

TEACHING FOR GLOBAL READINESS: A MODEL FOR LOCALLY SITUATED AND GLOBALLY CONNECTED LITERACY INSTRUCTION

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ABSTRACT

Today's students are being called to graduate global ready. The term global ready encompasses the multiple literacies as well as the global citizenship needed in the 21st century to participate, collaborate, and work in a globally interconnected society. This chapter introduces a model for teaching for global readiness. A sequential exploratory mixed methods design was employed to operationalize and validate a teaching for global readiness model. The first phase was a qualitative exploration with 24 expert global education teachers. The second phase was a quantitative analysis using factor analysis and model fit statistics to determine if the findings of the qualitative phase were generalizable to a larger population. Based on the results, the Teaching for Global Readiness Model consists of four dimensions:

Addressing Diversity in Literacy Instruction
Literacy Research, Practice and Evaluation, Volume 8, 193–205
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ISSN: 2048-0458/doi:10.1108/S2048-04582017000008009

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Situated practice, integrated global learning, critical literacy instruction, and transactional cross-cultural experiences. The chapter describes an array of literacy instruction teacher practices that promote global readiness knowledge, skills, and dispositions and points to the importance of locally situated but globally connected literacy instruction.

Keywords: Multiliteracies; global citizenship; global readiness; K-12 literacy instruction

Today's world is increasingly interrelated and interconnected (Friedman, 2006). In addition to global interconnectedness, increased global migration has led to more diversity in schools around the world (Suarez-Orozco, 2001). The effects of a quickly changing society are manifested in the field of literacy education today. Literacy researchers have called for students to develop new literacies, new competencies, and new ways of thinking to be ready for college, career, and civic life in this globally interconnected society.

Some have criticized U.S. schools for a lack of global education in the curriculum (Friedman, 2006; Hayward & Siaya, 2001). Global education aims to prepare students for public and private life in an interconnected global society (Dagenais, 2003). What our students need in order to communicate and interact in today's globally interconnected, information society is both multiliteracies and global citizenship (Manfra & Spires, 2013). Together, multiliteracies and global citizenship form the construct *global readiness* (Kerkhoff, 2017). A *global ready graduate* is a socially responsible global citizen with the multiliteracies necessary in the twenty-first century to participate, collaborate, and work in a global society.

Teaching for global readiness is not for world language teachers or for social studies teachers alone; literacy teachers have the potential to promote students' global readiness as well (West, 2010). The problem is that literacy teachers may not be trained in teaching students for global readiness (Cushner, 2012; Parkhouse, Glazier, Tichnor-Wagner, & Montana Cain, 2015; Rapoport, 2010). Internationalizing pre-service teacher education is an emerging field in the research (Cushner, 2012), but does not address the teachers that are already in the classroom nor the translation to K-12 classrooms. The research that has been conducted on in-service teachers shows that even if teachers believe in global ready teaching, they may not be practicing it in the classroom. Two reasons cited by Rapoport (2010) are that teachers perceive they do not have time or report that they do not know how. Recently, two groups have operationalized global ready

teaching, LearnNC and Partnership for 21st Century Skills. However, there is not a body of literature that supports or refutes their claims. In addition, there are related concepts, such as the Intercultural Development Inventory (Hammer, Bennett, & Wiseman, 2003) and the Cross Cultural Adaptability Inventory (Kelley & Myers, 1992), but these constructs are not about teaching. This construct validation project was intended to fill the gap. Good teaching should be grounded in theory and research; therefore, this chapter introduces a theoretically grounded and empirically tested model for teaching for global readiness.

APPLYING RELEVANT THEORIES

The relevant educational theories that ground the Teaching for Global Readiness Model come from two streams of literature: global citizenship education and literacy education. Specifically, the supporting theories are cosmopolitanism (Hansen, 2010; Wahlström, 2014) and multiliteracies (New London Group, 1996; Cope & Kalantzis, 2015). Multiliteracies encompasses the “social turn” (Gee, 1999) and the “digital turn” (Mills, 2010) in literacy education. In 2010, Hull and Stomaiuolo (2010) called for a “cosmopolitan turn” in literacy education. Together multiliteracies and cosmopolitanism adopt these three “turns” in literacy education. Furthermore, theorists created both theories (i.e., multiliteracies and cosmopolitanism) in response to globalization, which is the impetus of this study.

Cosmopolitanism

Cosmopolitan is an ancient Greek word that translates to *citizen of the world*. This citizenship does not displace local or national allegiances; it adds global allegiance (Rizvi, 2008; Wahlström, 2014). While the word is not new, what is new is that information and communication along with transportation technologies make global connections faster and more frequent than ever before (Cope & Kalantzis, 2015). The likelihood of intercultural dialogue and transactions of perspectives across cultures is heightened. In educational cosmopolitanism theory, people across the world are described as united in a global community sharing universal values while at the same time recognizing and respecting differences (Hansen, 2010; Rizvi, 2008). The theory also acknowledges the diversity within a culture and encourages dialogue around similarities and differences as part of learning (Wahlström, 2014). Cosmopolitanism is an optimistic theory that sees how progress can bring desired

changes while at the same time respecting tradition and not encouraging change for change sake. In this way, teachers and students are open to the new while looking reflectively and loyally to the old (Hansen, 2010).

Multiliteracies

The second theory that serves as the foundation for the Teaching for Global Readiness Model is pedagogy of multiliteracies (Cope & Kalantzis, 2015; New London Group, 1996). This pedagogy aligns with the changing ideas of identity, culture, and citizenship in the twenty-first century. Pedagogy of multiliteracies was conceptualized by a group of prominent literacy scholars who met in New London to discuss the current state and the future of literacy pedagogy. Their collective analysis was that the workplace now valued multiskilled workers, public and private life included interaction with more diverse others, and information and communication technologies produced a variety of multimodal texts. They agreed that a monolingual, monocultural literacy pedagogy should not be taught anymore and coined the term “multiliteracies” to account for the plurality of text types and discourses that could be taught to students with differences in culture, language, gender, (New London Group, 1996, p. 63) and ability (Cope & Kalantzis, 2015). Multiliteracies comprise traditional and new literacies, as well as multimodal, multilingual, and multicultural literacies. In pedagogy of multiliteracies theory, practitioners situate learning in a relevant way, utilize overt instruction to demystify discourses, teach critical literacy, and facilitate knowledge construction so that students are transformed through learning (New London Group, 1996).

METHODS

To design an empirically valid model, I utilized a two-phase mixed methods study. Mixed methods allow for the strengths of both qualitative, namely participant voices, and quantitative, namely generalizability (DeCuir-Gunby, 2008). Fig. 1 displays the sequence of the two phases. The first phase of the study was a qualitative exploration of what expert teachers believed it meant to prepare their students to participate, collaborate, and work in a global society. Teachers’ voices were important to capture, for me, because one goal of my research was to empower teachers. I believed and continue to believe, as Eisner (1991) did, that the voices of teachers are powerful, are missing, and are needed in educational

research. This belief led me to choose to interview current K-12 classroom teachers in addition to global education researchers who are professional teacher educators. Criteria for inclusion in the purposeful sample included at least three years K-12 teaching experience and global education professional training. Participants were recruited through *4 the World*, an international education organization that provides professional development to teachers; a state Department of Public Instruction Global Ready Designation Committee; and the New Literacies and Global Learning College of Education master's degree program at a Southeastern U.S. university that contextualized learning in a global society. Participants were chosen to represent a maximum variation in ethnicity, grade-level taught, and subject taught. Data was collected until saturation was reached. In all, I conducted 24 expert teacher semistructured interviews and transcribed all audio recordings. The interview transcripts were analyzed using Braun and Clarke's (2006) iterative thematic analysis process.

The second phase was a quantitative analysis to determine if the findings of the qualitative phase were generalizable to a larger population. From the initial exploration, the qualitative findings were used to develop a quantitative survey. Key quotes identified from the interviews became potential survey items (Creswell & Clark, 2011). The survey was developed in Qualtrics and sent to 22 education experts to review the quality and relevance of the items. After this review, I conducted cognitive interviews (Willis, 2005) with six members of the target population, K-12 teachers. In the cognitive interviews, the teachers took the survey in front of me and told me what they thought each question was asking and if the response options were adequate enough to represent their answers. This process resulted in a 39-item teaching for global readiness survey with Likert scale response options.

The survey was sent to 3,433 K-12 teachers who were part of the VIF International network. VIF International (now called Participate) is an organization that provides professional development on global teaching and learning within the U.S. While some teachers had been a part of the VIF International network for years and received a number of global education professional development sessions, others were new to the network and had not yet begun. The network also included teachers who voluntarily

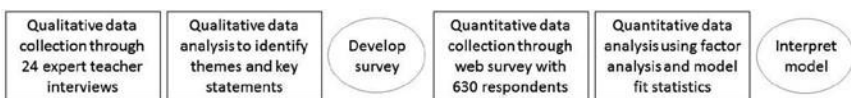


Fig. 1. Exploratory Sequential Mixed Methods Design Diagram.

registered and teachers who were registered by their district offices as part of a mandated program. Therefore, the network contained variance in levels of experience and interest thus providing the variance around the statistics that would be needed for analysis (Comrey & Lee, 1992; Hinkin, 1998). In all, 630 K-12 teachers in the U.S. responded. The survey respondents were split randomly into two groups. The first sample was analyzed using exploratory factor analysis with orthogonal rotation, which resulted in four factors being extracted and 30 items retained. The proposed four-factor model from the exploratory factor analysis was then tested with the second sample using confirmatory factor analysis and model fit statistics. The resulting model as shown in Fig. 2 was a good fit to the data according to Hu and Bentler's (1999) widely accepted criteria ($\chi^2(143) 246.909$, $\chi^2/df = 1.73$, CFI = 0.960, TLI = 0.953, SRMR = 0.061, RMSEA = 0.051). Cronbach's α revealed good reliability with the overall reliability for the model at 0.88. Over 0.70 is generally considered adequate (Comrey & Lee, 1992; Nunnally, 1978).

The quantitative analysis resulted in an empirically valid Teaching for Global Readiness Model with 19 items loading on four dimensions: *situated practice*, *integrated global learning*, *critical literacy instruction*, and *transactional cross-cultural experiences*. In other words, teaching for global readiness is situated, integrated, critical, and transactional, which will be described in greater detail in the next section.

TEACHING FOR GLOBAL READINESS MODEL

Teaching for global readiness should include all four dimensions but not necessarily at the same time. Fig. 3 displays the four dimensions of the model across the second row and the corresponding teaching practices for each dimension below. This section will describe each of the four dimensions of the model.

The first dimension is *situated practice*. Situated practice is concerned with the context of the people, place, and time of learning. Teaching for global readiness embraces *glocalization*, meaning that instruction is locally situated and globally connected. For example, middle school students in a rural farming community in the Midwest U.S. examined how agriculture could reduce world hunger. Students in one collaborative group connected their knowledge of raising poultry with a

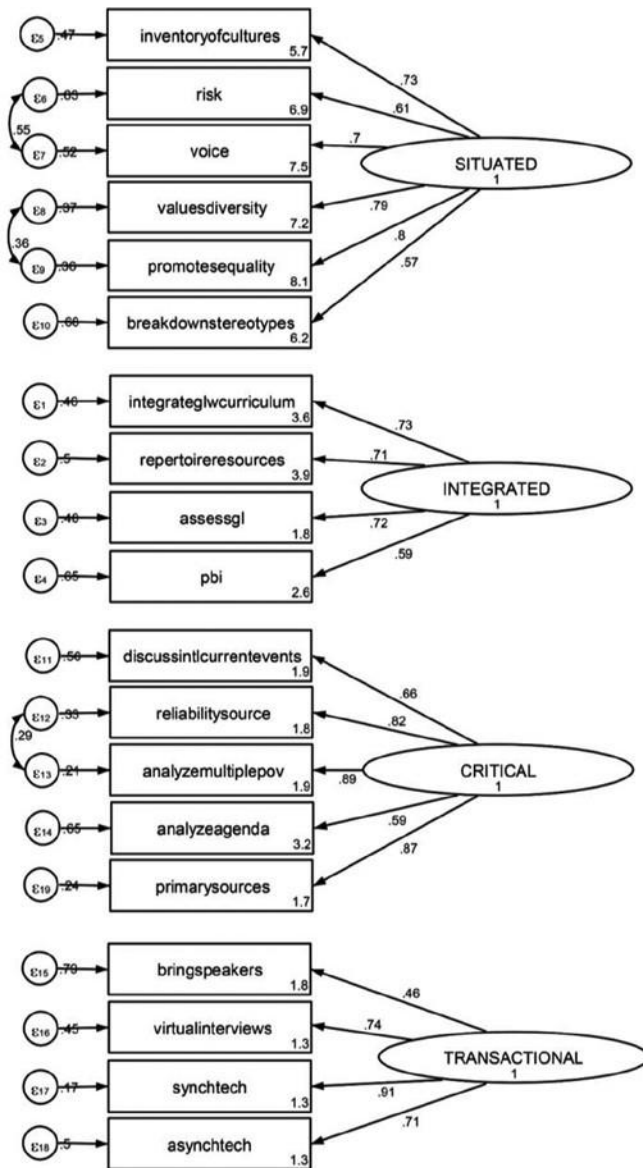


Fig. 2. Four-Factor Structure of the Teaching for Global Readiness Construct. Source: Kerkhoff (2017).

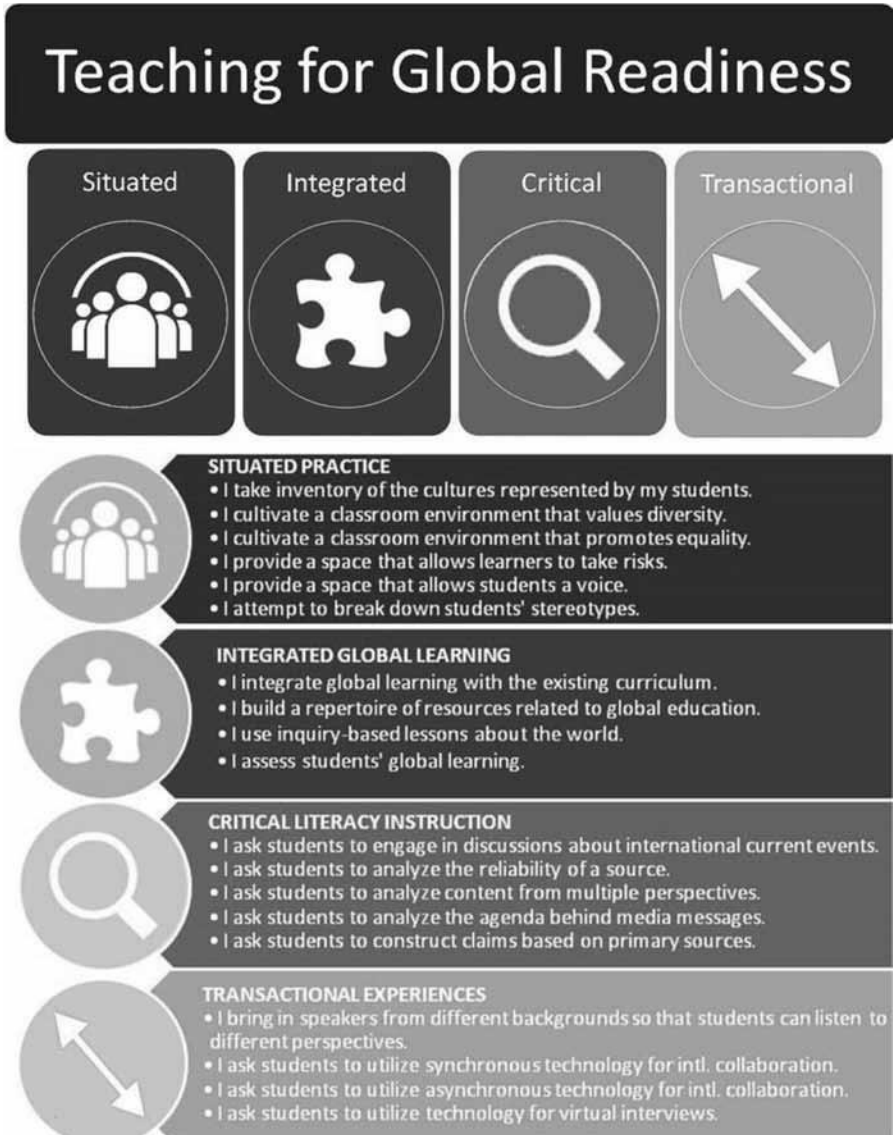


Fig. 3. Teaching for Global Readiness Model. Source: Adapted from Kerkhoff (2017).

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solution for increasing protein in children's diets in Peru by raising money to purchase a flock of egg-laying chickens for a Peruvian family. Situated practice is a sociocultural pedagogy that is relevant and responsive to students as social and cultural beings. In the example from the middle school, the teachers shared authority with students as students choose the country to study and worked collaboratively with peers to construct knowledge. The following list comprises practices that teachers can enact in order to contextualize instruction in a multicultural way:

- Teachers take inventory of the cultures (languages, nationalities, ethnicities, religions, etc.) represented by their students;
- Teachers cultivate a classroom environment that values diversity;
- Teachers cultivate a classroom environment that promotes equality;
- Teachers provide a space that allows learners to take risks;
- Teachers provide a space that allows students a voice; and
- Teachers attempt to break down students' stereotypes.

The second dimension is *integrated global learning*. Integrated global learning requires explicit instruction on global readiness. Specifically, teachers include global topics in existing curriculum structures and intentionally scaffold global learning. For example, a high school English teacher in the Southeast U.S. integrated global learning with an inquiry project on an existing curricular topic, coming-of-age stories. She partnered with a school in China, and students worked in international teams to complete an analysis of coming-of-age literature. She set academic content goals for the project but she also set global learning goals, such as students would learn how the teenage experience in China is similar to and different from U.S. culture. She scaffolded by frontloading academic vocabulary needed for the collaboration, having conversations with the students about how to best approach political subjects with people from other countries, and by formative assessment throughout the inquiry project. Formative assessments included checking in with students after they designed their inquiry questions and after they found their resources to establish that their question was of social significance to both cultures and their sources were from both countries. This teacher connected cultural awareness and global issues with the standard course of study so that students were explicitly and actively learning how global issues

were relevant to the content. The following lists teaching practices for integrating global learning:

- Teachers integrate global learning with the existing curriculum;
- Teachers seek out resources related to global education;
- Teachers facilitate inquiry-based lessons about the world (e.g., research projects, project-based learning, exploratory learning, discovery learning); and
- Teachers assess students' global learning.

The third dimension is *critical literacy instruction*. Critical literacy approaches reading, writing, speaking, listening, viewing, visually representing, inquiring, thinking, and acting from a critical frame. Students are taught to question the credibility of claims and assess bias in texts they read and view. They learn to construct their own claims by reading primary sources and sources from multiple perspectives, including international media. In addition, students learn to apply critical literacy knowledge, skills, and dispositions to society and themselves by questioning the status quo and their own ideological assumptions. Students enact critical literacy as they “read the word and the world” (Freire & Macedo, 1987, p. i) and design new social futures (New London Group, 1996). The following outlines desired student outcomes resulting from critical literacy instruction:

- Students engage in discussions about international current events;
- Students analyze the reliability of sources;
- Students analyze content from multiple perspectives;
- Students analyze the agenda behind media messages; and
- Students construct claims based on primary sources.

The fourth dimension is *transactional cross-cultural experiences*. Transactional experience involves transactions, or exchanges, between people. In these learning experiences, students interact with others in an exchange of information and ideas in a way that requires receptive language (e.g., listening and reading) as well as expressive language (e.g., speaking and writing) so that there is give and take from both parties. These learning experiences are based on equality of perspectives, where partners in other countries are viewed as resources to protect against U.S.-centric or U.S.-superiority thinking.

International travel is a highly regarded form of global education, but travel alone is not sufficient. To promote global readiness, students need opportunities to interact with locals and to critically reflect on their encounters. Rest assured, travel is not the only way to teach for global readiness. K-12 teachers can take advantage of international resources in their home communities for field trips, such as visiting places of worship, ethnic restaurants, and museum exhibitions from other countries. Teachers can also harness the affordances of technology to bring experts and peers from other countries into the classroom virtually for question and answer sessions or collaboration on projects. The following lists how K-12 teachers have created transactional cross-cultural experiences for their students without leaving the classroom:

- Teachers bring in speakers from different backgrounds so that students can listen to different perspectives;
- Teachers utilize technology for virtual interviews (one-on-one, whole class, etc.) about global issues (with subject-matter experts, international partners, cultural community leaders, etc.);
- Students utilize synchronous technology (e.g., Skype, GoogleHangout, WeChat, FaceTime) for international collaborations; and
- Students utilize asynchronous technology (e.g., Google Drive, Quip, email, blogs) for international collaborations.

CONCLUSION

Today's students are being called to graduate global ready. The term *global ready* encompasses the multiple literacies as well as the global citizenship needed in the 21st century in order to communicate and collaborate crossculturally. The four dimensions of the Teaching for Global Readiness Model (i.e., situated practice, integrated global learning, critical literacy instruction, and transactional experiences) were created based on master teachers' explanations of how they teach for global readiness in their K-12 classrooms. Every item in each of the four dimensions is a consensus of these 24 classroom teachers' practices. The teachers explained that they integrate global learning and situate their instruction so that it is relevant to the students in their class. The model points to the importance of

being locally situated but globally connected. In other words, the model supports the importance of cultivating a community of learners inside the classroom and facilitating experiences where students interact with diverse others both inside and outside the classroom. However, teachers explained that situated and integrated is not enough. They believed that teaching for global readiness must be critical and transactional as well. That is to say, the model highlights the importance of critical pedagogy and global partnerships established in equality that promote the values of reflexivity, perspective-taking, and equity. Together, the four dimensions embrace the multiple cultures in the classroom and broaden students' understanding of cultures new to students.

The model contributes to the field of literacy education by providing an array of teacher practices that promote global readiness literacy skills and cosmopolitan dispositions. Through the validation of the operational and conceptual definition of teaching for global readiness, the model provides common language and a conceptual framework on which to make instructional tools and programs. The survey (see [Kerkhoff, 2017](#)) provides a free tool to use in professional development at the individual teacher level to increase awareness of teaching practices that promote global readiness and at the institutional level for pre- and post-testing for program evaluation. The model can inform education researchers, teacher educators, policy-makers, administrators, and teachers, hopefully leading to global readiness for all graduates.

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