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Global literacy: Preparing students and teachers for a changing world

Today's students face an unprecedented future, in which they will navigate a truly global society. To prepare global-ready students, teachers must also be global-ready.

This qualitative study explores a collaboration between 85 American preservice teachers, 25 Swedish preservice teachers, and 100 Swedish ninth graders. Goals of the study included: 1) to develop ninth graders' English language skills, 2) to encourage preservice teachers from two continents to collaboratively create and assess literacy lessons, 3) to develop global-ready teachers and students. All instruction and communication took place in online environments. Data sources include: recorded Zoom/Skype meetings, visual representations (images, videos), written communications (Google Docs, social media), assignments, assessments, and narrative feedback.

Findings include: evidence of ninth graders' progress in English, ways in which Swedish and American preservice teachers collaborate, and ways the three groups interacted and developed global competencies and diverse perspectives. General suggestions for raising global-ready students and teachers, as well as resources for international collaborations online, will also be shared.