

ABSTRACT

EXPLORING GLOBAL COMPETENCIES FOR FUTURE EDUCATORS: INVESTIGATING STUDENTS' GLOBAL COMPETENCY LEVEL IN TEACHER PREPARATION PROGRAMS - TRADITIONAL VERSUS GLOBAL EDUCATION

by
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Globally competent future educators, capable of teaching the future citizens of the world are highly needed in schools in the United States and around the world. We live in a dynamic, fluid and constantly changing global society, where educators play an important role in shaping generations of children to become culturally aware, more understanding, and ready to take action in making things better and changing the world they live in. In this study, I have focused on 69 students enrolled in teacher preparation programs across the United States, who participated in the Global Competencies for Future Educators Survey. In this comparative qualitative study, factor analysis showed the main three constructs of global competencies: awareness, understanding, and action/behavior. That was followed by t-test analysis of each particular construct which revealed significant difference in each component for students participating in the traditional teacher preparation programs versus the global education preparation programs.

This research study captured the picture of globally competent future educators, the status in higher education teacher preparation programs as well the investigation of global awareness, global understanding and global action/behavior in traditional versus global education teacher preparation programs. My initial hypothesis was supported that students participating in a global educator teacher program, have higher level of global competencies, as demonstrated by higher

global awareness, they have deeper understanding of the world, and they take action on global issues.