

Global Teach Connect (GTC)



**INNOVATION IN INTERNATIONAL
EDUCATION: ADAPTING
TEACHING PRACTICES FOR A
GLOBALIZED WORLD**

**GLOBAL
TEACH
CONNECT
SUMMIT 2023
(GTC)**

Guide to Planning for Global Teaching Competencies and Skills Development

by Joyce Pittman, PhD

To get started right away, just follow the simple steps described in this guide that can be customized to meet your needs.

A Brief Guide to Planning for Global Teaching Competencies and Skills Development

Introduction

In the ever-evolving landscape of education, the need for global teaching competencies has become increasingly evident. The world is interconnected as never before, and this interconnectedness brings with it a set of challenges and opportunities that educators must embrace. As we stand at the crossroads of traditional teaching methods and a rapidly changing global context, it's imperative that we equip both educators and students with the skills and knowledge required to thrive in this interconnected world.

This guide, authored by Dr. Joyce Pittman, is the culmination of over five years of dedicated work in developing a *Professional Development Framework/Model* tailored to address this very need. It is born out of a commitment to create awareness and provide the necessary tools to support the cultivation of global teaching competencies in both K-12 education and teacher preparation programs.

We are bursting with excitement as we prepare to unveil the GTC PD Modules series during the GTC 2023 Summit. This achievement is the result of a highly collaborative process that benefited greatly from your input, as well as that of countless others who have been integral to the project over the years.

The world is changing, and education must change with it. This guide serves as a compass, guiding educators and institutions toward a future where global teaching competencies are not just a desirable addition but a fundamental requirement. It's about more than just understanding global issues; it's about equipping individuals with the skills and perspectives needed to thrive in an interconnected and culturally diverse world.

The contents of this guide are designed to be practical and actionable. We understand that educators, administrators, and policymakers are constantly pressed for time and resources. Therefore, we've created a resource that is not only comprehensive but also adaptable. The steps and strategies outlined within can be customized to meet the unique needs and circumstances of your educational institution.

Our journey begins with a shared commitment to fostering global teaching excellence. It's a journey that will require dedication, collaboration, and an unwavering belief in the power of education to shape a brighter, more interconnected future. The steps are simple, and the possibilities are boundless.

So, as you embark on this journey, we invite you to explore the pages of this guide, engage with its insights, and adapt its strategies to your unique educational context. Together, we can prepare the next generation to thrive in an interconnected world and drive positive change on a global scale.

The world is waiting for educators who are ready to embrace the challenge and lead the way. Let this guide be your companion on the path to fostering global teaching competencies and skills development.

Dr. Joyce Pittman, PhD, Author

Download here: <https://drexel.edu/soe/research/research-initiatives/global-teach-connection/GTC-Summit/Agenda/>

ACKNOWLEDGEMENTS

UPENN TITLE VI IFLE GRANT NATIONAL CENTER

U.S. Department of Education's Office of [International and Foreign Language Education \(IFLE\)](#).

Global Teach Connection (GTC)

A University of Pennsylvania Area Studies Center and Drexel School of Education Sub-grant Partnership

The GTC collaboration is a strategic relationship between Drexel's School of Education and Penn Area Studies faculty and students to

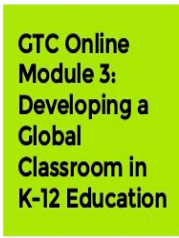
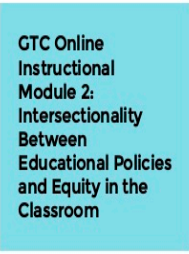
- 1) to prepare teachers and education leaders to think globally,
 - 2) develop area studies and intercultural competencies, and
 - 3) engage new pedagogical theory and practice for working with diverse students and people who speak less commonly taught languages.
- The aim is to offer students, teachers, and leaders the essential resources, support, and opportunities to develop the understanding required for the seamless integration of global competencies into their classrooms and teaching practice. We believe this preparation is vital to equip students for success in an ever-evolving world.
 - Through active engagement in GTC activities, all participants have the chance to acquire the skills and knowledge necessary to craft vibrant and captivating learning experiences. These experiences are designed to resonate with students' lives and the rapidly changing global landscape.

THE MISSION

- Raise awareness with Teacher Educators (TEs) for the need of Global Competence in teacher education programs and professional development for teachers, leaders, curriculum developers and policymakers in schools.
- To champion and encourage TEs to develop their own Global Competence
- To support TEs to facilitate the learning of teacher education students or pre-service teachers Global Competence
- To co-create learning resources for TEs.

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- To start TEs global teaching network or community



GTC Learning Modules aim to develop faculty and student global competencies to coordinate and support research, conferences, curriculum development, outreach, and other activities and events related to all countries and languages and especially of South Asia. South Asia includes the modern countries of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka, as well as the Tibet Autonomous Region.

A. Definition of Global Teaching Competencies

Global Teaching Competencies are a set of skills, knowledge, and attitudes that are considered essential for effective teaching in a globally connected and diverse world.

These competencies typically include intercultural awareness, language proficiency, technology literacy, and the ability to design and deliver culturally responsive and inclusive instruction.

The exact definition and specific competencies may vary among organizations and countries, but the overarching goal is to prepare teachers to successfully educate students in a rapidly changing and interconnected world.



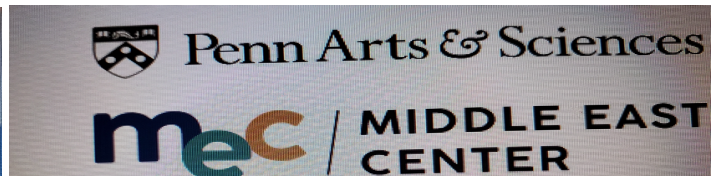
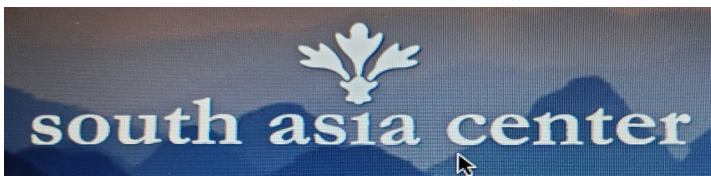
Educational policies for equity in the classroom refer to initiatives and programs designed to ensure that all students have equal access to quality education and are given the support they need to succeed, regardless of their race, ethnicity, gender, socioeconomic status, language, or other background characteristics.

In this module some of the key policies that promote equity in the classroom will be unpacked through interactive learning design activities.



I. Introduction

- A. Definition of a Global Classroom
- B. Designing a Global Classroom in K-12 Education
- C. Purpose of the Instructional Module
- D. Designed for teachers who have shown substantial commitment to incorporating global studies into the school or classroom.



Getting Started

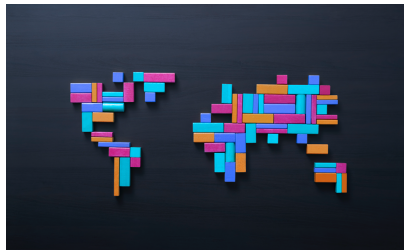


Introduction

Improving your global teaching skills takes time and effort, but it is worth it. By teaching for global competence, you can help your students to develop the skills and knowledge they need to succeed in our increasingly interconnected world. To develop a plan to improve your global teaching skills this year, you can follow these steps.

What is Global Competence?

Global competence is the capacity to examine local, global, and intercultural issues to understand and appreciate the perspectives and world views of others, to engage in open, appropriate, and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD, 2018).



Multicultural education competencies, ESL (English as a Second Language) competencies, and global teaching competencies all pertain to the field of education but focus on different aspects and goals (Pittman, 2023):

1. Multicultural Education Competencies:
 - Focus: Multicultural education competencies center on fostering an inclusive and diverse learning environment within a classroom or educational institution.
 - Goals: The primary goal is to promote understanding, respect, and appreciation for various cultures, ethnicities, and backgrounds. It aims to reduce prejudice, discrimination, and bias within the educational setting.
 - Competencies: Educators with multicultural education competencies should be skilled in curriculum development that incorporates diverse perspectives, create inclusive classroom environments, and adapt teaching methods to address the needs of a diverse student body.
2. ESL Competencies:

- Focus: ESL competencies are specific to teaching English as a second language, primarily targeting students who are non-native English speakers.
 - Goals: The primary goal is to help non-English-speaking students become proficient in English to enhance their academic success and participation in English-speaking communities.
 - Competencies: ESL educators should be proficient in language teaching methods, language assessment, and the linguistic and cultural needs of English language learners. They must also help students achieve English language proficiency standards and academic content standards.
3. Global Teaching Competencies:
- Focus: Global teaching competencies encompass a broader educational approach that goes beyond culture or language to prepare students for a globally interconnected world.
 - Goals: The main goal is to equip students with the skills, knowledge, and attitudes needed to thrive in a globalized society. This includes understanding global issues, developing intercultural competence, and fostering a sense of global citizenship.
 - Competencies: Educators with global teaching competencies should be well-versed in global issues and cross-cultural communication. They should integrate global perspectives into their teaching, encourage critical thinking about global challenges, and promote open-mindedness and empathy among students.

In summary, while these competencies overlap in some areas, they primarily differ in their scope and objectives. Multicultural education focuses on cultural diversity, ESL competencies are tailored to language acquisition, and global teaching competencies prepare students for a globally interconnected world. Teachers with a well-rounded set of competencies may draw from each of these areas to create a more inclusive and effective learning environment.

Step 1: Reflect on your current global teaching skills.

What are you doing well? What areas do you want to improve? You can do this by thinking about your teaching practices, the resources you use, and the feedback you have received from students and colleagues.



Step 2: Identify your goals for improvement.

Once you have a good understanding of your current skills and areas for improvement, you can set specific goals for the year. For example, you might want to learn more about global issues, develop new lesson plans that integrate global learning, or create opportunities for students to collaborate with students from other countries.



Step 3: Develop a plan to achieve your goals.

Once you have identified your goals, it is time to develop a plan for how you will achieve them. This might involve taking professional development courses, reading books and articles about global education, or networking with other teachers who are teaching for global competence.



Step 4: Implement your plan and track your progress.

Once you have a plan, it is important to put it into action and track your progress. This will help you to stay on track and adjust as needed. You can track your progress by keeping a journal, reflecting on your teaching practice, or asking for feedback from others.



Step 5: Evaluate and share your progress with others.

Sharing your professional growth with other teachers, educators, or leaders is a valuable way to contribute to the education community and promote continuous learning. Here's a brief description of how to initiate all 5 steps effectively.



Making It Happen!



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*, Drexel university-University of Pennsylvania partnership program.
- **Join a global education professional organization.** There are many organizations that 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 do research on 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.

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 to develop the skills and knowledge they need to succeed in our increasingly interconnected world.

GTC Professional Development Modules



Joyce Pittman, PhD,
GTC Principal Investigator

How can AI be used to improve teacher education?

By employing AI as a multifaceted data collection and evaluation strategy, we can holistically assess the knowledge base of teachers and effectiveness of teacher training such as the GTC Modules in enhancing teacher knowledge and application of global teaching competencies, ultimately leading to more inclusive and globally aware classrooms.

Artificial Intelligence (AI) has the potential to significantly enhance teacher education in various ways:

1. **Personalized Learning:** AI can create personalized learning paths for aspiring teachers. It can analyze their strengths and weaknesses, adapting the curriculum to their specific needs.
2. **Virtual Classrooms:** AI-powered virtual classrooms can provide trainee teachers with a real-life teaching experience, enabling them to practice in a risk-free environment.
3. **Feedback and Assessment:** AI can automate the grading of assignments and provide instant, constructive feedback. It can also assess teachers' performance in simulated classrooms.
4. **Curriculum Enhancement:** AI can help teacher education institutions update their curricula by identifying current trends and in-demand skills, ensuring that new teachers are well-prepared.
5. **Content Creation:** AI can assist in creating educational content, including lesson plans, quizzes, and simulations, saving educators time and resources.
6. **Language Learning:** For teachers of languages, AI-powered language learning tools can enhance their fluency and pronunciation.
7. **Mentoring and Support:** AI chatbots can serve as round-the-clock mentors for trainee teachers, answering questions, providing support, and assisting with problem-solving.
8. **Data-Driven Insights:** AI can analyze data from teacher education programs to identify trends in teacher effectiveness and areas that may need improvement.
9. **Cultural Sensitivity Training:** AI can help trainee teachers understand and navigate the cultural backgrounds of their students, thereby fostering a more inclusive environment.
10. **Professional Development:** AI can suggest relevant professional development opportunities for teachers based on their career goals and areas for improvement.
11. **Emotional Support:** AI can monitor the emotional well-being of trainee teachers and provide resources or referrals if signs of stress or burnout are detected.
12. **Accessibility Tools:** AI can provide tools for creating accessible content, ensuring that teachers are trained to support students with diverse needs.
13. **Resource Management:** AI can assist in managing educational resources and ensuring that trainee teachers have access to the latest materials and research.
14. **Predictive Analytics:** By analyzing data on trainee teacher performance and employment rates, AI can predict the likelihood of success in various teaching roles and suggest career paths.
15. **Professional Networking:** AI can connect trainee teachers with professionals in their field, helping them establish valuable connections and find mentors.

By integrating AI into teacher education programs, institutions can adapt to the rapidly changing needs of modern classrooms and equip teachers with the skills and knowledge to thrive in today's education landscape. AI-driven improvements can also help address the global teacher shortage by making teacher education and professional development more accessible and efficient.

For more information

Join us at the 5th Annual Global Teach Connect Summit on November 8, 2023

The 5th Annual GTC 2023 summit focuses on the theme “**Innovation in International Education: Adapting Teaching Practices for a Globalized World**” and is specifically tailored to improving global teaching practices and teachers’ skills for learning environments.

The summit will occur on Wednesday, November 8, 2023, online via Zoom Webinar. This summit agenda provides a comprehensive framework and resources for reviewing global teaching technology and curriculum tools, while emphasizing the importance of adapting teaching practices for a globalized world.

The summit includes keynote speeches, panel discussions, workshops, and interactive sessions to facilitate learning, collaboration, and the sharing of best practices among educators in a Web-based *GTC Toolkit*.

Agenda Information and registration: <https://drexel.edu/soe/research/research-initiatives/global-teach-connection/GTC-Summit/>

Or

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GTC INTERNATIONAL REFERENCES AND RESOURCES TOOLKIT

Presentation Videos

- Summit Moderator Dr. Christine Galib's Power Chat: The Ion Houston during Global Partnerships Summit - 17 Days of Sustainability UN SDG #17
 - <https://www.youtube.com/watch?v=KMmgn1wFXpM>
- Video 1: UN Goal 4 Quality Education
 - <https://www.youtube.com/watch?v=8ZxhZy64cvA>
- Video 2: Sustainable Development Goal 4 - Quality Education - Rorden Wilkinson, PhD
 - <https://www.youtube.com/watch?v=tlhp3K1veoQ>
- Video 3: Dr. Joyce Pittman UN Goal 4 Quality Education and Equity - Interview with Ideagen
 - <https://youtu.be/FeJln4VmW9l>
- Video 4: Dr. Jennifer Adams UN Goal 5 – Gender Equity
 - <https://www.youtube.com/watch?v=vJpyZmAbuAo&t=10375>
- Video 5: Drexel Office of Global Engagement: Drexel Global Classrooms
 - <https://drexel.edu/global/faculty-development/global-classroom/Past-and-Current-Global-Classrooms/>
- Global Program Leadership Certificate
 - <https://drexel.edu/global/faculty-development/global-programs-leader/>

RESEARCH

Across Boundaries: Globalization in Teacher Education

- Goodwin, A. L. (2019): *Globalization, global mindsets and teacher education. Action in Teacher Education*, DOI: 10.1080/01626620.2019.1700848 <https://doi.org/10.1080/01626620.2019.1700848>
- Nic Hardy Counseling (August 18, 2020). *The difference between a boundary and a barrier. Field of Psychology*. Available: <https://www.nichardy.com/counseling/the-difference-between-a-boundary-and-barrier>
- Parker, D.C, Conversano, P. (2021). *Narratives of systemic barriers and accessibility: Poverty, equity, diversity, inclusion, and the call for a post-pandemic new normal*. Available: <https://www.frontiersin.org/articles/10.3389/feduc.2021.704663/full>. <https://doi.org/10.3389/feduc.2021.704663>
- Pittman, J., Severino, L., DeCarlo-Tecce, M.J. and Kiosoglous, C. (2021), *An action research case study: Digital equity and educational inclusion during an emergent COVID-19 divide*", *Journal for Multicultural Education*, 15 (1), 68-84. <https://doi.org/10.1108/JME-09-2020-0099>
- Kerkhoff, S.N., Cloud, M.W. (2020). *Equipping teachers with globally competent practices: A mixed methods study on integrating global competence and teacher education*, *International Journal of Educational Research*, 103(101629), ISSN 0883-0355, <https://doi.org/10.1016/j.ijer.2020.101629>. <https://www.sciencedirect.com/science/article/pii/S0883035520302664>

Abstract: Education leaders recommend that global competence–global citizenship mentality and knowledge development for global participation–be incorporated into school curricula. This mixed methods study examined teacher’s perceptions and self-reported practices of globally competent teaching. Data was collected from teachers taking a graduate education course infused with global learning. Results suggest teachers value and desire to enact globally competent teaching but need practical direction for classroom effectuation. Data manifest all four dimensions of the Global Teaching Model (i.e., situated relevant practice, integrated global learning, critical and cultural consciousness raising, and intercultural collaboration for transformative action) to differing degrees. This study provides evidence for the Global Teaching Model as a prospective framework and emphasizes the critical dimension when internationalizing teacher education.

Keywords: Globally competent teaching; Global competence; Teacher education; Global education; Decolonizing curricula; Integrating global learning; Teacher practices

Supporting Linguistically and Culturally Diverse Learners in English Education

Curriculum, Diversity, Instruction, Literacy, Literature, Teacher Quality.

- *National Council of Teachers of English (2005). Through critical, self-reflexive practices embedded in our research and our teaching, we can work against racial, cultural, linguistic, and socioeconomic inequalities by creating humane classrooms where students and teachers learn to use language and literacy in critical and empowering ways. AVAILABLE: <https://ncte.org/statement/diverselearnersinee/>*
- *Chuyun Hu, C. (2020). Understanding college students’ perceptions of effective teaching. International Journal of Teaching and Learning in Higher Education, 32 (2), 318-328 . Available: <http://www.isetl.org/ijtlhe/> ISSN 1812-9129*

GLOBAL COMPETENCIES FOR THE 21ST CENTURY

Resources on Global Competencies

- Competencies for the 21st Century: Jurisdictional Progress (Brookings Institution and Center for Curriculum Redesign): <https://www.brookings.edu/wp-content/uploads/2020/10/Competencies-for-the-21st-century-jurisdictional-progress-FINAL-1.pdf>
- Teaching for Global Competence (K-12) (ASCD Study Guide): <https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/video/Study-Guide-SEC-Teaching-for-Global-Competence.pdf>
- Global Competencies Partnerships - Higher Education: Collaborations and Connections Through Online Learning (World Savvy): <https://www.worldsavvy.org/our-programs/online-learning/> with

GTC HIGHER EDUCATION PARTNERSHIP FOR GLOBAL COMPETENCY DEVELOPMENT

Drexel University School of Education: Abu Dhabi University-Drexel SoE Partnership

- School of Education Partners with Abu Dhabi University: <https://drexel.edu> › soe › about › News › March › partn...
- Abu Dhabi University to collaborate with US-based Drexel ...: <https://emiratitimes.com> › Editors' Choice
- Drexel University School of Education - The School of Education is ...: <https://ne-np.facebook.com> › DrexelSOE › photos › the...
- Transcending Borders: Drexel and Abu Dhabi's Commitment to ...: <https://globalphiladelphia.org> › news › transcending-bo...

Global Teach Connection (GTC)

- *Global Teach Connection (GTC): <https://drexel.edu/soe/research/research-initiatives/global-teach-connection/>*
- Courses: Global Teach Connection developed and offers syllabi for two courses, including *Gender in International Context in Education and International Education Policy and Migration, Language and Literacy Policy in Global Contexts*. These courses teach about how nations approach teaching and learning to address challenges families in different cultures face when it comes to getting the best education for their children.
- Global Education Colloquium collaboration with Dr. Kristy Kelly: The GEC is a monthly series hosted at Drexel and available to students both in-person and online. Students and others are invited to share preliminary research on international education before an audience of their peers in education. Colloquiums are also archived on the School of Education website for future viewing and have been used in education courses at peer universities across the country.
- Global Teach Connection- GEC Colloquium | Drexel University: <https://drexel.edu/soe/events/event-series/gec>

Global Philadelphia Educational and Teaching Resources

- *World Heritage Lesson Plans (2023): <https://globalphiladelphia.org/our-world-heritage-city/world-heritage-city-resources/community-educational-resources>*

TEACHING AND LEARNING TECHNOLOGY INTEGRATION RESOURCES

By integrating technology into the classroom in purposeful and meaningful ways, teachers can enhance student engagement, support student learning, and prepare students for success in the digital age.

GTC Online Global Teaching Competencies Modules (coming soon)

Tools for Collaboration and Assessment

Technology Resources for Student Collaboration

Synchronous

- Slack - Available online and through an app, Slack is used by many companies large and small for collaboration and resource sharing. The free option is a great way to model the modern workplace with student collaboration.
- Kahoot - is a popular and fun education app for students of all ages to have competitions, take quizzes, and engage in learning material. The application can be used to create engaging formative or summative assessments.

Asynchronous

- Padlet - Online bulletin board for sharing ideas, photos, and collaboration. This tool is intuitive and simple to use.
- Poll Everywhere - This polling tool can be used for formative or summative assessments of students before, during, or after lessons, or as an immersive activity.

- FlipGrid - This collaboration tool empowers students to share their voice with their classmates and with students from around the country and the globe! Students can share responses, opinions, and have discussions. This tool can be used for collaboration, community building, or assessment.

I recommend exploring Padlet and FlipGrid, as they offer a wide range of asynchronous collaboration features that can be used for a variety of educational purposes. For example, Padlet can be used to create collaborative mind maps, timelines, and presentations, while FlipGrid can be used to facilitate video discussions and peer feedback.

GLOBAL COMPETENCE ACTIVITIES

The tools and resources below for global competence can be integrated into unique activities and projects for student learning. Choose at least two that you would like to add to your resource list.

Grades K-12

- The World’s Largest Lesson: UNICEF (links to an external site): Engage with students and teachers around the world each year by contributing to the world’s largest lesson.
 - [The World’s Largest Lesson: UNICEF](#)
- Project Explorer (links to an external site): Engaging videos and lessons for families and students from around the globe.
 - [Project Explorer](#)
- Compilation of Virtual Museum Tours (links to an external site)
 - [Compilation of Virtual Museum Tours](#)
- Compilation of Virtual Tours of Global Landmarks (links to an external site)
 - [Compilation of Virtual Tours of Global Landmarks](#)
- Project Zero Activities (links to an external site): A robust collection of accessible virtual and at home learning activities, including a strongly endorsed set of thinking routines that can be adapted to online learning.
 - [Project Zero Activities](#)
- Mapping Neighborhoods Around the World (links to an external site)
 - [Mapping Neighborhoods Around the World](#)
- Primary Source Webinar Library (links to an external site): Expert webinars and guest talks that bring the real world into the classroom virtually or in person.
 - [Primary Source Webinar Library](#)

VIRTUAL EXCHANGE

Virtual exchange is meaningful collaboration and engagement between student from different cultures. These cultures may be across the globe, country, or neighborhood. Partaking in virtual collaboration and dialogue helps students build skills such as empathy, listening, and cross-cultural communication. Table 1.

Table 1.

Virtual Exchange Site and Suggested Activities

Resource	Grade Level	Description
Global Nomads Group	6-12	Global collaboration activities, including classroom and independent collaboration between students. These activities have an emphasis on building empathy and cross-cultural collaboration between students around the world. Global Nomads Group https://gng.org/
Empatico	K-6	A free virtual exchange platform that is especially designed for elementary school students. Empatico : https://empatico.org/
iEARN	K-12	Engaging classroom connections between students of all ages to develop cross-cultural collaboration and global competence. iEARN : https://iearn.org/collaboration
Stevens Initiative	6-12	Network of schools and organizations for virtual exchange between the U.S. and Middle East and North Africa (MENA) region. Stevens Initiative : https://www.stevensinitiative.org/ways-to-engage/

These resources can be used in a variety of ways to promote global education in your classroom. For example, you could use the Global Nomads Group to connect your students with students in other countries to work on a collaborative project. You could use Empatico to have your students participate in a virtual exchange with another classroom in the world. You could use iEARN to find lesson plans and other resources on global education topics. And you could use the Stevens Initiative to connect your students with students in the MENA region for virtual exchange opportunities.

TEACHING ONLINE FOR GLOBAL COMPETENCE

<https://irex.instructure.com/courses/189>

Teachers Global Competencies Video Story Transcripts: Follow the link above to find the videos.

Video Story 1: Amanai Hutson

Hi my name is the Amani Hutson and currently I teach ELL students at Hmong College Prep Academy which is an urban charter school in St. Paul Minnesota. For me global competence is about giving students the opportunity to access and interact with citizens around the world, which is especially important at my school because we have limited resources. In order to help students gain that access. I applied for the Fulbright Distinguished Award in Teaching Short-Term Program to South Korea. And, in 2017, I taught at a school for children of defectors, North Korean defectors, and South Korean students. When I came back, I knew that I wanted to create a global dialogue between our schools using FlipGrid. FlipGrid is an online platform where students can record and respond to short videos. It's easy and free, and also how I am recording this video. When I came back I wanted to do a video pen pal program with a social studies teacher who also happened to be teaching about the Korean War. So first we had students learn about the Korean War and then record questions in a Google exit ticket. Next they recorded FlipGrid videos where they ask their questions to the Korean students. Finally the Korean students responded with their own videos. FlipGrid was a great tool to increase students' understanding and also improve their global competency. For example students were able to interact with peers in a different country when they might not have met otherwise. They were also able to create their own questions and facilitate their own learning by asking and answering questions. And finally FlipGrid allowed students to increase their own empathy as well as dispelling myths about North Koreans. One of my students later said she learned that North Koreans are just people. Well she could have learned about the Korean War in a textbook, by interacting with a peer and asking questions, she was able to learn how the Korean War is still affecting people's lives today, more than 60 years later.

Video Story 2: Satoia Wright

Hey there fellow global educators. My name is Satoia Wright. I am a middle and secondary mathematics educator here in the city of Philadelphia. This past year, I taught an applied mathematics course with algebraic concept foundations to a group of sophomores at Mastery Charter High School Shoemaker Campus which is specifically located in the West Philadelphia area. I want to take a few moments to share with you why I believe global competencies are important for my students and the overall community and to share a quick resource that I found very helpful throughout the school year, especially as we transitioned to complete virtual learning. After I completed my Teachers for Global Classroom exchange program a year ago, I'm still marinating on the resources that they shared with us and just the experience overall. I find myself visiting the Asia Society.org quite often. And there they have a piece of literature that says mathematics are global competencies. And I really like the way that they frame that, and I'm going to share a few bullet points that I use as I'm planning my lessons. I'm just going to read because I don't want to forget this. I don't want to

miss anything. The first bullet point in which I pose as a central question for myself is "What is the mathematics our students need to better understand the world?" and "How do students need to think about and behave towards mathematics in their daily lives and throughout the curriculum?" And these two bullet points are very important for me as a teacher but for my students as well. My school is located in a low income, urban area and I think oftentimes the curriculum that the students are presented with is very rote, very "skill and drill" and does not challenge students to explore real-world phenomena, even social phenomena, that impact them directly. And so global competencies and having students read the world through mathematics is very important not just for their mastery of the content but in being active, engaging citizens in our society both locally, nationally, and internationally. And so I just want to share that this year, later on in the year, I did the New York Times and they have a tab that's called the Learning Network - there's no specific category, but there's a Learning Network tab somewhere on The New York Times website and they have over 60 graphs for students to kind of analyze. And so if you go to the website, you will see that. And as a math educator I was looking for - okay this is perfect - How can the students actually read the world using mathematics. How can they explore and analyze the data in the social and global phenomenon that's happening. And so they have over 60 graphs that students can kind of engage with and they just pose a couple of questions. They say what do you what do you see or what do you wonder. And so from those graphs, students and kind of like just get their thoughts going and just compare and using the information the skills that they've learned from the classroom to kind of engage with their peers. And so for one specific lesson I used the rate of change. Students were analyzing the growth rates over time with the COVID in various cities. And so students had the opportunity to look at the graphs, kind of explore and analyze it, and then with The New York Times, every Wednesday from 9:00 - 2:00 Eastern Time they hosted a live moderated discussion where students can kind of converse with their peers and people from all over the world and they share their analysis and kind of break down what they have seen and can apply their mathematical standards and can engage in conversation and discourse with people from all over the world while applying that content knowledge. So, New York Times - visit their website, their learning category. They have over 60 graphs for the students to analyze engage in and you can really use that to supplement and complement your mathematical standards. Thank you. Good luck. Have a great year.

Video Story 3: Kirsten Bullington

My name is Kirstin Bullington and I teach Next Energy Engineering at the Richland Two Institute of Innovation in Columbia, South Carolina. My students focus on solving real-world problems related to energy using the S.A.G.E. model from the Asia Society: Student choice, Authentic experiences, Global significance, and Exhibiting to a real world audience. Our district's mission is to develop global citizens of tomorrow in partnership with our community. And as we have many international companies in South Carolina it is necessary for us to study engineering from a global context in order for our students to be competitive in their chosen careers. As such we have partnered in the past with communities in Senegal, South Africa, Italy, Japan, and Germany to develop those sustainable solutions together. Although our collaboration with South Africa went off schedule this spring due to the pandemic, like most things, each

of my students still completed their solar charger assemblies, testing and optimization of their chargers all within their home and then created a video or manual for our South African partners to use when they're able. In fact having limited resources at home really forced my students to be innovative and to reflect on that sustainable- the sustainability angle in terms of how to test everyday materials to successfully assemble and maintain a working charger. Even though our international collaboration did not proceed as planned, the pandemic didn't stop us from all growing in our global competencies. Using Padlet, we still had rich discussions about the dangers of a single story in engineering and researched ways that alternative energies are still meeting global energy needs in a sustainable way. And we were all reminded that while virtual learning may require a device for instructions the best learning could still take place through hands-on activities. And so with that in mind as our school district prepares for a virtual start to the school year, I have planned projects and problems that allow my students and I to continue to take action through those local and global lenses with many opportunities to create and test solutions. We will be using the question formulation technique to ensure student-directed discovery of solar thermal water and cooking, photovoltaic energy generation, low voltage wind power, and bio energy. I have ordered small scale systems for students to use in the home and for those to continue with e-learning when we're back to a hybrid schedule. And for those who will be joining me here in my lab we have larger systems like our electric car to look forward to once we're at a safe level of the pandemic. While we may not be able to collaborate in the same space, at least to start, we will still be able to work together to optimize alternative energy systems. And so while the pandemic presents us with a real challenge, our goal in engineering is to see every challenge as an opportunity to develop a working solution. So I look forward to the many solutions that I hope my students will develop over the coming school year.

5th Annual Global Teach Connection Summit 2023

Drexel University School of Education
Innovation in International Education: Adapting Teaching Practices for a Globalized World

Wednesday, November 8, 2023
9:00 am - 3:00 pm ET

VIRTUAL VIA ZOOM

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[Summit Agenda and Program](#)

[About the Speakers](#)

Welcome to the 5th Annual Global Teach Connection (GTC) Summit 2023!

What will happen?

The 5th Annual GTC 2023 summit focuses on the theme “Innovation in International Education: Adapting Teaching Practices for a Globalized World” and is specifically tailored to improving global teaching practices and teachers’ skills for learning environments.

Why Attend?

The summit will occur on Wednesday, November 8, 2023 online via Zoom Webinar. This summit agenda provides a comprehensive framework for reviewing global teaching technology and curriculum tools, while emphasizing the importance of adapting teaching practices for a globalized world. It includes keynote speeches, panel discussions, workshops, and interactive sessions to facilitate learning, collaboration, and the sharing of best practices among educators. **Note: Act 48 credit is available for educators who register and attend the summit.**

About the GTC Global Communication Network

The GTC global communication network aims to develop collaborative relationships to advance our unique niches to better serve targeted populations and communities. During the fall GTC 2022 Summit we introduced a post-COVID theme that focused on how education might look going forward beyond the pandemic.

In an increasingly interconnected world, the importance of preparing students for global engagement cannot be overstated. This summit addresses the critical need for educators to possess global teaching competencies

that enable them to effectively navigate diverse classrooms and cultivate global competence in their students. The supporting research stems from the recognition that a significant portion of jobs in the modern world are linked to international trade and virtual worlds, emphasizing the urgency of equipping students with the skills to thrive in a technology-driven globalized workforce.

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University of Pennsylvania, South Asia Area Studies Center

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Joyce Pittman, GTC PI

Christine Galib, GTC Summit Coordinator

Samantha Mercanti-Anthony, Online Instructional Designer

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Drexel School of Education Global Education Connections

Critical Conversations in Urban Education (CCUE)

Kristine Lewis Grant and Sherri Manson

Drexel Office of Global Engagement

Rogelio Miñana - Vice Provost for Global Engagement

Global Classrooms (Young-Min Park)

Drexel SoE – Office of Lifelong Learning (Bruce Levine & Bill Lynch)

International Partners

Abu Dhabi University, College of Education: Teaching, Leadership and Management

Zabeth Teelucksingh, President - Global Philadelphia Association

Engageli Corporation

Agenda

All times ET

Morning Session 9:00 am - 10:30 am

9:00 - 9:10 am

Opening Remarks

Dr. Aroutis Foster, Interim Dean, Drexel University School of Education

9:10 - 9:20 am

Summit Overview and Introduction to Keynote Speaker

Dr. Joyce Pittman, Drexel University Professor Emerita, former EdD Educational Leadership & Management Program Director

9:20 - 9:50 am

Keynote Address: "Preparing Students for a Globalized World: The Role of Innovative Teaching Practices"

Dr. A. Lin Goodwin, Thomas More Brennan Chair of Education at the Lynch School of Education and Human Development. Boston College and former VP American Educational Research Association (AERA).

10:00 a.m - 10:30 am

Panel Discussion: "Challenges and Opportunities in Global Teaching: Insights from Educators"

Dr. Rebecca Clothey, A&S (Moderator), Dr. Mohamed Fehia, Abu Dhabi University, Young-Min Park, Associate Director of Global Partnerships, Office of Global Engagement

Abstract: Join us to learn from "Challenges and Opportunities in Global Teaching: Insights from Educators," as experienced educators share firsthand perspectives on navigating the complexities of teaching in a globalized world. Discover the unique challenges these educators have faced and the innovative opportunities they've seized to foster cross-cultural understanding, engage diverse learners, and adapt teaching methods for an interconnected classroom. Gain valuable insights and practical strategies for promoting inclusive education and preparing students for success in an ever-changing global landscape. The panel discussion will be followed by a brief Q&A session, which will encourage the panelists to share their experiences, insights, and practical strategies for addressing challenges and capitalizing on opportunities in global teaching.

Morning Break: 10:30 am - 10:35 am

Mid-Morning Session 10:35 am - 12:30 pm

10:35 - 11:35 am

Presentation: "Global Teaching Technologies: Tools for Enhancing Classroom Engagement and Cross-Cultural

Understanding" & Workshop: "Designing Globally Relevant Curriculum: Strategies for Culturally Responsive Teaching"

Anita Chawla and Tyler Zimmerman, Engageli

Presentation Abstract: In this session, emerging examples of how classroom engagement can be enhanced through technology will be demonstrated. The importance of real-time data to facilitate global teaching will be interwoven in these demonstrations. The session will provide applied examples of asynchronous playback room courses that are intentionally designed and delivered to enable collaborative experiences that emulate live synchronous, peer-to-peer learning. The pedagogical decisions and institutional considerations for these initiatives at scale will be briefly discussed.

Workshop Abstract: Emerging virtual learning modalities can unlock new cross-cultural peer-to-peer learning experiences. Using a design thinking approach, this workshop will focus on how flexible and technology-enabled course modalities (asynchronous, 'watch-party', mixed-modal courses) can improve learning outcomes from a culturally responsive perspective. Leveraging success stories and ideas from fellow educators and course designers, this workshop will help participants consider how their courses can benefit from cutting-edge virtual learning technologies and culturally responsive instruction.

11:40 am - 12:30 pm

Presentation: "Success Stories in Global Teaching: Showcasing Effective Classroom Practices" & Workshop: "Developing Intercultural Competence: Practical Strategies for Teachers"

Dr. Joyce Pittman, Dr. Samantha Mercanti

Presentation Abstract: This presentation exhibits valuable insights and successful experiences shared by educators who have effectively integrated global teaching practices into K-12 classrooms. Through a dynamic platform featuring virtual Zoom presentations, enlightening videos, and engaging dialogue and discussions, educators delve into the transformative impact of global teaching.

Workshop Abstract: The workshop provides a comprehensive introduction and background to the Global Teach Connect (GTC) initiative and three professional development modules. Educators explore the modules, policies guiding GTC initiatives, and the profound impact of global teaching practices on student outcomes and engagement. They also delve into the practical application of GTC tools and resources, including assessment rubrics, empowering educators to enhance their teaching practices and enrich the educational experience for their students. This compilation serves as a valuable resource for educators seeking to infuse global perspectives into their classrooms, fostering enhanced learning outcomes and increased student engagement.

Afternoon Lunch Break: 12:30 pm - 1:00 pm

Afternoon Session: 1:00 pm - 3:00 pm

1:00 pm - 1:30 pm

Presentation: "Empowering Teachers: Professional Development for Global Teaching Competencies"

Ghanem Al Bustami, ADU Featured International Speaker

Abstract: This presentation will discuss the importance of ongoing professional development and practice, including how we enact learnings using scale/rubric and transform classroom into global classrooms) for teachers in the context of global teaching. It will also provide insights into effective training programs and resources and strategies for implementing continuous learning initiatives.

1:35 - 2:05 pm

Presentation: "Driving Change: Commitment to Global Teaching Excellence Through the Lens of the UN Sustainable Development Goals"

Zabeth Teelucksingh, President, Global Philadelphia Association

Abstract: This presentation will discuss the United Nations Sustainable Development Goals (SDGs) and why understanding them matters to global teaching excellence. We will also look at how heritage can be a tool for greater understanding and collaboration amongst diverse audiences and stakeholders, as well as how both the SDGs and heritage can be integrated into the Global Teaching Competencies.

2:10 - 2:40 pm

Panel "Driving Change: Commitment to Global Teaching Excellence: Partnerships that Drive Positive Change in Education"

Dr. Bruce Levine (Policy Program Director), Heidi Hanania (Doctoral Candidate Global Studies), Dr. Deanna Hill, Sherri Manson, Dr. Valerie Klein

Abstract: This panel is a call to action for educators ready to make a lasting impact in their classrooms. Join us to explore the power of global teaching practices and discuss your commitment and efforts to foster a truly inclusive learning environment. Our discussion will delve into the transformative potential of integrating global perspectives into teaching methods, equipping students with the skills they need to thrive in an interconnected world. Through collaborative discussions, we'll uncover opportunities for partnerships and future initiatives that drive positive change in education. Be part of the movement to shape the future of teaching and learning on a global scale.

2:45 - 3:00 pm

Acknowledgements, & Closing Remarks

Dr. Joyce Pittman

About The Speakers

Global Teach Connect Celebration and Summit



Aroutis Foster, PhD is the Interim Dean and a Professor of Learning Technologies in the School of Education at Drexel University in Philadelphia, PA. He was formerly the Associate Dean of Academic Affairs and Graduate Studies. He leads the Games and Learning in Interactive Digital Environments (GLIDE) Lab and is the founder of the Drexel Learning Games Network. He teaches and conducts research on the theoretical and practical applications of designed environments such as games and interactive digital environments to advance our understanding of learners' knowledge, identity, and motivation in different settings including schools, workplaces, informal, and online environments.

His broad research interests focus on the design of technology, computer-based learning environments, automated and personalized learning, technology integration, identity exploration, motivation, cognition, and learning. His research aims to explore the learning process including motivation to learn and learners' identity change using immersive digital technologies, such as games. This includes model testing and development to integrate games and immersive technologies to support teachers and learners; the design of immersive and game environments to impact knowledge, identity change, and motivation to learn; and the investigation of the pedagogic, assessment, and motivational affordances of immersive digital environments for cognition, motivation, and behavior.

Dr. Foster's background is in educational psychology, educational technology, digital media, information technology education, and communications. His professional agenda has emerged from both his research and life experiences growing up in the Caribbean (Jamaica), and studying and living in New York City; East Lansing, Michigan; and Philadelphia. He serves on several editorial review and advisory boards for journals and organizations related technology and learning. He has published book chapters and journal articles about technology and learning. He has won awards for his work on technology and learning. He is a Phi Beta Kappa Member, a Mellon Mays Fellow, and the recipient of a Spencer Research Training Grant, and a NSF CAREER award.



Keynote Speaker

Dr. A. Lin Goodwin (葛文林) is the Thomas More Brennan Chair of Education at the Lynch School of Education and Human Development. Prior to joining Boston College, she was Dean of the Faculty(School) of Education at the University of Hong Kong (2017-2022) and Vice Dean at Teachers College, Columbia University (TCCU) in New York (2011-2017), where she also held the Evenden Foundation Chair in Education. Professor Goodwin served as Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education (2013-2016), and is a Senior Research Fellow of the Learning Policy Institute. She received the 2022 Spencer Foundation Mentor Award honoring her work with emerging academics and doctoral students. She is the recipient of several multi-million-dollar U.S. federal grants to support TR@TC, an innovative teaching residency program at TCCU that she designed and launched in 2009, a program that has prepared 13 cohorts—and counting—of exceptional teachers for NYC schools.



GTC Principal Investigator and Summit Leader

Dr. Joyce Pittman is a researcher, Drexel University professor Emerita and former EdD Educational Leadership & Management Program Director. Since 2011 during an inaugural event sponsored by the New York Times, Schools for the Future initiative, she was recognized as a notable voice in the future of education. She is a notable worldwide UNESCO member and visionary leader in the international education community. Currently, she is the Principal Investigator for Global-Teach Connect, a Title VI funded partnership that focuses on exploratory educational research, curriculum development and leadership to address assessing and evaluating educational issues related to teaching diverse learners.

Dr. Pittman's life-wide mission includes collaborating with a diverse network of private sector and government supported organizations. Her career started as a K-12 classroom teacher and expanded to Director, Educational Testing Service (ETS), Director of Educational Reform Research for United Arab Emirates, Ministry of Education, Assistant to the Provost on Academic Affairs (Center for Teaching and Learning Technologies-CTLT, United Arab Emirates University, Professor/Director Professional Development and Leadership Professor Abu Dhabi University and founder of the Comprehensive Educational Reform and Technology Initiative (CERTI), funded by the US Department of

Education. These are just a few of her many educational leadership initiatives.

Notably Dr. Pittman is a motivating speaker who has directed many educational projects, in education research, policy and practice in the Middle East, South Africa, Spain, and other European countries. She is the recipient of scholarly and leadership awards including the National Digital Equity and Education Award from SITE, Society for Information Technology in Education, US Department of Education, Ministries of Education and the International Society for Technology in Education (ISTE) and was nominated for the International Global Educator Award in 2022.



Abu Dhabi University **Professor Dr. Ghanem Al Bustami** holds his PhD. Ed. Psychology and Development, MA Educational and Psychological Measurement, PG Diploma- in Special Education and Rehabilitation, BA Psychology. Dr. Ghanem works as professor of Psychology, Leadership and Sp. ED in many universities. Since 2005, Prof. Ghanem published more than 50 scientific research papers and 5 books and chapters. He also has presented more than 100 papers in many national and international conferences, led many projects and developed many manuals in different fields such as Psychology, Education, Capacity Buildings and Teacher Preparation programs, Special Education, Social Development and Early Childhood programs as well as Curriculum Development and Professional Development and Institutional Enhancement programs. He worked also as program director and Consultant in many international Organizations, World Bank, UNESCO, regional countries and governments. He currently works at ADU.



Anita Chawla has over 25 years of experience in edtech and currently works at Engageli as Managing Director of Partner Success and Strategy for the North America portfolio building enterprise solutions and processes with digital data strategies. She has architected and implemented educational systems with sustainable business models while serving in leadership roles at Pearson, Arizona State University and Purdue Online. She is a higher education business and operations leader, university revenue growth strategist with deep focus on technology, student experience, partnerships, and innovation. Born in the U.S., she completed her computer science engineering in India and also holds an MBA in Finance and Accounting at Arizona State University. She also serves on the Board of IACEE [International Association of Continuing Engineering Education] as VP of Member Engagement and Communication.



Dr. Rebecca Clothey is a professor and Head of the Department of Global Studies and Modern Languages at Drexel

University. Her research interests include international higher education policy, community activism, and issues of ethnicity, equity and access. Most recently, her research has focused on the Uyghur diaspora community and their cultural resilience efforts through non-formal education venues. Her research spans China, Turkiye, and the United States. She has been a visiting scholar at Xinjiang Normal University in Ürümchi, China and Boğaziçi University in Istanbul, Turkiye. Dr. Clothey has received grants for her research from Fulbright (one to China and one to Uzbekistan), the Spencer Foundation, NEH-ARIT, and from the Drexel Social Science Research Fund, among others. She has a PhD in Administrative and Policy Studies from the University of Pittsburgh School of Education.



Dr. Mohamed Fehia holds various positions at Abu Dhabi University, including Director of the Al Ain Campus, Director of the Smart Learning Center, and Associate Professor of Special Education at the College of Arts and Sciences. He is also a Special and Inclusive Education Consultant, with expertise in Autism Spectrum Disorders and Assistive Technology and Communication Disorders. Dr. Fehia has achieved the status of Senior Fellow (SFHEA) and Fellow (FHEA) and joined Abu Dhabi University's Al Ain campus in 2012. Dr. Fehia served as an Associate Dean of Academic Affairs from February 2021- September 2022, Chair of the Education Department from Sep 2016 to August 2021, and as Al Ain's Interim Campus Director from April 2016 to July 2019.

Dr. Fehia served as Director of the Dubai Campus from March 2022 till June 2023. Dr. Fehia's educational background includes an MA degree in Speech and Language Pathology and Communication Disorders from Jordan University, Jordan. Dr. Fehia earned his Ph.D. (Honors) degree in Special Education from Amman Arab University for Graduate Studies, Jordan. Recently Dr. Fehia earned Harvard Bok Higher Education Teaching Certificate. Dr. Fehia is qualified in using SMART learning and Distance learning approaches.

Dr. Fehia's research interests revolve around special and inclusive education, assistive technology, teaching methods, working with families of children with disabilities (especially children with autism), inclusive practices and early intervention, communication disorders, autism, and special needs. He is also interested in using technology in education and teaching competencies. Dr. Fehia has presented his research work at various local, national, and international conferences over the past two decades. Additionally, he serves as an editorial board member, a reviewer for several international journals, and a member of the UAE's National Scientific Committee for the 14th World Down Syndrome Congress, WDSC Dubai, 2021. Dr. Fehia has received numerous awards for his contributions to society and institutions of higher education. These include the Teaching Awards from ADU, the Khalifa Award for Education, the Princess Haya Award for Special Education, and the Harvard Medical School Dubai Center TAMAYOZ Award for Health Care Professionals.

Christine Galib is Senior Director, Entrepreneurship & Innovation at Ion, Houston's tech and innovation hub. She is a systems thinker, educational leader, innovation ecosystem builder, founder, adjunct professor, and author with a non-linear, 15+ year career in helping others discover their creative strengths and develop their entrepreneurial and investor mindsets. Dr. Galib holds her AB from Princeton University, MEd from the University of Pennsylvania, and EdD from Drexel University. She loves getting lost in a good book and can be found at christinegalib.com.



Heidi Hanania is a Doctoral Candidate at Drexel University, completing her dissertation titled “Exploring the relationship between expatriate higher education faculty and Emirati students' cultural differences and the effects on student performance in a UAE university.” After completing her Master’s in Special Education from George Mason University, she moved to the United Arab Emirates where she worked with students with disabilities in public schools for the past 5 years. Being both an expatriate teacher and Arabic speaker, she began to notice the gap between cultural knowledge that expatriate teachers had and the ways it affected local students, including both their participation and motivation. She decided to make this the focus of her research to help find ways to bridge the gap and increase cultural knowledge provided to expatriate teachers in hopes to provide a smoother transition.



Dr. Deanna Hill, PhD, JD, is Associate Clinical Professor and Director of the Education Doctorate (EdD) program in Educational Leadership and Management at Drexel University. Dr. Hill is a former director of Drexel’s Higher Education program and Capstone Coordinator for the Higher Education and Global and International Education programs. Prior to her work at Drexel, Dr. Hill was Senior Technical Assistance Consultant at the American Institutes for Research; Senior Policy Analyst at West Wind Education Policy Inc.; and Research and Evaluation Specialist in the Title I Division of the Georgia Department of Education. Dr. Hill also conducted research for a number of organizations, including the Center on Education Policy and the RAND Corporation. Dr. Hill’s research interests include education workforce policy issues; access and opportunity in higher education; and global diversity, equity, inclusion, and belongingness.



Valerie Klein, PhD, is Associate Clinical Professor and Director of the Teacher Education Program at Drexel University. Dr. Klein is a Co-Pi on several grants to support teacher residency partnerships with the School District of Philadelphia as well as an NSF-funded gNSF-funded ORCIDS project. The project brings together teachers, researchers and other math educators to focus on ways to engage more meaningfully with students online.

After service as the Interim Associate Director for Drexel’s Teaching and Learning Center, Dr. Klein now serves as a faculty fellow and works with faculty to support the development of their teaching. Dr. Klein is published in *The Mathematics Teacher* and *The Mathematics Teacher Educator* journals. She teaches methods and pedagogy courses to

pre-service and in-service teachers. She began her work at Drexel as part of the Math Forum and prior to that worked in the non-profit sector as a program evaluator supporting financial education efforts in Philadelphia for low- and moderate-income households and individuals.



Young-Min Park is the Associate Director of Global Partnerships at Drexel's Office of Global Engagement. In this role, he is responsible for promoting and overseeing the Global Classrooms (often referred to as COIL) at Drexel University. He has over 12 years of experience in International Higher Education, in various areas of global student mobility such as study abroad and international admissions. His primary focus throughout his career has been in global experiences for students in higher education. Young-Min holds a M.A. Intercultural Studies from Nazarene Theological Seminary and M.A. Religion from Yale University.



Bruce A. Levine, J.D. is Clinical Professor of Education Policy in Drexel University's School of Education, where he teaches courses in the Education Policy and Ed. D programs. He currently directs the Education Policy program and the MS in Education Improvement and Transformation. Prior to joining the Drexel faculty, he was associated with leading organizations in the fields of law and consulting; his career included law practice as a litigator and counsel for tax-exempt and non-profit organizations; strategy consulting for businesses, not-for-profits, and economic development and workforce development organizations; and executive management of two start-up companies. Bruce's research interests currently include examining the relationship of the US education system and workforce development; community school models in K-12 education; civic education and civic literacy; best practices in linkages between the private sector and the US education system; legal issues in K-12 and higher education; and the impact of school building design on education and community outcomes.



Zabeth Teelucksingh currently leads the Global Philadelphia Association, a non-profit designed to raise awareness of Philadelphia as a global city, including the World Heritage City and the Sustainable Development Goals Projects. With more than 25 years of international business, B2B, and non-profit experience, Zabeth is highly skilled in all aspects of Marketing, Communications and Branding with a global vision. She serves on several boards including Philadelphia250, U.S. Global Leadership Coalition Advisory Committee, Temple CIBER Business Grant and the Alliance Francaise. Born in Carthage, Tunisia, Zabeth was educated in the UK, graduating from Lancaster University in the UK with a triple major in Philosophy, Politics and History. She studied French Civilization at the Sorbonne in Paris and holds an Executive Diploma in Social Impact from The University of Pennsylvania and in Design Leadership from The Weitzman School both from The University of Pennsylvania.

Global Philadelphia Association: Global Philadelphia Association (GPA) was created to assist—and to encourage greater interaction among—the many organizations and people who are engaged in international activity in the Greater Philadelphia Region, to promote the development of an international consciousness within the region, and to enhance the region’s global profile. GPA is the originator of Philadelphia's World Heritage City status, maintaining relations with the OHWC and related heritage programming.



Tyler Zimmerman is leveraging his background as a higher education professional to enable more engaging and pedagogically-informed virtual learning experiences at Engageli. He has a passion for student success and uses a student-first approach to tackling contemporary issues in adult learning contexts. He is based in Portland, Oregon but is originally from Anchorage, Alaska.

About Dr. Joyce Pittman (Profiles)

Websites:

Interviews with Dr. Joyce Pittman

<http://voyageatl.com/interview/community-highlights-meet-joyce-pittman-phd-of-the-name-of-my-organization-is-the-global-education-technology-research-associates-center-getra-located-here-https-getra-vpweb-com/>

<https://shoutoutatlanta.com/meet-joyce-pittman-entrepreneur-professor-emeritus-global-change-leader-educational-artist-and-environmental-photography-enthusiast/>