

## **THE ROLE OF TEACHER EDUCATION PROGRAM IN CREATING GLOBALLY AND INTERNATIONALLY COMPETENT TEACHERS: AN ANNOTATED BIBLIOGRAPHY**

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**ABSTRACT:** *This paper addressed a number of challenges that globalization may bring to teacher education program. The major discussed challenges were Global Competence, International Testing, the Globalization of Educational Standards and Practices, and the Changing Student Population. Also, it addressed the teachers' responsibilities in the age of globalization to handle the aforementioned challenges to reach some desirable results. In addition, this paper pointed out a number of issues concerning schools' struggle to deal with the impact of globalization. Furthermore, it summarized the most current theories and research regarding the globalization of education and world model of education. Finally, it shed light on the impact of many institutional players on education and how they have shaped it.*

**KEYWORDS:** Globalization of Education, Global Competence, International /Global teachers

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### **INTRODUCTION**

A number of studies on globalization indicate that most teachers are not adequately prepared to teach in diverse situations, and furthermore do not understand the impact of globalization on their students or their communities. Thus, it is time for teacher education programs to focus on preparing teachers who are able to teach and live in a globally interdependent world. This would be accomplished by educating future teachers in ways different than traditional ones. These methods should equip student teachers with the necessary skills that enable them to prepare learners who are able to live in a global context. These programs should incorporate and support various activities to ensure that PK-12 teachers in all subject areas begin their careers with sufficient knowledge of the international dimensions of their subject matter and a wide range of global issues. Those teachers should have a global competence. Therefore, globally competent teachers are defined as those who are familiar with international dimensions of their subject matter, help students become responsible citizens, and teach students skills around the world (Spring, 2009; Zhao, 2010).

Current schools are no longer in need of teachers who have limited information and limited cultural experience. Such teachers will not be able to work effectively in this changing world, nor react appropriately to the emerging situations. On the contrary, they are in need of educators who are capable of developing a global perspective on issues, decision-making and solutions within their own profession of teachers' education.

The major purpose of this paper is to point out the strategies, procedures, and processes that teacher education programs went through to create globally and internationally minded

teachers. For the purpose of this paper, I limited my review to research that only focused on developing globally and internationally competent teachers. Finally, the concluding summative report reflects on some common themes that emerged from the studied literature.

Goodwin, A. Lin (2010). 'Globalization and the preparation of quality teachers: Rethinking knowledge domains for teaching', *Teaching Education*, 21(1), 19 -32.

In this article, the author addresses many important issues about preparing quality teachers for the global and international context. He proposes some knowledge domains that serve in creating quality teachers for the future. These domains include: personal knowledge, contextual knowledge, pedagogical knowledge, sociological knowledge and social knowledge. Moreover, the author points out some barriers and dilemmas that confront redesigning teacher education program. He also suggests some steps for improving teacher education program. In this summary, the focus will be on these steps to serve the purpose of this paper. The first step suggests linking student teachers and educators in different countries via the internet in order to encourage both shared dialogue and pedagogical exchange. This helps these student teachers gain some perspectives beyond their local and national environment. The second step focuses on engaging student teachers in an integrated core experience that knits together fundamental ideas and skills in teaching. This core experience provides students with various opportunities to bridge the gap between theory and practice. For this, it would be beneficial to add extra coursework to the core because this provides a conceptual foundation for students' ongoing pedagogical development. To achieve this purpose, faculty members should communicate and collaborate on a regular basis and discuss issues related to their lessons, students' work, and assessment methods.

The last step speaks to the collaborative inquiry among international community of educators. It is important that student teachers have the opportunity to share ideas with teachers from different countries because much of learning occurs through discovery and collaborative learning. In today's global community, collective work and research must be the norm. These steps assume some commitment, dispositions, experiences on the teacher educators' parts regarding multicultural and education, social justice, internationalization, and educational equity.

Kissock, C. & Richardson, P. (2010). Calling for action within the teacher profession: It is time to internationalize teacher education. *Teaching Education*, 21(1), 89-101.

In this article, the authors offer both teachers and educators a variety of strategies to help them prepare their students for the globally interdependent world. The authors argue that we are in extreme need of internationalizing teacher education programs and give them a global dimension. This will have a positive impact on preparing professional teachers who can teach any learner effectively worldwide. The best way to achieve this goal is to integrate global issues to every element in teacher preparation programs including art, science and education.

The authors propose that teachers and educators can adopt some strategies and actions to help them think and behave globally. The first strategy is the ability of both teachers and educators to embrace a global perspective. This helps them recognize the commonality of educational issues and solutions throughout the world. Besides, it helps them learn new experiences from colleagues working in different places such as national and cultural settings.

The second strategy has to do with the ability of teachers to adopt and achieve global standards. In this sense, educators should be able to recognize that standards of effective teaching are universal and transferable and all educational institutions worldwide use them to guide practice and assess teachers' performance.

The third strategy addresses the ability of teachers and educators to modernize and develop their methods and techniques of teaching. It is imperative in the age of information that educators employ innovative technology in classroom setting. Besides, it is important to encourage teachers travel around the world and gain various types of experiences to expand their students' knowledge about different cultures. Finally, teachers should be able to relate instruction to the cultural background, learning styles and personal and future needs of their students. Schools nowadays are in acute need of teachers who are eager to develop a broader understanding of themselves and the globe.

Zeichner, K. (2010). Preparing globally competent teachers: A U.S. perspective. *Colloquium on the Internationalization of Teacher Education NAFSA: Association of International Educators*, Retrieved August 17, 2015 from [http://www.nafsa.org/\\_/File/\\_/zeichner\\_colloquium\\_paper.pdf](http://www.nafsa.org/_/File/_/zeichner_colloquium_paper.pdf)

In this paper, the writer addresses two important issues: internationalizing teacher education and the meaning of globally competent teachers. The writer states that the main reasons behind internationalizing education and teacher education are to prepare teachers as well as students to know more about the world and view themselves as global citizens. The writer proposes that the major goal of "international education" is to strengthen the nation's economic and military defenses and liberate multiculturalism from its national container. According to the writer, another purpose of this education is to take advantage of immigrants' populations in some schools and to promote global citizenship.

The writer argues that internationalizing of education should be directed towards achieving some goals. The first is to help teachers develop socio-cultural consciousness to understand other people's ways of thinking and views. The second is to help teacher candidates learn more about the histories and cultures of people around the world including the immigrant students who are often in their classrooms.

To achieve this, teacher education programs should focus on certain issues that promote and develop teacher candidates' intercultural competence through which teachers become familiar with other cultures as well as theirs. Moreover, the writer emphasizes the importance of helping teachers develop critical thinking skills to enable them examine and analyze different perspectives such as global justice and human rights. As for globally competent teachers, the writer states that such teachers should have the ability and the sufficient knowledge to encourage and convince students to work in solidarity with others to change the status quo. Besides, it is important that these teachers have adequate exposure to various issues on globalization and ways of achieving adequate economic, political and social justice understanding. In short, internationalizing teacher education requires a genuine educational process in teacher preparation programs. This process is helpful because it examines various perspectives and help teachers consider a number of different views.

Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education*, 61(5), 422-431.

This article discusses some important issues including: challenges of globalization to education, implications for teacher education and a plan for preparing globally competent teachers and students. Zhao argues that globalization is one of the factors that will shape the future world in which children will live. Thus, it is necessary for policymakers, educators and teachers to think of various ways to enable those children live successfully in this changing world. According to Zhao, globalization has influenced every aspect of our lives. It has changed the way we live, work, play, eat, and converse with others. Moreover, it has affected our worldviews and our ways of thinking. As a result, education faces a number of challenges to prepare globally competent students who are able to live in this global world.

The first challenge refers to “global competitiveness”. Employers, nowadays, can easily find the needed talents from anywhere in the world and employ them at lower salaries. For this, it is essential that schools reexamine the current curriculum in order to provide students with the necessary skills and knowledge that will justify the higher cost for employers. The second challenge for education is that schools have to face the fast spread of international testing programs worldwide. The third challenge is the increase in the number of immigrants as a result of globalization. In this sense, Zhao believes that schools are not well prepared to teach the immigrants children. The fourth challenge refers to the ability of children to interact with people from different cultures races and affiliations. Thus, it is important that schools prepare learners who are able to effectively communicate with other people from different cultures. Zhao claims that language proficiency and the understanding of cultures are the basic elements of global competence. The fifth challenge for education is to prepare students who have a global citizenship and believe strongly in social justice.

As for the implications for teacher education, they can be summarized as follows: firstly, teachers should be prepared globally to acquire broad understanding of globalization and its impact on educational practices in other countries, global economic and interdependence. Secondly, teachers should be aware of international testing system and have the ability to compare and analyze different educational policies and practices used by other education systems worldwide. Thirdly, teachers should have sufficient knowledge to interpret international test scores. Fourthly, teachers should be trained to teach immigrant children because teaching immigrant children requires responsive teachers. Moreover, such type of education needs teachers who are sensitive to cultural and linguistic differences.

Finally, Zhao suggested a plan for preparing globally competent teachers and students. This plan focuses on realigning teacher education programs to the needs of education in the age of globalization. Moreover, Zhao contends that this plan should include a comprehensive and coherent curriculum that maps out the courses, experiences, and activities aimed at preparing globally competent teachers.

Spring, Joel. (2009). *Globalization of education: An introduction*. NY: Routledge.

In this book, the author analyzes in eight chapters some of the current theories and research regarding the globalization of education and world model of education. He summarizes the impact of many institutional players on education and how they have shaped the education namely, the United Nation, the World Bank, UNESCO, international nongovernmental organizations (INGOS), multinational learning corporations, and the Organization for Economic Cooperation and Development (OECD). In addition, he addresses and discusses

variety of educational model around the world including the progressive model, religious model and indigenous model. The author involves in the book many issues influence the education one way or another such as global language and world culture.

The author addresses the UNESCO and lifelong learning, the fast move to global curriculum requires global teachers. Lifelong learner is one of the most important requirements of today's teachers in order to be able to prepare their students to be global citizens. Lifelong learning required the fundamental education "that included (1) learning to know, (2) learning to do, and (3) learning to be" (P. 70). In developing teacher, there are three elements should be considered in order to have continuous development: society (understand the social institution), environment (being aware of the resources and the weakness of the physical environment) and economy (taking into the account the limits of fund resources).

Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization*. Alexandria, VA: ASCD.

In his book "*Catching up or leading the way*", Zhao criticizes standardized curriculum and standardized testing. He believes that when schools conform to standardized curriculum, children are deprived of opportunities to develop talents in other areas. If it works, schools will develop a group of individuals with the same abilities, skills, and knowledge. America needs a citizenry of creative individuals with a wide range of talents to sustain its tradition of innovation. He argues that we are in extreme need of diverse and globally focused education. According to him, schools should be graded on whether they provide safe and clean facilities and a learning environment that provides global learning opportunities. Zhao also addresses another important issue "Global Citizenship" to give education a global dimension. In its most widely understood modern sense, global citizenship implies a general belief in the rights of all people to universal justice, basic human dignity, and responsibility toward the well-being of others. In fact, the emergence of global citizenship has contributed to the founding of global organizations such as the United Nation, Oxfam, and Amnesty International. The belief hinges on the argument that participating in study abroad offers a life changing experience that broadens horizons in various ways. As a result, learners will gain the professional and intellectual credential global citizenship.

Finally, a number of useful implications for teacher education programs can be drawn from this book. These implications can help educators as well as people who are in charge of these programs to reconsider some issues while they are designing or redesigning such programs. According to Zhao it is essential for teacher education programs to bring in more foreign exchange students and teachers so that each program has a real diversity. Moreover, teacher education programs should offer more online courses and virtual visits to expand the program. In addition, teacher education programs should help learners develop global awareness, an appreciation for differences, an understanding and an ability to interact with the digital world, and the knowledge to develop a healthy mind and body. Furthermore, these programs should focus on learners' interests and avoid developing skills that are available at cheaper prices. Finally, teacher education programs should be designed to help learners live, work, and interact with people from different cultures and countries. The ability to interact effectively with people who speak different languages, believe in different religions, and hold different values has become essential for all workers.



Longview Foundation (2008). *Teacher preparation for the global age: The imperative for change*. Retrieved May 25, 2014 from <http://www.longviewfdn.org/files/44.pdf>

This reports points out some promising practices and a framework to prepare teachers for the global age and internationalizing the education of all pre-service teachers. The main purpose behind this frame work is to equip teachers with the necessary skills and information that would help them prepare responsible citizens who are able to work worldwide. Moreover, it helps teachers gain deep knowledge and robust skills to bring the world to their classrooms.

The writers of this report believe that the educational system in USA fails to prepare young people who have the ability to cope with the dramatic changes in the world. According to them, most of the educational reforms focused either on improving students reading literacy or helping students to perform better in some subject areas. Although such efforts are important, they do not help students develop knowledge about global issues and global citizenship. These knowledge and ideas have become a necessity to understand, live, work in an interdependent and interconnected world.

For this, a framework for a comprehensive internationalization of teacher education programs was suggested by a group of teachers, educators, and global education professionals. This framework focuses on revising teacher preparation programs to ensure that: a) general education coursework can provide teachers with adequate knowledge in terms of global issues, religions and cultures; b) professional education courses that include the essential pedagogical skills that teachers can use to teach their students the subject matter globally; c) field experiences that support the development of pre-service teachers' global perspectives. Moreover, the framework focuses on providing pre-service teachers with a cross-cultural experience. To achieve this goal, teacher education programs should encourage student teaching experiences overseas and give them the necessary financial and academic support. In addition, the framework puts much attention on modernizing and expanding programs for teachers who are willing to study some world languages. Finally, the framework stresses the importance of creating formative and summative assessments to evaluate the efficacy of new strategies that are employed to create globally competent teachers.

Cushner, K. (2007). The Role of experience in the making of internationally-minded teachers. *Teacher Education Quarterly*, 34(1), 27-39.

The writer of this article emphasizes the importance of study abroad experience and its positive impact in creating globally and internationally competent teachers. The writer believes that this method is more effective than other methods that were used to internationalize pre service teacher programs. This method helps students be immersed in a direct intercultural experience. According to him, the main focus of previous methods that dealt with internationalizing teacher programs was only on inclusion of internationally –focused courses, encouragement of foreign language teaching and extra curriculum activities that include overseas experiences. Few of these programs have given attention to the interpersonal dimension while teaching overseas students.

The writer of the article mentioned a number of benefits for studying abroad programs. He states that this type of experience provides student teachers and educators with a number of wonderful opportunities that would help them develop their intercultural competence. Throughout this experience, students pass through some physical and psychological transitions

that engage the cognitive, affective, and behavioral domains. Another advantage of study abroad is that it affects students' knowledge base as well as their cognitive domain. In other words, study abroad enhances intercultural sensitivity, increased autonomy, and openness to cultural diversity. Many researchers reported that participants in former study abroad are more able to engage in international activities upon their return home than those who remained at home.

It was found that study abroad programs have a positive long term impact on career advancement and personal accomplishment. Teachers who study abroad, for instance, return with a new sense of authority and a greater desire to share their knowledge and experience with others, have greater academic prestige because of their participation in an overseas program. Study abroad impacts the affective domain as well. Early studies that looked at the impact of study abroad demonstrated that participants report growth, independence, self-reliance, and an increased ability to make decisions on their own.

Significant changes in people's tolerance and understanding of other people and their views also occurs as a result of study abroad. There is also evidence that an increase in self-confidence, adaptability, flexibility, confidence in speaking to strangers and gathering information in new and unfamiliar settings occurs. In conclusion, it can be seen that study abroad experience can play a key role in preparing globally competent teachers. For this it is important that teacher education programs offer pre service teachers and educators some opportunities to increase their cultural awareness and help them work different communities.

Roberts, A. (2007). Global dimensions of schooling: Implications for internationalizing teacher education. *Teacher Education Quarterly*, 34, 9–26.

This study was conducted to examine the experience which was gained by 21 biliteracy teachers participated in an in-service professional development program. This program was developed to provide novice and experienced teachers with an international teaching and learning experience in Mexico. These teachers came with a positive disposition to examine their current teaching practices and the ideology that drove their pedagogy. The selected teachers had participated in activities including studying at the State Teachers College of Queretaro and teaching in indigenous schools, living with families, taking part in social and cultural activities.

The main purpose of the study was to investigate the effect of an international teacher's professional development experience on creating globally minded teachers. Moreover, the study was designed to investigate if the teachers are linguistically and culturally responsive to teach in ethnically diverse school communities. For this, teachers were taught and trained to write reflections on their own teaching experiences.

The findings of the study revealed the following themes: globally minded teachers: linguistic and culturally relevant curriculum, passionate pedagogy, community authentic engagement and political and ideological clarity. The first theme, globally minded teachers, was derived from the teachers' reflections and observations while they were working in indigenous communities in Mexico. Based on these reflections, it was found that the teachers have acquired the ability to internationalize their pedagogical foundations and their previous experiences as well. The interconnectedness of local and global intersections of education has propelled these teachers to pursue teaching locally with a renewed and global perspective. The

second theme, linguistic and culturally relevant curriculum, focused on issues of linguistic and culturally relevant curriculum. Teachers were able to recognize and reflect critically on their own beliefs, attitudes, and practices. Besides, they became more open to both the language and the new culture. In other words, they have become more culturally sensitive and were able to work with students from different ethnical and linguistic environments.

The third theme, passionate pedagogy, emerged from the teachers' teaching experience in the indigenous communities of rural areas in Mexico. Teachers demonstrated love and enthusiasm for teaching and learning as a result of having the ability to establish good relations with students and their families.

The fourth theme, parent and community authentic engagement focused on the importance of engaging learners families in critical literacy activities. Teachers found that parental involvement plays a key role are students' academic achievement. These findings indicated that teachers were successful in embracing both the culture and the language of the new community. As educators we have to take into our accounts the positive impact of families on learners and their education. For this purpose, it is recommended involving linguistically diverse parents in their children's educational experiences. Finally, the political and ideological clarity theme focuses on developing both teachers' political and ideological clarity through examining their own assumptions, values, and beliefs. This process helps them employ a reflective critical process.

Apple, M. W.; Kenway, J.; & Singh, M. (2005). *Globalizing education: Policies, pedagogies and politics*. New York: Peter Lang.

This book consists of sixteen chapters that discuss different aspects of education in a globalized context. The major focus of the publications included in the book is on globalization. It encompasses the perspectives of various educational politicians and educators on the key issues and their implications for education in a globalized milieu. Although all the chapters are interesting and useful, I'll focus on chapter seven because it serves the purpose of this paper more than other chapters.

Chapter Seven entitled "Responsive education: enabling transformative engagements with transitions in global/national imperatives," is written by Michael Singh. Through this chapter, Singh offers "six overlapping and interrelated perspectives to learn about disjointed global national flows that might be studied across the curriculum" (p.113). Facing the realities brought by globalization is major priority in Singh's discussion. According to Singh, although there are few who are convinced that education must not succumb to the interests of either neoliberal or conservative ideologies or to abandoning students' identity formation, teachers and policy makers need to prepare students for lives where globalization and its imperatives are realities.

In fact, most of this chapter is devoted to clarify the ways through which educators and policy makers can prepare students for the global/national imperatives. One of many ways is to develop "a meaningful engagement in curriculum narratives that provide students with opportunities to analyze, interpret, and comprehend multifaceted dimensions of globalization" (p.119). Singh also spends a considerable time in this chapter discussing ways that may help in shifting the attention of teachers and educational institutions towards "an education that is responsive to the imperative of contemporary globalization" (p.132).



Darling-Hammond, L., & Baratz -Snowden, J. (2005). *A good teacher in every classroom: Preparing the highly qualified teachers our children deserve*. San Francisco, CA: Jossey-Bass.

This book aims at improving the quality of teacher preparation by outlining a professional and scholarly consensus on what makes a good teacher. The authors offer many suggestions to teacher education programs and policy-makers at different levels. The book includes four chapters centered on four questions: What do teachers need to know? How can teachers learn? What should teacher preparation program do based on the answers to the questions above? What should policy do to enhance the quality of teacher education?

I will focus on Chapter Three because it provides suggestions to teacher preparation programs and addresses some issues that are related to the topic of this paper. In this chapter, the authors of the book list the problems existing in traditional teacher education programs: “being overly theoretical, having little connection to practice, offering fragmented and incoherent courses, and lacking in a clear, shared conception of teaching among faculty” (p. 37). Based on some research on exemplary preparation programs, the authors bring forward a framework for learning to teach. In this framework, several points are emphasized for student teachers to develop: a vision of good practice, knowledge of subject matter and how to make it accessible to diverse students, conceptual and practical tools for use in the classroom, a repertoire of teaching strategies for practice, and a set of dispositions or habits of thinking and action about teaching. In addition, learning to teach had better occur in professional communities, which means that teacher education programs should cooperate closely with schools to educate prospective teachers. According to the authors, this framework “mirrors the knowledge and skills teachers need to be successful with all students.”

After introducing the framework the author suggest that teacher preparation programs should deploy specific pedagogies to cultivate future teachers, namely, student teaching and internships under close supervision, performance assessments such as teaching portfolios, analysis of teaching and learning represented in various types of documentation, case methods, and action research by focusing on a specific issue of learning and/or teaching and collecting data to analyze and improve it.

## SUMMATIVE REPORT AND REFLECTION

This paper has reviewed several books, articles, research studies, and reports in the field of teacher education. The studied literature revealed a variety of suggested techniques and strategies to create globally minded teachers. Although these strategies and techniques are helpful and can serve as a guide to those who are interested in developing teacher education programs, global education requires much work to achieve its goals. All of the literature studied points out the importance of continued research in this area in order to improve both the quality of teachers and the teaching process in this field.

The review of literature revealed the following themes: global competence, international education, situated learning, biliteracy, global citizenship, multicultural education, and global curriculum. Talking about these themes is beyond the scope of this paper. Instead, I will be selective and choose only a few of them to discuss as examples. The first theme, global competence, includes many competencies including intercultural and linguistic competence.

Teachers need to acquire a sufficient understanding and a commitment to social justice and global citizenship in order to become globally competent. In this context, Zhao argues that global citizenship requires having curiosity and openness to new cultures, ideas, and experiences (Zhao, 2010). Global citizens must be committed to self-reflection in order to enhance knowledge, skills, and dispositions to influence policy. Culturally competent global teachers, therefore, must be compassionate to student' needs and their communities reflect on their experiences, collaborate with school staff to achieve instructional goals and use their talents to serve students creatively. Global teachers must have the courage to become citizens of the world, opening themselves to new experiences and knowledge from other countries.

The second theme, international education, has to do with integrating international education in the Pre-K-12 curriculum and higher education to provide both students and candidates for teaching positions with international opportunities. This requires a strong commitment by teacher education programs (Longview Foundation, 2008). International student teaching placements can even be a way to integrate study abroad experiences in teacher education programs.

Many studies report positive effects of international student teaching experiences with regard to professional and personal growth. Moreover, it was found that teacher candidates gain a better understanding of their own education systems, learn about other cultures and educational systems and become increasingly sensitive to worldviews and cultures from around the globe as a result of student teaching abroad (Kissock & Richardson, 2010; Roberts, 2007).

Additionally, it was found that teachers who have undergone this experience became more accepting of individuals who differed from themselves, acquired competencies in teaching children in other languages, experienced a decreased sense of ethnocentrism and increased awareness and appreciation of other cultures, became more open-minded, learned about other educational systems, increased their sense of self-efficacy, and gained competencies in innovative instruction and lesson planning. Finally, research studies showed that those teachers were able to apply the newly learned skills in various contexts (Cushner, 2007; Roberts, 2007).

The third theme, biliteracy refers to teacher education programs that provide situational learning experience and dialogical interaction. This type of experience should provide student teachers with sufficient opportunities to view the world through multiple perspectives. This will help them construct their own ideological and political clarity (Freire, 1997). To prepare effective biliteracy teachers, teacher education programs need to look at different teachers' education models that have proven to be effective in preparing biliteracy teachers to work with students who are culturally and linguistically different.

I believe this review can also serve as a guide to policymakers, teachers, educators and researchers. It helps them understand many insights and some fundamental concepts related to globalization and teacher education programs. Undoubtedly, this understanding broadens their own knowledge about teacher education programs and provides them with various perspectives, methodologies, methods, mechanisms, and models used for developing globally competent teachers. This will contribute, to a great extent, to their future careers and in conducting a well prepared research studies on global issues.

It can obviously be seen that all global issues can be better discussed and analyzed in light of global competence because these issues relate either directly or indirectly to this concept. In my opinion, understanding the meaning of *global competence* and the competencies which pertain to it help considerably in understanding the complexities and the differences of the world we live in. For this, most of the discussion is devoted to *global competence* and the importance it holds for global education.

As mentioned previously *global competence* refers to the capacity and disposition to understand and act on issues of global significance. Based on this, globally competent individuals are aware, curious, and interested in learning about the world and how it works. That is to say, a global competence refers closely to both students' and teachers' dynamic learning about the interconnected world. For this, today's students and teachers should understand key topics of global significance in areas like engineering, business, science, etc., in order to be competitive, ethical and effective workers. To be globally competent, teachers and students must internalize the values behind a globally - focused learning adventure. Global competence allows teachers and students to be passionate about their own practice. This competence, equips them with the necessary skills to confront the many challenges of this flattening world.

Taking the previously mentioned advantages into account, teacher education programs should be directed towards the idea of "Teaching for Global Competence". Teaching for global competence is essential for preparing lifelong learners who think creatively and critically. For this reason, schools, colleges of education and universities should hold a new responsibility to prepare students for difference and complexity. They should incorporate teaching for global competence in their curricula in order to make students' learning more meaningful. This can be done through investigating matters of global significance such as economic and technological factors. These factors have a great influence on their lives and their future careers. Finally, teacher education programs can make use of "Teaching for Global Competence" to produce teachers who can comfortably work in any situation and are able to take actions accordingly. Teaching for global competence encourages student teachers to employ engaged learning and acquire both disciplinary and interdisciplinary knowledge.

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