

+ Intersections of
COIL, Teacher
Education, & the
Global Read Aloud:
Global
Connectedness &
21st-Century
Collaborations



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+ “Problem” in Teacher Education

- Our world is becoming increasingly internationalized through migration, digitization, and globalization.
- Current conversations in education include issues about **global competence** and **internationalizing the curriculum** (Mansilla & Jackson, 2011; West, 2012; Zeichner, 2010).
- This presentation shares how pre-service teachers built **global awareness** through the intersection of **literature, digital tools, and global partners** as they participated in the 2014 Global Read Aloud.



Global Awareness Is...



- **From the Partnership for 21st Century Skills**
 - “Using 21st century skills to understand and address global issues”
 - “Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts”
 - “Understanding other nations and cultures, including the use of non-English language
 - <http://www.p21.org/about-us/p21-framework/256>



Global Awareness Is...



**From the Center for
Global Awareness**



<http://www.global-awareness.org/>



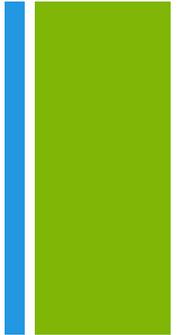
Context



- Fall 2014
- 1 section of an undergraduate teacher education literacy course
- 1 teacher educator + 5 teacher candidates who were upperclassman in childhood and early childhood teacher education programs
- The Global Read Aloud = the central activity through which we developed global partnerships



Approach: The Global Read Aloud



- Established in 2010 by teacher Pernille Ripp
- Runs for six weeks each October-November.
- As the organizer, each year Ms. Ripp selects four focal texts (appealing to early childhood, childhood, middle grades, and upper grades readers), along with a separate focal author.
 - 2014 selections: *The Miraculous Journey of Edward Tulane*, *The Fourteenth Goldfish*, *One for the Murphys*, *The Fault in Our Stars*





Approach: The Global Read Aloud



- Teachers (and their students) decide which of the text selections they will read aloud as a whole class, and then they connect with one or more classrooms around the world using digital tools to read, discuss, and explore their selected text during the GRA.
- I purchased copies of all of the book selections and then let my teacher candidates choose one of them; they unanimously chose Jennifer Holm's *The Fourteenth Goldfish*.





Approach: The Global Read Aloud

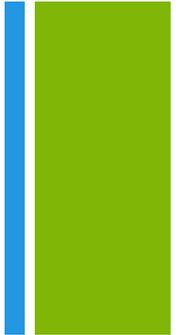


- According to founder Pernille Ripp:
 - “Global collaboration is necessary to show students that they are part of something bigger than them. That the world needs to be protected and that we need to care for all people. You can show them pictures of kids in other countries but why not have them speak to each other? Then the caring can begin.”
- <http://www.globalreadaloud.com/>





GRA 2014



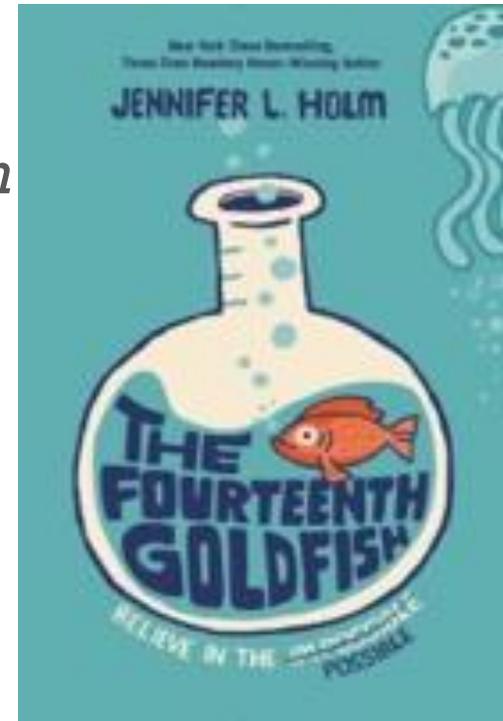
- Ms. Ripp established five groups in Edmodo—one for each of the four texts and one for the author study on Peter Reynolds.
- I then posted in *The Fourteenth Goldfish* group that I was a teacher educator with 5 teacher candidates looking to partner with an elementary classroom outside of the United States.
- Mrs. Thomas, a Grade 6 teacher at a school in New South Wales, Australia replied to my post, and thus our partnership was born. Mrs. Thomas also had existing connections with classrooms in Illinois, Iowa, and California, so my students and I collaborated with all four of these classrooms.



GRA 2014



- **Who:** Mrs. Thomas's Year 6 class (Sydney, AU), Mrs. Harger's class (Rockford, IL), Mr. Boylen's 7th-grade class (McGregor, IA), Mrs. Diaz's 6th-grade class (Irvine, CA), Dr. King's undergrad teacher education literacy class (Geneseo, NY)
- **What:** Jennifer Holm's *The Fourteenth Goldfish*
- **When:** October 6 – November 14, 2014
- **Where:** Edmodo groups, also kidblog, padlet
- **Why:** GRA2014!





GRA 2014

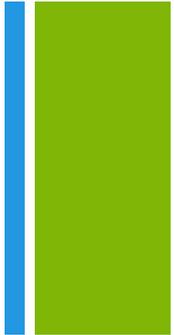


- Over the course of the six-week GRA, we held discussion groups in Edmodo.
- Mrs. Thomas assigned the approximately 125 students to one of five groups, with each group facilitated by one teacher and one teacher candidate.
- Both teachers/teacher candidates and students posted questions and links to other resources to foster discussion.





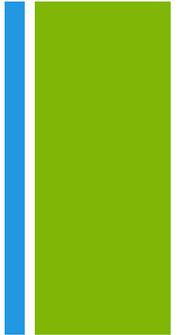
Some Examples of Digital Tools for the Global Read Aloud 2014



- **Skype**—for video chatting 
- **Edmodo**—for online posts and discussions 
- **Twitter**—for “slow chats” and sharing resources 
- **Pinterest**—for sharing resources 
- **Kidblog**—for online posts and discussions 
- **Tackk**—for making posters to share 
- **Padlet**—for collecting and sharing ideas and resources 



Data



- Through the online discussions housed in Edmodo, we have an archive of the interactions that occurred during the GRA.
- Additionally, at the conclusion of the GRA, my teacher candidates wrote reflections on their experiences. In analyzing their reflections, several findings emerged...



Findings



- 1) The GRA was an opportunity to experience global connections (in the networking sense) and connectedness (in the relational sense), which they described as empowering and as simultaneously expanding and contracting their worlds.
- 2) The GRA fostered cultural understandings, revealing differences and commonalities across cultures.



Findings



- 3) The GRA encouraged engagement in 21st-century collaborations and skills through the use of digital technologies.
- 4) The GRA revealed differences in the academic expectations and standards of elementary students across contexts.
- 5) The GRA was regarded as a site of “possibilities.”



Key Take-Aways



- It's okay to “start small.” The GRA was just 6-weeks long, and on a global scale, we had a small number of partners in English-speaking settings.
- It's okay to venture into the unknown and uncertain. My teacher candidates and I had not participated in the GRA before; we weren't sure what to expect. But we approached the project with flexibility and open-mindedness, and the journey was rewarding.
- It's important to reflect on experiences – to think about what went well and what could be done differently next time. Our experiences were positive overall, but we identified suggestions for future GRAs.

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