At School in the World

Developing Globally Engaged Teachers

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Dedicated to my mother, Elisabeth A. (Swart) Ullom, whose experiences as a child in a World War II concentration camp and as an immigrant influenced me to explore the world and to engage in the never-ending work of my own intercultural agility and global worldview development and to work tirelessly to foster the same in others.

And, to my husband, Steven V. Foulke, without whose steadfast and unequivocal support, this work would never have been completed.

—Carine E. Ullom

Dedicated to my sons, Ahmed and Nihat Guler, whose comments, ideas, and questions make me see the world differently and help me try to be a better person every day.

And, to my husband, Dincer Guler, thank you for your support, love, humor, and willingness to cook :). You are my gift!

—Nilufer Guler

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Modeling Global Teaching Pedagogies in Virtual Teacher Exchange

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Globally competent teachers are essential for preparing children to be citizens of a rapidly changing, globally interconnected, and interdependent world (Council of Europe, 2019; OECD/Asia Society, 2018; US DOE, 2018). Global citizens communicate and build relationships within and across communities around the world (Boix Mansilla & Suárez-Orozco, 2020). In facilitated global interactions individuals may learn to communicate effectively, think critically, and address issues of equity worldwide (Andreotti, 2014; Byker, 2016; Dervin, 2017; Wahlström, 2014). Linguistic, cultural, and racial diversity have become salient features of classrooms as migration has increased worldwide (Banks et al., 2016; Pratt, 2015). This shifting global context demands that teachers be prepared to be culturally, linguistically, and pedagogically competent and be able to address global issues and create equitable and inclusive learning environments for all students (Cushner et al., 2019; Goren & Yemini, 2017).

We are teacher education faculty from a large public university in central Italy and an urban college in the northeastern United States, chronicling how we pivoted an established intercultural teacher education abroad partnership to a virtual exchange. We share our task design that supported the pre-service teachers' learning through information and communication technology and their preparation as culturally responsive and globally conscious educators (see Arndt et al., 2021; Kopish et al., 2019; O'Dowd, 2020; Ullom, 2017). Through our collaboration, we negotiated values- and competence-based approaches to teacher education to transform our respective methods courses to models of global learning. We used migration as an interdisciplinary theme to demonstrate global learning pedagogies.

We worked together to design a virtual experience that could be embedded into our existing teacher education courses. In the United States, the virtual exchange was part of a required third-year literacy and social studies methods course, and in Italy, it was part of a second-year theories and methods of teaching, learning, and assessment course. We identified the following common learning objectives:

1. Recognize perspectives and collaborate interculturally for the common good;
2. Foster understanding of effective pedagogy related to the development of global competencies; and

3. Design educational activities for primary school pupils aimed at promoting global awareness and language skills in the school curriculum.

Global Values and Competencies in Teaching

In the last decade, many transnational organizations have reflected on the competencies and values students need for success in today's rapidly changing world (Engel et al., 2019) and, as such, new education policies, curricula and components of teacher preparation have been espoused (Briga, et al., 2022; Council of Europe, 2019; OECD/Asia Society, 2018). Globally competent teachers develop citizen builders of society who value freedom of thought and communication, respect for diversity, solidarity, justice, and equity of opportunities. Preparation of globally competent teachers thus necessitates a focus not only on competencies but also values. Though it may seem as though these approaches are in competition with one another, global teacher preparation can include values-based approaches and competency-based approaches (Tarozzi & Mallon, 2019). In a values-based approach, the guiding objective is to foster a deep understanding of the injustices of globalization and engage teachers in promoting positive societal change. In a competency-based approach teacher educators provide their students a "structured system of knowledge and skills necessary to compete in a global context" (Tarozzi& Mallon, 2019, p. 120).

Cultivating global values and competencies depends heavily on how teaching is designed and implemented (Tichnor-Wagner et al., 2019). Global education is quite often reduced to a set of topics to be added to some subjects (e.g., social studies or world language) but not to others. Teachers must integrate global perspectives into the existing curriculum by embedding crosscutting themes that are then explored from the perspective of each subject area (Reimers, 2017). According to O'Connor and Zeichner (2011) globally competent teaching is simultaneously broad and specific: broad in that it transcends disciplines and age levels and specific in that it should be relevant to local sociopolitical contexts and students' cultural identities. That is to say, teaching for global competence emphasizes the interconnections between local and global dimensions across disciplines.

Teaching for global competence does not mandate the use of specific content; the same is true for the methodologies we use to support global competence development in teachers (Hauerwas et al., 2021; OECD/Asia Society, 2018; Tichnor-Wagner et al., 2019). Global competence teaching necessarily must involve a plurality of approaches including methodologies that are learner-centered and methodologies where students construct knowledge and create solutions for an ecological, sustainable, and equitable world that can be transferred from the school classrooms to real-life contexts (Reynolds et.al., 2019; Spires et al., 2019).

Such work is inspired by collaborative, participatory, and authentic teaching methodologies that aim both at the resolution of issues and at a broader understanding of injustices that face the entire planetary community (Tichnor-Wagner, 2017). Many of these problems take on global proportions and are difficult to overcome through individual actions or choices of national governments. Therefore, pedagogies of

collaboration and values of respect, dignity, and common good are necessary to build interculturality essential to address challenges of contemporary society as well as those that affect the daily life of each of us (Dervin et al., 2020; Dimitrov & Deardorff, 2022). As Boix Mansilla (2017) says, teachers must "weave opportunities to inquire about the world, take multiple perspectives, engage in respectful dialogue, and take responsible action as a routine and integral part of everyday life in the classroom" (p. 12).

Global competence methodologies cultivate student curiosity and criticality by combining divergent forms of thought while also searching for scientifically based evidence capable of confirming or disproving their hypotheses about natural and human phenomena (Hattie, 2012). Equally important, students must consider whose voices are present and whose voices are *not* included in their construction of knowledge. In teaching about global issues, teachers and students must seek the stories that counter dominance and hegemonic perspectives to address inequities and advocate for social justice (Andreotti, 2014; Johnston et al., 2021). By adopting a critical perspective, teachers and students will experience firsthand the universal value of knowledge as well as its situated, contextualized, and local nature as they focus on the meaning that different communities assign to scientific discoveries and their cultural, social, economic, and ethical enhancements (Byker, 2016; Kerkhoff & Cloud, 2020).

Finally, teaching for global competence involves student reflection both formatively and a posteriori about their own learning processes and what was learned (Dimitrov & Deardorff, 2022). As such, teaching must include the necessary time to absorb teachers' feedback, to confront their peers' ideas, and to make sense of different points of view through which to modify their initial beliefs. Such reflection is the basis for disrupting old learning and the beginning of transformation. In summary, teaching for global competence requires educators to pursue cognitive and civic competencies and cultivate values of respect, openness, and empathy so that their students can interact and work successfully in their communities and around the world.

Nevertheless, many future teachers in the United States and Europe have not been educated in K–12 school systems that integrate global approaches into their curriculum and pedagogy and do not feel prepared to address (and are therefore likely to avoid) complex global topics in their classrooms (Carr et al., 2014; Kerkhoff et al., 2019; Niens et al., 2013; Slapac, 2021). As Goren and Yemini (2017) concluded, "teachers and educators recognize the importance of global citizenship education; however, they often feel trapped between curricular goals encouraging its incorporation in the classroom and cultural norms of nationalism or lack of practical resources that hinder their ability to actually teach it" (p. 179).

International student teaching and study abroad experiences have been primary praxis considered for developing globally competent teachers (Hauerwas et al., 2017; López & Morales, 2021; Soong et al., 2020). However, teacher educators have begun to incorporate other approaches into their programs to support the development of intercultural competence in future teachers (Baroni et al., 2019; Caena, 2014; see chapter 14 for approaches to syllabus design). For example, teacher educators can teach about global issues through critical inquiry (Byker & Ezelle-Thomas, 2021; O'Connor & Zeichner, 2011); engage students in cross-cultural dialogue locally (Braskamp & Engberg, 2011; Lough & Toms, 2018); or provide cross-cultural experiential learning

opportunities where one learns with and from people of cultures different from their own (Kopish et al., 2019; Ukpokodu, 2010). Virtual exchange is one such pedagogy that addresses the last approach. This pedagogy affords teacher educators opportunities to develop cross-cultural experiential learning experiences for their students (O'Dowd, 2020).

COLLABORATIVE VIRTUAL EXCHANGE

Virtual exchange as a pedagogical approach emerged at the beginning of the internet and goes by a variety of names[1] and is practiced in a variety of educational contexts (O'Dowd, 2018). Common models of virtual exchange "engage groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes and under the guidance of educators and/or expert facilitators" (O'Dowd, 2018 p. 5). In the area of teacher education, these exchanges have been most commonly implemented in foreign language and second language education programs, connecting language learners with speakers of other languages to provide them with authentic experiences of communicating in these languages and opportunities to develop intercultural awareness (O'Dowd, 2018, 2020).

Recently, virtual exchange in teacher education has extended beyond language education to other areas of teacher preparation. Foci of learning objectives have included development of intercultural communication, global identity development, and global citizenship competencies (Arndt et al., 2021; Bender-Slack, 2022; Neuner, 2012; O'Dowd, 2020; Ullom, 2017). Arndt et al. (2021) identified the potential of this approach to help education students navigate online intercultural communication, to recognize their own ethnocentric perspectives, and to develop understandings of their culturally other peers who were at the same time similar and different from themselves. They identified the inclusivity of the online environment and the simplicity of their intercultural tasks as important to the success of their collaborative online learning with education students from New Zealand and the United States.

Hur et al. (2020) found that teacher education students from South Korea and United States developed in-depth understanding of effective ways to communicate interculturally through both synchronous sessions and an educational website development project. Baroni et al. (2019), reporting on the results of the EVALUATE project, described groups of student teachers from Spain, Israel, and Sweden who collaborated to create lessons based on themes such as racism, religion in schools, and use of technology. In discussing the lessons learned from this large-scale study, the EVALUATE group noted that,

> While educators may tend to focus on the logistics of the exchanges and the pedagogical tasks which students will work on together, our data . . .

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1. Also known as telecollaboration (Warschauer, 1996); collaborative online intercultural learning (COIL; Rubin & Guth, 2015); collaborative online learning across borders (COLAB; Arndt et al., 2021); globally networked learning experience (GNLE; Ullom, 2017).</ftn>

> have served as a reminder of the importance of providing opportunities for teachers and students to establish good working relationships. (Baroni et al., 2019, p. 12)

Helm (2013) presents a dialogic model of teacher exchange that speaks to the importance of faculty/instructors in mediating difficult conversations from a critical stance and "helping to balance the possible power inequalities as far as language competence and freedom of expression are concerned" (p. 42).

O'Dowd and Ware (2009) outlined a simple framework for virtual exchange project design in which students exchange information, compare and analyze content, and create a collaborative project. We began developing our virtual exchange with this framework in mind. However, we also incorporated opportunities for building routines of criticality and reflexivity throughout the experience (Dervin et al., 2020; Hauerwas et al., 2021). In addition, as with Arndt et al. (2021), Hur et al. (2020), and EVALUATE (Baroni et al., 2019), we attended to ways to promote intercultural communication and build relationships among our future teachers by creating effective learning environments that promote dialogue and also allow the development of active listening, critical thinking, and recognition of different perspectives (Helm, 2013; Tichnor-Wagner et al., 2019).

Central to our virtual exchange approach was collaborative learning, which was incorporated in all phases. In addition to centering the mutual knowledge of the future teachers, it allowed for relationship building and cultural enrichment, not only linked to the sharing of similar experiences but also the creation of new experiences together. The collaborative activities allowed them to directly experience some aspects related to teaching and didactic planning in different contexts and school realities and provided them opportunities to implement their knowledge and professional skills in a global and intercultural context. The collaboration that arose evidenced a precise and negotiated subdivision of roles related to the tasks, technology use, and different English-language skills between native and non-native speakers. In other words, the students were provided means to work through the challenges of asymmetry of a culturally complex learning environment toward a collective outcome (Loizidou & Mangenot, 2016; Ullom, 2017).

Italian-US American Collaborative Virtual Exchange

To integrate teaching for global competence into our classrooms, future teachers must learn how to teach for global competence (Kerkhoff et al., 2019; Yemini et al., 2019). We selected the interdisciplinary theme of migration around which to model global learning praxis that was consistent with the global values and competencies described up to now. Migration was chosen for two reasons. First, it represents a central issue related to globalization and inclusion and a driver for solving social, political, economic, and environmental challenges to communities around the world (Banks, et al., 2016), and second, a greater understanding and awareness of migration is directly

applicable to teaching linguistically and culturally diverse immigrant-origin children in US and Italian classrooms (Abo-Zena, 2018; Tarman & Gürel, 2017). A total of 16 second-year teacher education students from Italy and 10 third-year teacher education students from the United States participated in this study.

Modeling and Authentic Practice of Global Teaching

Reflecting on our own understanding of teaching for global competence, we recognized that to develop global values and competencies of our future teachers, they must be inspired by experiences from their own learning. Yet, for many, global teaching is new and not something they experienced in their own K–12 education (Yemini et al., 2019). Thus, we extended previous models of virtual exchange to include built-in modeling and authentic practice of global teaching. Specifically, we choose to model the following global learning praxis: situating issues both globally and locally, counternarratives, and dialogical experiences and thinking routines. After the pedagogical modeling, students collaborated with their cross-cultural peers to develop global teaching projects based on a migrant biography.

SITUATING ISSUES IN GLOBAL AND LOCAL CONTEXT

To build opportunities to inquire about the world, we must connect global issues to our students' local communities (Hauerwas et al., 2021). What happens every day in the world represents a real opportunity to address global issues, referring to situations that pupils may have experienced directly or indirectly. In this case, teachers must pay attention to two types of questions: the quality of the information possessed or acquired by the pupils and the degree of global interconnectivity of the elements involved (Kerkhoff & Cloud, 2020). In addition to broadening the knowledge of significant phenomena at a global level, it is important to go beyond the simple collection and reading of information to implement interpretive and hermeneutic processes, capable of broadening the scope of the meanings connected to the phenomenon under consideration to reach a deeper and more problematic understanding of it (Ferguson-Patrick et al., 2018). In this case it is important to pay attention not only to the possible hypothesized solutions but also to the questions posed by students to understand the causes, the consequences, or the multiple implications of a globally relevant phenomenon.

COUNTERNARRATIVES

Humans are storytellers; we share our cultural experiences with others. An autobiographical approach provides a way to share one's values, thinking, and feeling to build

a common meaning among different journeys (Batini et al., 2020). Storytelling as a pedagogy helps students enter into the experience of others through a familiar and personally relevant approach (Crawford et al., 2020; Landrum et al., 2019). Counternarratives are stories that challenge dominant social and racial narratives and magnify the experiences of historically marginalized communities (Johnson et al., 2021; Ulivieri, 2018). By valuing the stories from these communities, we can make visible their complexity and diversity and cast doubt on the validity of accepted stereotypes and myths of marginalized people. As Adichie (2009) reminds us, we must not define others based on a "dangerous" single story. As a global learning pedagogy, counternarratives offer opportunities for us—students and teachers alike—to question the dominant stories of the world and to seek out and listen to the stories of others to more critically understand our interdependence.

DIALOGICAL EXPERIENCES AND THINKING ROUTINES

Opportunities for participating in intercultural dialogues support interculturality where students develop understanding of their differences and similarities (Dervin, 2017; Ullom, 2017). The discussion about issues considered significant by the class permits not only the expression of one's personal point of view or that of a group of students who share the same position but also the inclusion of differing ideas and perspectives that emerge during the interactions between the participants. Participating in structured dialogical experiences encourages learners to take other people's perspectives (e.g., religious, cultural, generational, ethical, racial) and helps them to recognize that understanding others is often an uncertain process to which one brings one's own lenses and experiences (Wahlström, 2014).

Global thinking routines (Boix Mansilla, 2017) can be used to structure dialogical experiences as students consider complex global issues. These microteaching routines involve cognitive and emotional habits of mind and promote local-global connections (Boix Mansilla & Suárez Orasco, 2020). In the routine See-Feel-Think-Wonder (Reimagining Migration, n.d.), students are asked to examine something closely—for example, a painting of a migrant child alone in the sea—and respond to the following prompts: What do you see? How do you feel? What do you think about that? And What does it make you wonder? When teachers regularly incorporate global provocations (e.g., image of deforestation; video report on childhood hunger) and analyze them with structured thinking routines, students begin to become aware of the degree to which the events and phenomena that are part of their daily lives are mutually interdependent and interconnected. This helps students to develop a global consciousness (Boix Mansilla, 2017).

Four Phases of the Virtual Exchange

The virtual exchange was undertaken in four phases across 9 weeks of the semester in both synchronous and asynchronous modalities:

1. Phase 1: Getting to Know You (2 weeks)
    a. Introduction Videos: Who am I as an Italian/American? As a future teacher?
    b. Video meeting (full group): Introductions; Stereotypes and Values
    c. Thinking Routine Reflection
2. Phase 2: What is Teaching for Global Competence? (1 week)
    a. Synthesize multiple sources about teaching for global competence (asynchronous)
3. Phase 3: Modeling Global Learning (4 weeks)
    a. Video meeting (full group): Counternarrative; Thinking Routines
    b. Migrant Biography Projects (collaborative in small groups)
4. Phase 4: Sharing and Reflection (2 weeks)
    a. Video meeting (full group): Project Presentations and Discussion
    b. Written Reflection (with Thinking Routine)

The first phase "Getting to know you" was dedicated to meeting each other, exploring our personal, national, and global identities and values, and critically reflecting on stereotypes we might have about each other as Italians or US Americans. As a first step each student created and shared a brief self-introduction video answering the questions: Who are you? Who are you as an US American/Italian? Why do you want to be a teacher? This was followed by an all-group meeting during which the faculty welcomed the students, introduced the goals of the exchange, outlined the expectations for the 8-week experience, and hosted a discussion about values. In small groups (two US and three Italian students), the students discussed their values and how those are relevant to how they will "be" with one another during this project. Together, they came up with a set of values for their group and created a values statement. Some values included respect, responsibility, care, joy to work together, acceptance of others, authenticity, open-mindedness, adaptability, and creativity to face difficult situations. One group's shared value statement was:

> We believe that in order to be respected, we must respect others. We want to grow a community that creates a sense of belonging for those of it. We always want everyone to feel accepted and supported by one another. While working together, we think it is important to have fun, and be adventurous too! (Group 3)

As faculty/tutors, we also shared our collective values: commitment to collaborating and sharing our knowledge and an openness to new experiences with each other and our students.

We closed the session by asking everyone to reflect on the meaning of being a teacher in their cultural context. This led to our acknowledging the stereotypes and biases that most closely identify the two nationalities, the visible and unseen aspects of each of our identities, and the values that we share. We strived to create a group identity and work together despite time constraints.

At the end of this phase and subsequent phases students were asked to share a reflection via email that included a Similar-Different-Connect-Engage thinking routine (In what ways might this person and you be similar; in what ways might the persons

and you be different; in what ways might the person and you be connected as human beings? and What would you like to ask, say, or do with the person if you had the chance?) (Boix Mansilla & Suárez-Orozco, 2020) and a prompt about their curiosities or concerns regarding the virtual exchange. These provided both an opportunity for individual critical reflexivity and formative information for us as faculty/tutors.

The second phase, which proceeded asynchronously, "What is teaching for global competence?" was devoted to comparing, contrasting and synthesizing several sources related to developing an understanding of what is teaching for global competence. During this phase, students also had to figure out how they were going to collaborate across time, figure out their respective, roles, and decide on collaboration technologies in preparation for the larger, culminating project.

Students had 10 days to review the material and share "a meaningful sentence, provoking phrase, a powerful word, and a picture" with their group mates to gain a deeper understanding of the concepts. They were then asked to create a slide to synthesize their group's response to the question "What is teaching for global competence?" to present at the next joint meeting. Exemplars from this phase included, "Teaching for global competence . . ."

- Is no longer a luxury, but a necessity.
- Encourages students to be curious about the world, ask questions, and desire to expand their knowledge of different cultures, customs, and languages. Language allows us to communicate beyond our local environment and develop connections on a global level. . . . Although we are all different people with different experiences, there is still a sense of unity and interconnectedness amongst one another.
- Is an approach to teaching that utilizes accessible and practical methods and teaches students how to develop skills and apply their knowledge to real-world topics. . . . A globally competent student understands that the world is a system in which their actions have consequences across the globe.

Phase three, Modeling Global Learning, represented the core of the experience, where we, the faculty/tutors modeled global learning praxis and the future teachers began working together on their project around the theme of migration. During a full-group video meeting, we situated our investigation of the issue of migration both globally and locally, modeled the use of counternarrative pedagogy with the story of Claudia Patricia, a Guatemalan immigrant (Martinez, 2018), and facilitated dialogue using the thinking routine See-Feel-Think-Wonder (Boix Mansilla & Suárez Orasco, 2020). These pedagogies provided our students the space and means to reflect critically on the global issues of migration and share their perspectives with each other. We then led the preservice students in a reflexive conversation about the impact of the global migration on their learnings as future teachers. This session concluded with a discussion of global teaching praxis and introduction of the collaborative Migration Teaching project.

Each group was tasked to work together to create instructional experiences about migration that incorporated migrant biographies and demonstrated teaching for global competence for fifth-grade classrooms. The five groups chose a migrant story,

developed biographical narratives, and identified pedagogical approaches to be used in English as a Foreign Language (Italy) and fifth-grade classrooms (in the United States). The groups had full autonomy regarding how and when they would work to complete the project.

The biographies developed included Yusra Mardini,[2] the Syrian refugee and Olympic swimmer who was appointed the youngest Ambassador of UNHCR in 2017; Samia Yusuf Omar, the Somali sprinter who died in 2012 crossing the Mediterranean Sea from Libya to Europe; Michele Iaccarino, an Italian who moved from South Italy to New York City in early part of the 20th century, and Ana C, the mother of one of the US students who immigrated as child from the Azores, Portugal, to the United States in 1973. Each group developed a slide presentation with the biography narrative (words and images) to be used with fifth-grade pupils, an explanation of why they selected the immigrant, and how they would use the biography in US and Italian classes to promote global competencies. Our aim was to let the students approach an intercultural task authentically by working together democratically, relinquishing their own ideas in favor of the group's shared vision, and inquire together about the teaching pedagogies that were culturally relevant and globally conscious.

The fourth phase, Sharing and Reflection, was dedicated to sharing of the projects and reflecting on the whole experience. In the final full-group video meeting, the groups presented their projects, received feedback from their peers through a virtual whiteboard, and participated in a final reflective dialogue about teaching and learning in a global context. Following the final session, students completed a final thinking routine about the immigrant stories their peers shared and individually wrote reflections in responses to prompts about the overall intercultural experience and their growth both personally and as future educators.

Designing Virtual Exchange for Developing Global Competence

In this section, we highlight three design features of the virtual exchange that afforded the future teachers and the teacher education faculty opportunities to develop intercultural communication skills, to learn experientially what it means to teach for global competence, and to reflect critically about our values and actions as humans, teachers, and global citizens.

SCAFFOLDING INTERCULTURAL COMMUNICATION

Across the exchange, we incorporated different means for the students to communicate and learn from each other's perspectives. While the video meetings were held in English, students were encouraged to share their thoughts orally and through the chat in

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2. Note two groups choose the same person for their biography project.

English or Italian.[3] Session discussions also used message boards where students wrote their thoughts on digital Post-It notes. Multilingual faculty, peers, and various Web-based and phone app translation tools provided students access to quick translations as needed.

Occasionally the US students were reminded to speak more slowly. As one Italian student shared in the end of the session reflection "At times the session went too quickly, but I didn't want to slow it down—it was so important—and we had little time" (translated from Italian) "[4] In breakout rooms, both Italian and English were heard as students negotiated understanding of concepts and expressed their points of view. Each group recorded their key ideas in English on slides to share with the whole group. One US student said, "We collaborated on sentences, helping our Italian partners find the right word or have the sentences flow more smoothly in English."

While developing their global teaching projects, the students continued to advance their intercultural communication skills to reach common understandings about their projects. These excerpts from three students' reflections regarding these communications provide evidence of this:

> In regard to communicating with the language barrier, we were sure to always ask each other to clarify if we were confused. Once we started doing this, it really helped us to all be on the same page and understand our goals clearly. (US student)

> I had a hard time expressing my views in a foreign language, but with a bit of effort, I managed to improve and grow. I learned that dialogue and the continuous sharing of ideas can strengthen yourself and the group. (Italian student)

> We listened a lot about what everyone's idea was. We asked questions to each other, we were curious about the differences and similarities that we found. I think we all tried to be open and positive. (US student)

The final presentation, scaffolded by a slide template, provided each group the opportunity to express their learning. The sharing during the final video meeting was a testament to the collaboration and intercultural communication skills that were developed during the exchange. As one US student explained, "we collaborated on sentences, helping our Italian partners find the right word or have their sentences flow more smoothly in English." And an Italian student shared,

> As group we have well worked, and we have had the right equilibrium between Italian and US points of view about this theme but all we have written or said in final products is based on the shared idea of all group members.

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3. We acknowledge the bias toward global English as the means to communicate and worked to disrupt nativist language bias and value everyone's communication throughout the exchange.

4. We translated any student responses from Italian. However, we did not edit any spoken or written responses that were in English. At times the responses reflect the Italian students' developing English use.

In sum, the structures of the exchange assisted in developing intercultural communication skills of all students by scaffolding the communication exchanges and providing experiences where students communicated orally and in writing in Italian and English. Italian students received positive feedback about their English use from their US peers and began to be more confident in speaking English as the exchange evolved. US students recognized their privilege as English speakers and developed strategies to support their Italian peers as they spoke and wrote in English. Each recognized the importance of listening and clarifying their group's communication efforts.

Experiencing Global Teaching and Applying It Authentically

Experiencing global pedagogy and collaboratively completing an authentic task across cultures provided the future teachers an opportunity to develop a more nuanced understanding of how global teaching can transform practice. Students authentically engaged in critical discussions of Claudia Patricia's immigrant story with thinking routines and developed biographical narratives that could be used as global texts with Italian and US American children. For example, one US student wrote:

> In imagining a connection with Yusra Mardini, a Syrian refugee. . . . As human beings we need the same sense of safety and it's our right. We also are attached to our family, we love our friends and often we missed them so much. We also try to reach our objectives and what we love to do in life.

and an Italian student reflected:

> In the newspapers, . . . here we just hear another boat come to Sicily—or 300 people died in the sea. . . .You never actually know what happened. Telling stories, personal stories is much more effective

In the class discussion, future teachers considered the perspectives of their peers as they made local and global connections to their own experiences and expressed empathy for the young migrants.

The future teachers expressed enthusiasm for and ownership of the collaborative Migrant Teaching project. One Italian student said to her peers "don't stop at simplest solution." And one group's explanation of its process revealed how the group members embraced the authentic learning experience.

> We stayed focused on the group's keywords and topics emerged during Phase Two "What is teaching for Global Competence?": respectful dialogue, different perspectives, and self-reflective questions (for example "The 3 Ys").[5] We also have always tried to find OUR brainchild, tried to

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5. The 3 Ys is a global thinking routine that asks respondents to consider why an issue matters to them, why an issue matters to their community and why it matters to the world (Boix Mansilla, 2017).

> make something original. Sometimes we had differing ideas and we had to choose. So, we wrote all of them, then we assessed the situation and considered democratically how best to proceed. So, at times, we all had to renounce our own ideas in favor of the group.

This is an example of a group working together interculturally to learn about and model global pedagogy. Across the groups, future teachers reported needing to come to a common understanding about language of the text for multilingual fifth graders; different perspectives on immigration; and novel global pedagogies.

The result of their learning and collaborating was evident in their instructional projects. They used interdisciplinary approaches to explore migrant biographies which they wrote as curriculum texts for their imagined fifth graders in US and Italian classrooms. Some wrote in first person to stimulate emotions and personal connections; some biographies included images to communicate in different ways; and one group shared an interview of a family member who had migrated to the United States recently. One Italian student remarked

> I must say it was quite a challenge to write one single text for both Italian and American students, but we did our best. And the idea is to work on this project in more than just one lesson so we can reread it and rediscuss.

A faculty member shared during the final presentations, "[I recognized how you] consider[ed] language aspects, [and created a link] to intercultural dimensions which you developed through your stories. Biographical stories that could be used by pupils from different linguistic and cultural contexts."

The students highlighted different values and global competencies in their projects, making central connections among personal, local, and global dimensions. In establishing the "why" of the immigrant stories for the Italian and US classrooms, different foci emerged. The future teachers framed the US lessons as cross-cultural where children would be learning *about* others (e.g., life in Syria), while the purpose espoused for the Italian lessons was to establish an emotional/personal *connection* to migration (e.g., "a face on all the talk about refugees"). For example, one group had their US students use content discipline tools (maps, timeline) to organize primary source research about the Syrian war and the communities from which refugees fled. And in an Italian classroom, one group, with an objective of developing empathy, proposed using different sources to "talk about stereotypes of immigrants and about similarities between us." In both contexts, the future teachers made connections to "our" immigrant history, reflecting a narrative of the United States as a country of immigrants that included many Italians. For instance, one group had students in Italy researching Italian migration to the United States through Ellis Island and another had students in the United States look for examples of Italian culture in their communities.

The future teachers centered migrant storytelling in their lessons, reflecting the modeling of the counternarrative pedagogy they experienced. Migrant stories included journeys of both going to and running away from one's home; the bias immigrants experience as non-native speakers in the classroom or obtaining a job; multigenerational

experiences of hard work to establish one's family in a new country; and descriptions of migrants as passionate about their sport and achieving their goal of competing in the Olympics. One group included the modeled pedagogy of Global Thinking Routines to scaffold pupils' critical thinking about systemic bias and privilege; most included reflection opportunities to make personal connections with the migrant's story.

Reflecting on the whole experience and their understanding of teaching for global competence, the participants valued global teaching as a means to "build curiosity about the world" (Italian student) and the importance and need for global perspectives for our common future:

> In our world today, having opportunities like this are deemed as a privilege, but it should not be such a rarity to incorporate global thinking into our daily curriculums. Not only do I see the value in it, I also feel more equipped to incorporate global competence practices and greater globally expansive knowledge into my own classroom. (US student)

INTEGRATING REFLEXIVITY

Across the virtual exchange we the integrated Similar-Different-Connect-Engage the thinking routine to provide the participants spaces to reflect on their intercultural experience orally and in writing (Boix Mansilla & Suárez Orasco, 2020). This ongoing opportunity for reflexivity was intended to provide a framework that would support students in developing habits of mind that would allow for nuanced perspective-taking about who we are, who we are in relation to others, and how to share the world with others (Wahlström, 2014). The students made personal connections in the first phase. Here are some exemplar quotes from the thinking routine:

> It is clear we both care about others and specifically helping children to grow because they are our future.

> We grew up in very different cultures and different environments which probably influences a lot of our perspectives. When doing the activity listing our values, some were the same, but some varied a little.

> They're my age. They were embarrassed like me, even if they spoke in their mother language. This make them closer to me, and I feel less anxious to talk to them.

We detected some tension between recognizing similar values they held but also wanting to know more about each other's experiences—cultural ways of life, differing perspectives. In the words of an Italian student, "Sessions made me . . . reflect on the fact that there is not only a view, but I have to think always at several possibilities." The routines led the students to see themselves in others, not only their peers in the exchange but also in the migrants whose stories they learned about and their imagined future students. Following are some exemplars:

> I could really feel what children might feel facing a new speaking activity.
>
> Claudia and I are similar because we are both women—a connection that defies borders, a similarity that allows us to relate to one another as women who have hopes for our future and are trying to better educate ourselves and make a purpose out of our lives.
>
> Working with the Italian students allowed me to see the different perspectives that we hold, and the beauty that lies within it.

Students expressed empathy for each other as they worked to communicate interculturally and for immigrants whose stories they heard. They felt connections with others, and respected differing perspectives that others might hold. Both Italians and US Americans specifically reflected in their routines on the power of storytelling in building their awareness and empathy for others and a pedagogy to use with their future students to learn more about the world.

> Hearing an immigration story is an incredibly eye-opening experience and I wished that I had learned more about it when I was younger. . . . Being aware of this can teach students lessons that will surpass the classroom and help them to develop more empathy.
>
> It made me realize even more that respect for other people, cultures, and perspectives is fundamental because we never know what others have been through, their stories, or their family's stories. I really understand now how important it is to teach that to children, to know different stories, and to understand that their actions could have consequences across the world or could impact someone's life.
>
> I hope to teach of the differing identities and values of cultures around the world, not with an intent to instill a sense of disunity. Instead, I hope to show my students that differences should be celebrated and not condemned. Along with this, this project showed me how impactful it can be to hear the varying stories directly from the people who participate in that culture.

These words from future teachers demonstrate how they valued the diverse identities of immigrants. They stressed the importance of learning about each other and empathy-building, as their actions have consequences both locally and around the world. Many of the shared that their own education included few global perspectives and that this virtual exchange experience helped them understand the importance of learning more about other cultures and teaching for global competence.

> As a future educator, I am in a unique position where I nurture young students as they explore and understand the world. I have the ability to influence how they form their perceptions of the world, and thus there is great significance in incorporating global thinking and perspectives. I recognize that even in my own personal experience with education, I have often been limited to my local environment and unaware of the world beyond us as an

interconnected system where the actions of one community or nation can impact others around the globe.

This experience made me realize that there are many things that I need to learn about other cultures as well as my own. There were many times that the Italian students knew more about US American laws or policies than I did. I also realized that I knew nothing about Italian culture or government.

Experiencing the modeling of global pedagogy impacted the students' views of their future classrooms. They expressed criticality, in their reflections about their own educational experiences and understanding of the world, and in the importance of their changing, growing, and learning with the world to transform their practices as teachers. These important first steps include essential values that underlie global education practices. We, as teacher education faculty, aspire to develop teachers who critically understand privilege and recognize our global interdependence as we teach the future global citizens in our local classroom communities.

Conclusions for Teacher Educators

The learning for all was deep, expansive, and powerful. Attending carefully to design features in the exchange allowed us to support future teachers' intercultural communication, develop our own and our students' competencies in curriculum design and pedagogy, and encourage self-reflexivity as we wove global values and competencies throughout the experience. We all became better global educators on a journey to transform practice.

We learned with the students as we experimented with ways to support the intercultural collaboration. This bidirectional learning among students and faculty highlighted the learner-centered approach that we embraced in the experience and enabled us to work through challenges of asymmetry (Loizidou & Mangenot, 2016). The intentional balance of asynchronous interactions and all-group video meetings across the 8 weeks seems to have provided fertile ground for students and faculty to build relationships as well as dialogue about migration and teaching pedagogies (Baroni et al., 2019). The thinking routines and project templates provided structures to not only scaffold intercultural communication but also begin to build critical global values and consciousness. Future teachers shared their thoughts, feelings, and connections to migration, as well as collectively imagined ways to integrate teaching for global competence into their praxis. Regular opportunities to embed reflexivity of who we are, who others are, and how we can take action as both future teachers and global citizens emphasized the importance of both values and competencies for global teaching (Caluianu, 2019).

While we incorporated some critical pedagogies into our model, in future exchanges and research we recognize the need to further amplify critical perspectives in global teaching (Andreotti, 2014; Byker, 2016; Helm, 2013). Engaging in difficult conversations in the classroom about the migrant stories is essential for critical global pedagogy. However, the fact that our future teachers choose to avoid critical discussion on power and privilege or systemic bias in their project and instead focused on

personal connections and building empathy suggests that this component of global teaching is more difficult to put into practice, especially with a limited timeframe in which to gain confidence. In the future, we need to further emphasize a shift from what Andreotti (2014) identifies as soft global citizenship education to critical global citizenship education to build our future teachers' critical pedagogy.

Our work extended previous virtual exchange models in teacher education (see Arndt et al., 2021; Kopish et al., 2019; O'Dowd, 2020; Ullom, 2017) to not only focus on intercultural communication but also to address core objectives in pedagogy and learning through authentic modeling of global pedagogies. Incorporating the modeling of global pedagogies in an integrated, interdisciplinary manner and facilitating collaborative learner-centered projects in our virtual exchange made it possible to achieve pedagogical learning objectives of both teacher education programs.

The virtual exchange strengthened the collaboration between our two universities, which had previously collaborated as part of a study abroad model that focused on intercultural awareness and communication. In shifting the focus to global values and competencies, we presented the situation of migration and involved students in the emotion and experiences of migrants to make values of acceptance and social justice visible. These challenging conversations engaged students and faculty deeply in learning together. This allowed for the definition of educational objectives that are not only limited to disciplinary acquisitions but also to the development of transversal skills and values that aim at the more conscious formation of the person and the global citizen (Schulz et al., 2018; OECD/Asia Society, 2018). We and other teacher scholars need to devote more attention to the analysis of the processes that develop within the groups and how much these are influenced by culturally connoted beliefs, preconceptions, and values that require dismantling and reconstruction to foster greater intercultural understanding.

As we imagine the future of our partnership, we see using virtual exchange to not only support teacher development with our preservice students but also with in-service teachers around the world. From this experience, we have learned that the pedagogical model of developing teaching for global competencies can be implemented effectively in a cross-cultural learning experience mediated by technology. Developing teaching projects together was a first step to applying our students' global learning locally in future classrooms.

Future ideas include asking students to implement their projects in their local student teaching classrooms and then gather again with their groups to reflect on the validity, effectiveness, and linguistic adequacy of learning interculturally, using a lesson study model (Capperucci, 2017; Huang, et al., 2021). We look forward to continued iterations of our virtual exchange to expand the opportunities for our preservice and in-service teachers in our communities.

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