Educating Teachers for the Global World[1]

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Abstract

With the globalization process, the possibility of attaining knowledge and its quick spread have affected human life in many ways. Therefore there is a need to find out new teaching methods and develop teachers' possibilities and opportunities. But it is necessary that instructors should follow this development process. A modern teacher, as 'a global human' in the period of globalization process, needs to reacquaint himself with all aspects in his field all the time and he learns how to educate 'a world human' like himself is studied in this article. This article mainly focuses on the characteristics of modern teachers for global world. It makes a short reminding on the model of a modern teacher. As we know globalization is a significant force both at the level of discourse and phenomena. Some educators focused on some elements of globalization and its impact on education and training.

Key words: Globalization, Education, Modern Teacher, Educating Teacher, Teacher Training.

Introduction

In the last quarter of the 20th century, the impact of the globalization process was felt. Therefore in the 21st century, globalization process has impacted human life economically, politically, and culturally. All the cultural boundaries among countries have been melted by influence of globalization process. Educated people try to step over the boundaries and improve all people around the world. This is their main goal.

For today`s world education is the key to both social and cultural and economical improvement. There are a lot of countries which have already realized the importance of this process and increased the budget of education and invest much more money on education for improving the next generation, according to the conditions of today`s world. If there are countries which are cultural, social and economical view of the world, it thanks to their educational system.

Globalization presents itself as the new specter that is haunting the world (Pineau, 2008; Frost, 2011). The whole planet appears to be tied in a net affecting everything that it contacts. Societies, peoples, economies, cultures and education cannot escape from its influence (Pineau, 2008; Akçay, 2011; Frost, 2011).

A view to the education in the Globalization era

Many separate groups have commented on the effects of globalization on education. While some have promoted its benefits, others have warned against its ill effects (Kelly, 2009). There is a large literature that has appeared both on the impact of globalization (Akoojee & McGrath, 2004; Robertson, 2008; Pineau, 2008; Anthony, 2009; Akçay, 2011; Frost, 2011; Hutcheson, 2011) and on its manifestations in the education and training sector (Kim, 2007; Kirk & Novelli, 2008; Kelly, 2009; Çınar, 2009). There is a theoretical relationship between education and globalization (Kelly, 2009). The perspective of globalization on education in emergency and conflict situations open up new ways of exploring a range of interlinked factors which remain absent or underdeveloped in current research and policy development in the emerging sub-fields (Karabağ, 2006; Kirk &Novelli, 2008; Çınar, 2009; Frost, 2011). Information and knowledge societies are emerging from the technological revolution that has critical consequences for education (Çınar, 2009; Townsend, 2011). According to Pineau (2008), the older educational forms -especially the school- fail to satisfy the needs of hyper-dynamic labor markets in this new age.

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Moreover, globalization is not an inevitable but a social process. Pineau (2008) stated that it can be located in time and space as a product of social struggles, and its full consequences cannot be anticipated.

As we know, globalization has a significant force both at the level of discourse and phenomena (Akoojee & McGrath, 2004). Some educators focused on some elements of globalization and its impact on education and training (King & McGrath, 2003; Akoojee & McGrath, 2004; Çınar, 2009; Townsend, 2011). At the micro-level, globalization perspectives also encourage a critical examination of the lives and experiences of students, teachers and other education personnel. They all negotiate access to teaching and learning opportunities in a physical or psychological content to "be a teacher" or "go to school" (Kirk &Novelli, 2008).

Kim (2007) cited that the growing international pressures of globalization affect practitioners in unpredictable and different ways. The development of teaching profession basically is tied to the process of translating global trends to teacher training. Those are the ways in which university models are transferred and adapted globally (Kim, 2007). As it is known, universities are still structured by international political and economic relations. Moreover, faculties of education are affected by the university models and these models are transferred and adapted globally (Kim, 2007).

There are some questions about what the purpose of education is, what is the role of schooling and what is the model for a modern teacher? Or is there an approach to train teachers better? This article mainly focuses on the characteristics of modern teachers for the global world. It makes a short remark on the model of a modern teacher. During the education process, one's character seems to be changing; it even can be changed wholly. The main reason for these changes is this knowledge gained newly by that person.

Common and planned programs -can be shown as an example of three characteristics of the education.

- Education is the period of changing in its general meaning,
- Education is the collection of the changing lived in the period of changing.
- Education is one of the improvements lived under the chosen and controlled community especially at school (Fidan, 1996).

Besides giving tactics for choosing their aims and solving problems, giving correct information and knowledge is important. The student gains all this knowledge and information and should be able to produce new knowledge thanks to his her ability and conditions. Every democratic educational system wants to gain a person as a main goal. Besides, modern education makes a goal of taking someone apart from neither its nation nor its government nor its community. On the contrary, main goal of the educational systems in the globalization era is to improve person (Karpat, 2005; Çınar, 2009). Individuals view the goal as bringing up a person who has gotten the correct information and who has realized his skills and abilities.

A person becomes an adult in process of educational system. One can be brought up in a family but can't take part in a community without knowledge that must be gained during education. And the place of that person is defined by education and abilities that gained by that person during education process. As a nation, people gain the same language, the same citizen ideology, and the same cultural factors and these things make them different than the other nations. In a word this is the design of a nation. And the education emphasizes these phenomenons more and more…

We can see that everyday a new branch of knowledge is discovered by communities and invention of these branches wants new, educated and experienced staffs for employment. But this is the main Global problem to find new and experienced staffs for all countries. That's why all countries and all the world is in need of the model of teacher who can give all branches invented today to the next generation and help them to choose their ways correctly. The main demotion of the Globalization process from this perspective is to bring up such teachers. If we look through the eyes of the Globalization process to the world, we can see an extensive standardization process in all countries. We must bring up teachers no more with the conditions of the country we teach, we must catch up with Globalization and the standardization process in the world educational system and bring up teachers like this.

What is the model of a modern teacher?

During the time of bringing new teachers up, we must attract the people who indeed want this profession and can carry the burden of this profession on their shoulders.

If teachers can be brought up well and if they can get their real quality, the essence of teachers and the essence of this profession will be understood and the ideology of "I can work as a teacher instead of being unemployed" will be rotten and the real owners this profession will appear. The main problem of today's world is this.

For choosing the best representatives among the teacher applicants, they use three main branches. These are:

1. Organization planning and approaching styles.
2. Professionalism in the profession.
3. Social abilities.

Three groups of exceptions cited by Capel (1996) are showed below:

1. *Organization planning and approaching styles.*

For collecting the books for the lesson, checking the cleanness, checking the improvement of the students and finally for checking himself the teacher must be in his or her office before the time.

- Define the subjects according to the functions of the course,
- Keep up the notes in his file manager and review them daily,
- Having content knowledge,
- Training of new teaching styles,
- Developing and using instructive materials for teaching,
- Using technology during instruction,

2. *Professionalism in profession*

- Holding new knowledge,
- Having professional skills,
- Having pedagogical content knowledge,
- Being sensitive,
- Having enough knowledge about the school rules,
- Having leadership skills,
- Feeling the responsibilities of self-improvement,
- Enhancing his or her private knowledge panorama,
- Using teaching activities to make the course interesting,
- Wearing the right clothes,
- Keeping in touch with the pupils` families about their improvement…

3. *Social abilities*

- Making good contacts both with pupils and with the other staffs,
- Having humorous personality,
- Having own aspects of personality,
- Making good connections with the other working teams,
- Making good connections with not only children but also adults,
- Having the skill of solving unavoidable process,
- Scientific literacy,
- Being a lifelong learner,
- Finding rational solutions to the problems, etc.

Though these three matters must be possessed by a teacher, there must be some other aspects. The ability of teaching, self improvement and some other interests like wishes, luck and other things must be collected by a teacher. By this side we can analyze the modern teacher under the following six categories:

1. **Enjoying one's job and having the skills and abilities that are needed**

As we know to like a job is not enough. Having skills and capacity are also needed. And we can imagine vice versa, if there are capacity and skills but no attention to the job that will not be good either. According to the theory given by Willamson (1950) to the practices done in the Pavson's professional bureau in 1908, there are three ways of finding new workers to the field needed. These are:

i. Knowing the skills of the person.

ii. Knowing the important skills of the profession.
iii. Compare the skills of the person and skills of the profession and find out the correct choice.

If we approach it this way, we have to appreciate the wishes of the applicants. And even after entrance to pedagogical universities in which future teachers study, there must be some other elimination examinations.

We have to find out the people who are really in the interest of teaching and being a teacher. We have to make some tests. As a result everything will be clear. And by this way the standards of teaching profession will be raised. All the citizens of a country have passed through the attention of a teacher. And their future can be changed to minus or plus versions by these people.

2. Being professional in his or her branch

The teachers' training must be the professional of their branches. These teachers are very effective at their branches, content knowledge and pedagogical content knowledge.

3. Foreign language

Teacher must know one more language than the native language to follow the changes of the globalization world and keep on improving.

4. The ability of using technology

The skills of using technology –such as using computer, overhead projector, projector, internet etc. - are needed to know the changes and to follow the changes in the global world and take a long him. Moreover, to enhance teaching using technology is definitely recommended. It will be easy for his/her works in his or her own branch. And the distant education systems are spread widely; it seems they are going to spend more in the future. Knowing basic computer skills is important for a teacher; he or she can improve both himself\herself and can give a qualified education.

Rapid developments in science and technology in our century's economic system as well as education and social systems have an impact. Nowadays, information and advanced societies have become the key economic developments. Technology plays an important role in the development of the education process. Rapid development of information technology led to the emergence of an information society, communities, and monitoring new technological developments and their implementation has become mandatory. Increasing number of students with knowledge has brought problems. Education plays an important role in the development of the process and quality of new technology in educational institutions. It has become mandatory. The new technological systems are concerned some of the most effective communication and personal computers as for teaching tools. In recent years, rapid development of computer education systems has affected development of new methods. To accelerate and change direction it was made compulsory. Thus, learning -and teaching activities in the areas of school management training to upgrade the quality of use of a computer, computer-aided education model and reveals the best way to utilize researches.

Computers in schools in the area of education, teaching and learning activities meet individual needs to provide training services to edit and also more effectively and efficiently execute a contemporary learning-teaching environment. The education system needs to increase in the extreme. The use of computers and keep face with the rapid multiplication of the number of students, to increase the amount of information and content that's complex to offset the lack of teachers and the importance of individual ability and diversity. The purpose of this application for teaching - learning process is not automatically clear. Teaching - the effectiveness of the learning process, the basic goal is to ensure continuity and integrity, automation is the result of these factors. Computer is a tool, in the right place and time when using this process, positive contributions and to provide convenience, the teacher's job to help the students, the color of interest in the classes also provide opportunities to increase, also developed for training programs, the user holding the data, how to learn so that it can promote success. This type of information collected about students, teachers and the student's performance in the following ways can be used to see. They are shared with students, for their own performance in graphics and tables can be very interesting to see. Perhaps they see in their monthly performance graphics motivation for greater effort and may approach the course with more care.

5. Pedagogical Content Knowledge

The teacher, who has collected the matters enumerated until here, must try to apply his or her educational knowledge in an educational community. One of the important things here is to know how to approach and how to behave with the pupils. Even the interests of the pupils to that lesson can increase or decrease because of the approaching methods of the teacher. Knowledge can be gained from the books by individual studying. It means there are more things to learn from a teacher than knowledge. A teacher must not only give knowledge, he/she must show the ways of using the knowledge.

The teacher who recognizes the importance of these things will be very helpful to their pupils. Giving explanations, making plans, having sociologic and psychology knowledge, measuring abilities will be very useful for that teacher who realizes them.

Teacher language is one of the most powerful tools a teacher wields; it can shape how students think, how they perceive themselves, and ultimately how they learn, The Responsive Classroom approach which research shows is associated with students having better social skills and more positive feelings about school, offers concrete strategies to help teachers' classroom language support student learning. Denton, who coaches teachers in Responsive Classroom strategies, discusses five key principles of positive teacher language:

    (1) be direct
    (2) convey faith in students' abilities and intentions
    (3) focus on actions
    (4) be brief
    (5) know when to be silent.

She offers classroom examples of using each strategy successfully. For long-term learning and positive connections to take place in the classroom, we need to assume that our students want to learn both content and appropriate behavior in school. Teachers must explicitly teach behavior, pausing in their lessons to address misbehavior in the classroom. Five strategies can help: using volume, tone, and posture to communicate in a firm but not threatening way: implementing the Two-by-Ten Strategy (use two minutes each day for ten days in a row to get to know a troublesome student): breaking things into steps: using behavior rubrics: and using visuals.

The behavior and the attitude of the teacher is perhaps the single most important factor in a classroom, and thus can have a major effect on discipline. According to Harmer (1991) we can make a list of things that teachers should probably not do if they want to avoid problems.

1. **Don't go to class unprepared:** Students automatically identify teachers who are not sure what to do in the classroom. Particularly for those classes that might cause trouble, the teacher has to appear to be well prepared and knowledgeable about the subject.
2. **Don't be inconsistent:** If the teacher allows students to come to class late without taking action one week they cannot be reproached for doing the same thing again the week after. Teachers have to be consistent, in other words, about what the code of conduct is otherwise the students will lose respect for it.
3. **Don't issue threats:** Teachers who threaten students with terrible punishments and then do not carry them out are doing both the class and themselves a disservice.
   Hopefully threats are not necessary but it is absolutely fatal to say that some action is going to be taken if it is not.
4. **Don't raise your voice:** One of the great mistakes of many teachers is to try and establish control by raising their voices and shouting. This almost always have disastrous consequences for it contributes to a general rising of the level of noise in the classroom. Very often a quiet voice is far more effective.
5. **Don't give boring classes:** It seems true that perhaps the greatest single cause of indiscipline is boredom. Interested students do not misbehave in the same way.
6. **Don't be unfair:** Teachers cannot allow themselves to be unfair, either to the class as a whole or to individuals. Most teachers, of course, have students that they like or dislike more than others, but a major part of their job is not show these preferences and prejudices in the classroom
7. **Don't have a negative attitude to learning:** A teacher who does not really care and who is insensitive to the students' reaction to what is happening in the classroom will lose the respect of the students- the first step to problems of disruptive behavior.

8. **Don't break the code:** If part of the code is that the students should arrive on time, then the teacher must too. If there is a ban on chewing gum then the teacher should not chew gum. If homework must be handed in on time then it must also be corrected promptly. A teacher who behaves in a way that is considered anti social and which is disapproved of if imitated by the students will destroy the code of conduct, for it either exists for the group as a whole or it does not exist all.

6. Teacher trainings

Things are never the same. Day by day, humanity improves. The time requires more and more… Every moment has its own teacher requirements.

That's why we must bring up such teacher staffs that are provided with all the newest information and knowledge. Teacher training plays a big role. The teachers must be supplied with the broad knowledge by teacher training. So, their knowledge will not be old and they will not be behind new educational systems and developments. They will be able to supply all the next generation's pupils with full knowledge. A teacher must always work and enhance his/her knowledge and capacity. For the pedagogical perspective considering his/her knowledge for better instruction is very important (Çınar, 2009). Knowing these things and using them correctly will make progress for teaching profession. It is true that thanks to the teacher training and pre-service teacher education programs a teacher candidate will diverge from the duration of this process. Teachers must take part in continuing education to update their own knowledge, skills and attitudes come prepared to classes and should strive to develop learning resources for students. The important responsibility in teaching and learning process lies on the shoulders of teachers.

In addition, Townsend (2011) suggests some implications that means to do things in moving towards thinking and acting both locally and globally at the policy level for school and classroom practice and consequently for the training of both teachers and school leaders. From this respect, to improve student achievement he advise to change classroom practice in the directions of "thinking globally", "acting locally" and "thinking and acting both locally and globally". For example, thinking globally means (for curriculum) "Recognition that in the international market, students need to have high levels of education in order to be successfully employed…"; (for assessment) "*Recognition that being internationally competitive involves understanding how well students are learning in comparison to others, both locally and globally*". While defining these kind of indicators that means "*where we are now and where we might want to be*", Townsend' (2011) mentions to accept the premise to improve achievement, changes both in curriculum, engagement and relationships, and measuring success. Moreover, he points out the great task in the future that is to manage the changes that are necessary in the hearts and minds of teachers.

We want to withdraw your attention to Townsend's (2011) other views that may summarize global approach to education. Because while he is stressing changing the way of teaching, he define "thinking globally" for teachers as "*Recognition that teachers are the most important factor in student learning, apart from the students themselves. An effective school has more effective classrooms and teachers than a school that is less effective*"… Lastly, we can add two more directions that to change teacher preparation "thinking globally" means "*Recognition that teachers will teach in classrooms that will contain students from all over the world, or alternatively may be trained in one country... Teachers will be teaching for a future in which rapid and complex change continues.*" In addition, thinking and acting both locally and globally means "*...Teacher education programs should focus on expanding the range of teacher capabilities, beyond delivering the basic curriculum, to enable them to face an unknown and increasingly globalised future. Teacher education students should be encouraged to have an international as part of their teaching practicum.*" (Townsend, 2011). As Cairns (1998) inserted three intertwined elements for the model of developing capable teachers:

- ability (describes both competence and capacity)
- values (the ideals that govern the use of ability)
- self-efficacy (the way people judge their capability to carry out actions effectively) (Cairns, 1998 cited in Townsend (2011))

These directions mainly summarize the ideas that we discussed above educating teachers for the global world.

Conclusion

There are more competencies defined for science teachers defined by Socrates Programme Education, Audivisual and Culture Executive Agency (IQST, 2012). Consequently, we summarized and generalized these competencies as listed following:

Competency 1: Understanding Nature and Context of Science

- *Science teacher knows values, beliefs and assumptions inherent to creation of scientific knowledge within the scientific community, and compares science with other ways of knowing.*
- *Analyze local, regional, national, or global problems or challenges in which scientific design can be or has been used to design a solution.*
- *Evaluate the scientific design process used to develop and implement solutions to problems or challenges.*

- *Evaluate consequences, constraints, and applications of solutions to a problem or challenge.*
- *Analyze how scientific knowledge and technological advances discovered and developed by individuals and communities in all cultures of the world contribute to changes in societies.*

Competency 2: Inquiry

- *Understand how to plan and conduct scientific investigations.*
- *Synthesize a revised scientific explanation using evidence, data, and inferential logic.*
- *Apply understanding of how to report complex scientific investigations and explanations of objects, events, systems, and processes, and how to evaluate scientific reports.*
- *Analyze scientific theories for logic, consistency, historical and current evidence, limitations, and capacity to be investigated and modified.*
- *Analyze scientific investigations for validity of method and reliability of results.*
- *Understand how scientific knowledge evolves.*

Competency 3: General Skills of Teaching:

- *Able to use science teaching actions, strategies, and methodologies.*
- *Able to establish interactions with students, including questioning techniques, that promote learning and achievement.*
- *Able to effectively organize classroom, laboratory, and field experiences in different student groupings.*
- *Able to use advanced technology to extend and enhance learning.*
- *Able to use prior conceptions and student interests to promote new learning.*
- *Able to design investigations for science.*
- *Able to analyze and present data.*
- *Able to prepare laboratory reports.*
- *Able to operate science laboratory equipment.*
- *Able to prepare materials used in the science laboratory.*
- *Able to establish and enforce lab safety (including storage and disposal of hazardous waste) in the science laboratory.*
- *Monitor students' understanding of content through a variety of assessment strategies; provide feedback to students to assist learning.*
- *Being able to use advanced technology to extend and enhance learning.*
- *Design, conduct, and evaluate laboratory activities that target the development of science concepts, using techniques.*
- *Being able to use prior conceptions and student interests to promote new learning.*
- *Preparation of laboratory reports*
- *Operation of equipment*
- *Preparation of materials*
- *Lab safety (including storage and disposal of hazardous waste)*

Competency 4: Curriculum

Science teacher develops and applies a coherent, focused science curriculum that is consistent with the need, abilities, and interests of students. Curriculum refers to:

- *Able to develop and apply an extended framework of goals, plans, materials, and resources for instruction.*
- *Able to develop and apply science principles, both in and out of school.*
- *Able to plan instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision-making based upon subject matter, organization and integration of content and the relationship of content to education, career and life goals; student learning and motivation, with emphasis on individual differences; the community; and current education standards and practices.*

Competency 5: Assessment

- *Knowing the measurement and evaluation of student learning in a variety of assessments.*
- *Identifying outcomes to be measured.*
- *Being able to measure and evaluate student learning in a variety of dimensions.*
- *Being able to use outcome data to guide and change instruction.*

- *Monitoring and assessing students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting instructional strategies.*

Competency 6: Professional Practice

Science teachers have a knowledge base that prepares them for professional practice. Professional practice refers to:

- *Knowledge of science.*
- *Knowledge of standards of ethical behavior consistent with the interests of students and the community.*
- *Participate the activities of the professional community to include colleagues, organizations, to improve student learning.*
- *Reflect on professional practices and continuous efforts to ensure the highest quality of science instruction.*
- *Willingly work with students and new colleagues as they enter the profession.*
- *Communicate effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students.*

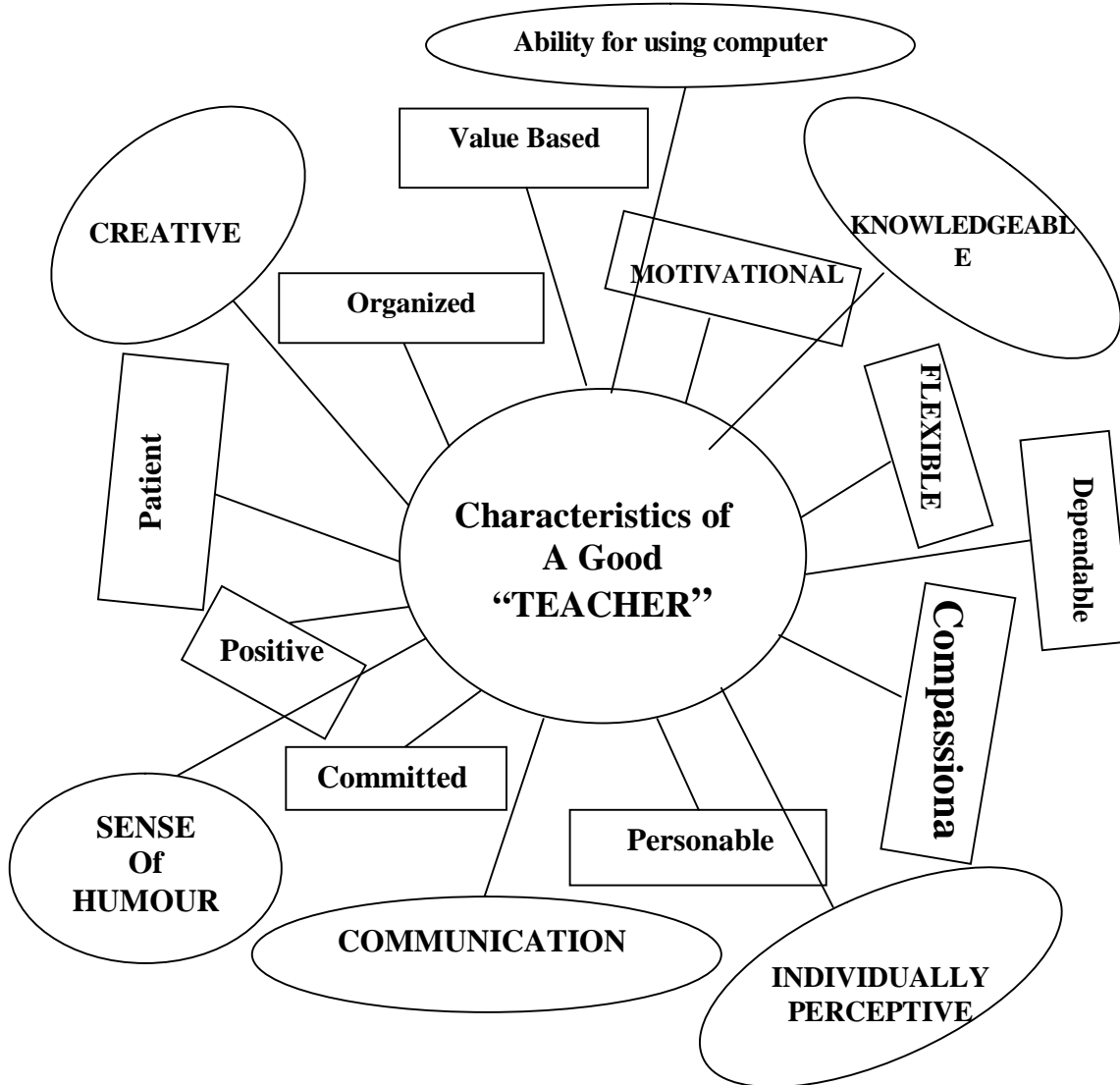In addition, we briefly visualized Characteristics of A Good Teacher in Figure 1:

Figure 1. Characteristics of A Good Teacher

As it seen in Figure 1, Characteristics of A Good Teacher can be branched out 16 sub-items such as Creative, Committed, Personable, Flexible, Dependable, Knowledgeable, Value Based.

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