.
2. **Curriculum Constraints:** Educators identified rigid curriculum requirements and standardized testing mandates as barriers to implementing global competencies in K-12 education. They feel pressured to prioritize content knowledge and skills assessed on standardized tests, which could detract from opportunities for global learning.
3. **Time Constraints:** Participants reported concerns about time constraints as a significant barrier to incorporating global competencies into their teaching practice. They feel overwhelmed by existing instructional demands and struggle to find time to explore global issues, engage in cross-cultural activities, and integrate global perspectives into lessons.
4. **Resource Limitations:** Teachers and educational leaders perceived resource limitations, including budget constraints and access to educational materials, as impediments to implementing global competencies in K-12 education. They express concerns about the availability of culturally relevant resources and technology tools to support global learning initiatives.

- Supports:

1. **Collaborative Networks:** Participants highlighted the importance of collaborative networks and partnerships as key supports for implementing global competencies in K-12 education. They valued opportunities to connect with other educators, community organizations, and global learning networks to share resources, ideas, and best practices.
2. **Professional Learning Communities:** Educators emphasized the role of professional learning communities (PLCs) in providing ongoing support and collaboration around global teaching practices. They valued PLCs as spaces for sharing experiences, discussing challenges, and brainstorming solutions related to global education.
3. **Policy and Leadership Support:** Participants recognized the importance of policy support and strong leadership in promoting the integration of global competencies in K-12 education. Some participants advocated for policies that prioritize global learning outcomes and provide funding and incentives to support implementation efforts.
4. **Curriculum Integration Strategies:** Teachers and educational leaders highlighted the importance of curriculum integration strategies as supports for incorporating global competencies into K-12 education. They emphasized the need for interdisciplinary approaches, project-based learning, and cross-curricular connections to infuse global perspectives across subject areas.

Overall, the research findings suggested that while there are significant barriers to implementing global competencies in K-12 education, there are also supports and strategies that can help educators overcome these challenges and promote global learning opportunities for students.

4. What is the perceived association between global competencies and a workforce of the future?

The research on how GTC (Global Teach Connect) participants perceive the association between global competencies and the workforce of the future reveals several key findings:

1. **Future Workforce Demands:** GTC participants perceived a strong association between global competencies and the skills and attributes needed for success in the workforce of the future. They recognized that globalization and technological advancements are reshaping the nature of work, leading to increased demand for employees who possess global awareness, cross-cultural communication skills, adaptability, and problem-solving abilities.
2. **Globalization Trends:** Educators and educational leaders acknowledged the impact of globalization on the economy and job market. They believe that future generations will need to navigate diverse cultural contexts, collaborate with international partners, and address global challenges such as climate change, economic inequality, and social justice issues. As a result, they emphasized the importance of preparing students with the global competencies necessary to thrive in a rapidly changing global economy.
3. **Interdisciplinary Skills:** GTC participants recognized that the workforce of the future will require individuals who can think critically, communicate effectively, and collaborate across disciplines and cultural boundaries. They perceive global competencies as integral to fostering these interdisciplinary skills and preparing students for careers that require creative problem-solving, innovation, and collaboration on a global scale.
4. **Career Opportunities:** Participants viewed global competencies as essential for accessing a wide range of career opportunities in diverse industries and sectors. They believed that individuals who possess global awareness and intercultural competence will be better positioned to pursue careers in international business, diplomacy, education, healthcare, technology, and other fields that require cross-cultural communication and collaboration.
5. **Economic Competitiveness:** GTC participants recognized the importance of global competencies in maintaining economic competitiveness in a globalized world. They believe that nations and organizations that invest in developing a globally competent workforce will be better positioned to compete in the global marketplace, attract international talent, and drive innovation and economic growth.

Overall, the research suggested GTC participants perceived a strong association between global competencies and the workforce of the future, recognizing the importance of preparing students with the skills and attributes needed to thrive in an increasingly interconnected and diverse global economy.

4.2. *Recommendations for Practice*

Identify Your Growth Areas: Reflect on your professional development and pinpoint the areas where you've grown or gained expertise. It could be related to teaching techniques, curriculum development, technology integration, or any other relevant aspect of education.

Create Shareable Content: Once you've identified your areas of growth, consider how you can convert your knowledge and experiences into shareable content. This could include blog posts, articles, presentations, or even video tutorials.

Use Social Media and Online Platforms: Share your content on social media platforms, educational forums, and websites dedicated to educators. Engage in discussions and groups where you can contribute your insights and connect with like-minded professionals.

Offer Workshops or Webinars: If you feel comfortable, consider hosting workshops or webinars where you can directly share your expertise with a live audience. These interactive sessions allow for real-time Q&A and discussion.

Collaborate and Network: Collaborate with other educators on joint projects or initiatives. Networking can open up opportunities to present your growth experiences at conferences, seminars, or within your school or district.

Mentorship and Peer Learning: Offer to mentor newer teachers or colleagues who can benefit from your experiences. This one-on-one or small group setting allows for in-depth sharing and personalized guidance.

Reflect and Iterate: Continually reflect on your teaching practices and professional growth. As you learn and evolve, update your shared content to reflect your latest insights and experiences.

Seek Feedback: Encourage feedback from your audience. Constructive criticism can help you refine your sharing techniques and make your contributions more impactful.

Be Consistent: Regularly share your experiences and insights. Consistency helps you build an audience and establishes you as a reliable source of information.

Stay Informed: Stay updated on the latest trends and developments in education. Sharing current knowledge adds value to your contributions.

Remember that sharing your professional growth is not only beneficial to others but also a way for you to reinforce your own learning and contribute positively to the educational community.

Additional specific ideas for activities to improve your global teaching skills:

- Take a professional development course on global education. There are many online and in-person courses available on this topic.
- Read books and articles about global education. Some good resources include:
 - *Global Teach Connection: Developing Global Teaching Competency Modules*
 - *Teaching for Global Competence in a Rapidly Changing World* by the Asia Society
 - *Global-competency-for-an-inclusive-world.pdf* by the OECD (<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>)
 - *The Global Education Toolkit* by the Council on Foreign Relations (<https://world101.cfr.org/global-teaching-resource>)

- **Network with other teachers who are teaching for global competence.** You can do this online through social media or in person at conferences and workshops.
- **Attend a global education conference.** There are many conferences held each year on this topic including the *Global Teach Connect Summit*, and the Drexel University-University of Pennsylvania partnership program.
- **Join a global education professional organization.** Many organizations support teachers who are teaching for global competence (E.g. Global Philadelphia, South Asia Society).
- **Integrate global learning experiences into your curriculum.** There are many ways to do this, such as using case studies from other countries, having students research global issues, or inviting guest speakers from other countries.
- **Facilitate intercultural conversations and partnerships.** You can do this by connecting your students with students from other countries through online platforms or by organizing student exchanges.
- **Assess students' global competence development.** There are many different ways to do this, such as using rubrics, portfolios, or interviews.

4.3. *Future Research Recommendations*

In summary, improving your global teaching skills takes time and effort, but it is worth it. By teaching for global competence, you can help your students develop the skills and knowledge they need to succeed in our increasingly interconnected world.

Continuous assessment and targeted support can ensure sustained growth in this area. The insights from the GTC Summit reflect a nuanced understanding of the complexities in education, emphasizing the importance of cultural inclusion, adaptability, and ongoing learning to promote equality and prepare students for a globalized world. In future studies, the following recommendations might improve the generalizability of the outcomes.

1. **Diversify Participant Recruitment:** Future studies could employ more diverse and representative sampling methods to ensure broader participation and minimize self-selection bias.
2. **Expand Geographic Scope:** Conducting multi-site studies across different regions or countries could enhance the generalizability and applicability of findings.
3. **Utilize Mixed Methods Approaches:** Integrating qualitative methods such as interviews or classroom observations alongside surveys could offer a more comprehensive understanding of global teaching competencies.
4. **Conduct Longitudinal Studies:** Longitudinal research designs could track the development and impact of global teaching competencies over time, providing deeper insights into their effectiveness.
5. **Incorporate Comparative Analyses:** Comparing the experiences and outcomes of educators with varying levels of exposure to global teaching competencies could yield valuable insights into their effects.

6. **Enhance Theoretical Frameworks:** Future studies should build upon robust theoretical frameworks and conduct thorough literature reviews to ensure a comprehensive understanding of the research area.
7. **Consider Mixed Data Sources:** Supplementing survey data with qualitative sources such as focus groups or document analysis could enrich the data collected and provide richer insights.
8. **Collaborate with Practitioners:** Collaborating with educators and educational institutions throughout the research process could enhance the relevance and applicability of findings to real-world contexts.
9. **Address Methodological Limitations:** Explicitly acknowledging and addressing methodological limitations in research design and reporting can enhance the transparency and credibility of future studies.

5. Conclusions

In conclusion, the analyses in this preliminary study underscored the importance of continuing to explore global competencies while considering the diverse preferences and needs of participants when planning future summits, aiming for a balanced and inclusive program that addresses both specific and broad themes in global education.

The answers to the four research questions that emerged from the data analysis findings and results along with the literature review indicated a positive direction toward supporting the guiding Hypothesis: Educators who receive training in global teaching competencies through a comprehensive curriculum and professional development opportunities will demonstrate increased awareness of teaching strategies and the importance of preparing students for the demands of an interconnected world. Therefore, it is plausible to assume that this enhanced teacher awareness and preparation could be expected to be reflected in students' improved global competence and readiness for the global workforce.

The hypothesis and research questions presented in this study were derived from theoretical frameworks emphasizing the importance of global competencies in education and their potential impact on student outcomes and workforce readiness.

As education continues to evolve in a globalized world, ongoing research and collaborative efforts are essential to refine and implement effective strategies for developing and defining global teaching competencies. Based on this research and in alignment with conceptual frameworks identified in the literature review and embedded in this research, these are some outcome-based recommendations for initiating, expanding, or improving global competence in practice that emerged from answers to the research questions above.

This study highlighted the importance of providing educators with global teaching competencies to better prepare students for our increasingly interconnected world. A collaborative effort between Drexel University's School of Education and the University of Pennsylvania sought to revolutionize teacher education through the development of a comprehensive curriculum and

professional development opportunities centered on global teaching skills. Recognizing the significant link between modern jobs and international trade, the project aimed to foster global competence in students. It addressed the gap in understanding how these competencies are integrated, assessed, and implemented within teacher education and K-12 classrooms.

The study explored the perceptions of teacher education professors, preservice teachers, and educational leadership graduate students regarding global competence and its practical application. Leveraging a five-year planning sub-grant, the initiative adopted a multidisciplinary research approach aligned with UN Sustainable Development Goals.

In summary, this research aimed to integrate global teaching competencies into education, bridging the gap between accreditation requirements and practical implementation. The preliminary findings underscored the importance of continuing to explore global competencies while considering participants' diverse preferences and needs for future summits. Ultimately, the study aimed to support the hypothesis that educators trained in global teaching competencies would demonstrate increased awareness of teaching strategies to prepare students for the demands of an interconnected world.

For more information, the researcher shares a bibliography on Global Teaching Competencies, which is a comprehensive list of sources covering various aspects of the topic. Below is a brief curated bibliography with relevant references that include books, articles, and reports that served as resources for this draft paper:

Acknowledgments

This initiative is made possible through a UPenn IFLE subgrant grant from the University of Pennsylvania Area Studies Centers Title VI U.S. Department of Education grant meant to strengthen the capacity and performance of American education in developing global competencies that included foreign languages, area studies, teacher preparation, and international education in form of two subgrants to Drexel University, School of Education.

The following individuals include GTC Team members who provided help during the research and GTC Summit (e.g., providing language help, writing assistance, or proofreading the article, technical, data collection, online communications, programming, etc.).

Dr. Christine Galib, GTC Evaluator and Summit Coordinator

Dr. Samantha Mercanti-Anthony, Online Learning Director, Summit Instructional Designer, and Dr. Marvita Gowdy

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Appendix A: Instrument

**Global Teach Connect (GTC)
Global Teaching Competencies Pre/Post Survey**

Likert Scale Prompt for 30 Items

(Please select one response in each row)

Very much like me (5) __ Mostly like me (4) __ Somewhat like me (3) __ Not much like me (2) __ Not at all like me (1) __

Part I. Global Teaching Competencies

1. I include lessons about the acculturation process. _____
2. I examine class materials for culturally appropriate images and themes _____
3. I ask students to compare their culture with American culture. _____
4. I make an effort to get to know my students' families and backgrounds. _____
5. I learn words in my students' native languages. _____
6. I use mixed-language and mixed-cultural pairings in group work. _____
7. I use peer tutors or student-led discussions. _____
8. I use surveys to find out about my students' classroom preferences. _____
9. I elicit students' experiences in pre-reading and pre-listening activities. _____
10. I encourage students to speak their native languages with their children. _____
11. I have students work independently, selecting their own learning activities. _____
12. I spend time outside of class learning about the cultures and languages of students. _____
13. I include lessons about anti-immigrant discrimination or bias. _____
14. I supplement the curriculum with lessons about international events. _____
15. I ask for student input when planning lessons and activities. _____
16. I encourage students to use cross-cultural comparisons when analyzing material. _____
17. I provide rubrics and progress reports to students. _____
18. I include regular communication with caregivers, parents, or guardians in teachers about their child's progress. _____
19. I want to learn how people live in different countries _____
20. I want to learn more about the religions of the world. _____
21. I am interested in how people from various cultures see the world. _____
22. I am interested in finding out about the traditions of other cultures. _____
23. I respect people from other cultures as equal human beings. _____
24. I treat all people with respect regardless of their cultural background. _____
25. I give space to people from other cultures to express themselves. _____
26. I respect the values of people from different cultures. _____
27. I value the opinions of people from different cultures _____
28. I believe immigrant children should have the same education opportunities that other children in the country have. _____
29. I believe immigrant should have the opportunity to continue their own customs and lifestyle. _____

30. I use communicative and web-based technologies to communicate with students ____

Part II. Demographic Questions (6)

1. Have you taken academic courses related to global/international studies?

Yes ____ No ____

2. Considering the global competence definition presented, do you think that you are globally competent?

“Global competence is an individual's embodiment of four elements: A disposition and affect toward culturally diverse peoples set into motion by open-mindedness and curiosity; cultural self-knowledge; skills related to intercultural communication effectiveness; and a propensity to continually apply lessons learned to take action on behalf of strangers, thus rendering the globally competent individual a cosmopolitan.”

a. Yes ____ b. No ____

(a). [Follow-Up] Please briefly explain your reasoning for your answer to #2 in the space below.

3. Please identify your gender identity preference in the space below.

a. Male ____ b. Female ____ c. Other ____

4. What is your current position?

a. Student ____ b. Teacher ____ c. Administrator ____ d. Other ____

5. How many years have you worked in education?

a. 0-3 ____ b. 4-6 ____ c. 7-10 ____ d. More than 10 ____

6. How would you describe your ethnic/racial background?

- a. Hispanic or Latino ____
- b. American ____
- c. Indian/Alaskan Native ____
- d. Asian, Native Hawaiian, or other Pacific Islander ____
- e. Black/African American ____
- f. White ____

g. Other____

Part III. GTC Summit Evaluation Questions (8)

Item and Likert Scale Prompt (Please select one response in each row)

Strongly Agree (5)___ Agree (4)___ Neutral (3)___Disagree (2)___Strongly Disagree (1)___

1. I found the presentations on Day 1 directly applicable to how I re-imagine educational policy to create and support innovative pedagogical practices to ensure educational equity for all diverse learners in emerging learning environments. _____
2. I found the presentations on Day 2 directly applicable to how I re-imagine educational policy to create and support innovative pedagogical practices to ensure educational equity for all diverse learners in emerging learning environments. _____
3. The Global Teach Connect Summit Toolkit contained resources I can apply immediately in my own development as a globally competent teacher.
4. I would be interested in attending future professional development or summits by the Global Teach Connect Project_____
5. I would like to follow up with project leaders about ideas I have about preparing teachings in global teaching competencies. _____
6. I would recommend this summit for students, colleagues, or others_____
7. OPTIONAL, Open-ended. Please explain your response to your ranking(s) above.
8. Open-ended: One topic I would like to see covered in the next Summit is:

Thank you!

For more information or permission to use this instrument contact:

Dr. Joyce Pittman
Joyce.pittman@gmail.com

This is a very promising article. You mentioned that this is a longitudinal research design, but the various steps involved should be placed on a time continuum.

The summit's content should be summarized; some of the materials used might even be included in the appendix. Without that information, I don't think the readers would appreciate the participants' responses.

Overall, your formatting of the manuscript is not in line with a typical journal article. You need to use more narrative and visuals. Most of the information seems to be part of a lecture. We do not need to know all the details you put in the bullet-by-bullet format.

Please insert charts for demographic information and the results of your descriptive statistics. Just briefly summarize the findings by touching upon the most important, unusual, extraordinary ones.