Global Learning Networks in Teacher Preparation

Participation in K-12 Global Learning Networks has increased over the years. Panelists associated with the work of this PT3 project talk about the use of Global Learning Network strategies to link teacher educators and their pre-service teachers in collaborative, critical inquiry around issues of justice and equity in K-12 teaching practices. Implications for larger scale implementation will be discussed.

Participation in LEARN PT3 Higher Ed Global Learning Networks has demonstrated the value of developing online communities of practice among teacher educators concerned about teaching foundations, methods, theory and practice courses with a focus on issues of equity, social justice and improved outcomes for traditionally underserved learners. Utilizing a critical pedagogy framework, these learning network projects offer ways to address controversial issues in teacher education through the collaborative inquiry of teacher educators and their pre-service teachers. Topics to be discussed include:

♦ What kinds of topics are teacher educators addressing through participation in higher education Global Learning Networks?

♦ For repeat participants what are the lessons learned, what do they see as the benefits of participation and what is their vision for future learning networks?

♦ How can these Global Learning Network projects raise not only global awareness, but also help raise and address a variety of diversity issues in K-12 education through lenses of anti-racism and critical pedagogy?

♦ What do we see as the beneficial outcomes of participation for pre-service teachers?

Panelists will share their experiences, the kinds of courses they’ve taught this way and the strategies they’ve learned. They will engage audience members in sharing their own experiences, if any, and/or in discussing the kinds of courses they’d like to see be part of a Global Learning Network, including the kinds of interactions and activities they feel would be most powerful.