

# Coming Soon:



- ✓ Oct 18: Lunch & Learn (30 min)- Lesson Planning: Generative AI Tools for Teachers and Teacher Educators
- ✓ Oct 25: Lunch with Lynn- Empowering Advocacy
- ✓ Oct 26: Lunch & Learn (30 min)- Leveraging AI for Rubric Design
- ✓ Oct 31: Championing Special Educators: Strategies for Recruitment & Retention in Educator Preparation
- ✓ Nov 1: Virtual State Leaders' Institute



# **Leveraging Technology and Digital Advances to Develop Global Competencies in Teacher Educators and Candidates**




**October 12, 2023**

# Housekeeping

- **This webinar is being recorded.** All those who registered will receive a follow-up email with a link to access the recording, slides, and any other resources the panel may want to share.
- **This webinar has closed captioning (cc).** You can set your preference of cc on the Zoom toolbar at the bottom of your screen.



# More Housekeeping

- **Engage with @AACTE** and our members during today's webinar   
- **Questions** for the panelists may be typed in the Q&A section of your **Zoom toolbar**. There will be time after the speaker presentations for Q&A
- For **technical issues** during this webinar, chat or email Brooke Evans (bevans@aacte.org)





# Global Education Faculty PLC

Al Schleicher

Alina Slapac

Allison Witt

Angela Curley

Astri Napitupulu

Carol Bruzzano

Christina Wright Fields

Christine Spence

Deborah Boyd

Duaa Alwan

Elina Lampert-Shepel

Jennifer Mahon

Katie Dredger

Katie Lawless Frank

Kelly C. Leon

Minda Lopez

Natalia A. Ward

Novea A. McIntosh

Robin Dada

Sunreem Asim

Tara Mathien

Udita Gupta



# Today's Moderator:



**Lin Wu, Ph.D.**

**Western Oregon University**

**Member, AACTE Committee on Global Diversity**

# Today's Panelists:



**Michael Kopish, Ph.D.**  
**Associate Professor,**  
**Ohio University**



**Iveta Silova, Ph.D.**  
**Professor and Assoc. Dean,**  
**Arizona State University**



**Yong Zhao, Ph.D.**  
**Foundation Distinguished**  
**Professor,**  
**University of Kansas**  
**Professor,**  
**University of Melbourne**

# Agenda

**I. Dr. Yong Zhao**

**II. Dr. Iveta Silova**

**III. Dr. Michael Kopish**

**IV. Q & A**

**V. Survey Link**







# Digital Innovation and the Future of Being Human The Role of Education

Iveta Silova

Fulbright Scholar, Tampere University, Finland (fall 2023)

**ASU** Arizona State  
University



# FEARS...



Fear of machine domination over man

Fear of teachers (and schools) becoming obsolete

Fear of digital manipulation and data surveillance

Existential threat to humanity

... AND UNEXPECTED OPENINGS



# CYBORG

“A hybrid of machine and organism” where “**the boundary between human and animal [and machine] is transgressed**”

Synonymous with “hybrids, mosaics, chimeras”

“A cyborg world might be about lived social and bodily realities in which people are not afraid of their joint kinship with animals and machines, not afraid of permanently partial identities and contradictory standpoints” (Haraway, 1985)

## THE CYBORG MANIFESTO

SCIENCE, TECHNOLOGY, AND SOCIALIST-FEMINISM

DONNA HARAWAY

# AI and Digital Inequities Summit

## In Academic Scholarship



- PedagoGPT as “habitation programs”
- Helping users incorporate digital technology into their habits and daily routines
- Making “*users friendly*” to digital technology

Ben Williamson’s keynote “Critical perspectives on AI in education”  
<https://www.norrag.org/ai-and-digital-inequities-summit/>

Ben Williamson is a Chancellor’s Fellow at the Centre for Research in Digital Education and the Edinburgh Futures Institute, University of Edinburgh  
September 27, 2023



# The Future of Being Human initiative



What will it mean to be **human** a hundred years from now, and how can this catalyze our thoughts and actions in the present?

What will the University of the Future look like in an age of AI?



Will AI transform how we learn in the future?

# PRINCIPLES



**Obsessive Curiosity**

**Radical Creativity**

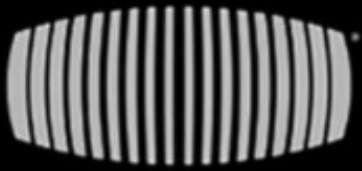
**Respectful Inclusivity**

**Grounded Exuberance**

**Catalytic Serendipity**

**The Future of Being Human ... Unplugged**





**DREAMSCAPE  
LEARN™**




# New Form of Education

Merging advanced pedagogy with digital innovation and entertainment industry's best emotional storytelling.

Dreamscape Learn redefines how we teach and learn in the 21st century, while aiming to eliminate student learning gaps.



## A New Form of Education



## **Engage Students**

Through VR experiences

## **Support Learning**

With an adaptive curriculum and well designed pedagogy



# What makes it special?

## Step 1

### Cutting edge VR technologies

Leverages a revolutionary VR platform for an unparalleled level of immersion

## Step 2

### Engaging storytelling

Creates a narrative that students become **emotionally** immersed in and engaged

## Step 3

### Adaptive courseware

Adjusts to students' needs in real-time



# Summary of Impacts

"I feel like [the VR] does make you feel [like] more of a scientist because it makes you feel like you're immersed in this world where you are the scientist. And it allows you to make the decisions."  
- DSL Student

*Learning WITH the world, not only ABOUT the world*



Students overwhelmingly love the DSL experiences



DSL experiences have had a positive impact on student engagement and learning outcomes



**Up next:** longitudinal study on retention and graduation rates

ASU + GSV Summit  
April 14-17, 2024

# HERE COMES THE SUN



## GSV Takes On Society's Greatest Challenge:

Our mission is to create a world in which ALL people have equal access to the future and we believe that scaled innovations in the delivery of education and workforce skills are critical to achieving that end.

The ASU+GSV Summit, co-founded by Michael Moe and Deborah Quazzo, began in 2010 with a collaboration between Global Silicon Valley (GSV) and Arizona State University (ASU). Our north star is that ALL people have equal access to the future, and we believe that innovations at scale in "Pre-K to Gray" learning and skills are critical to achieving that end.

**ASU** Arizona State University







# Google GSV Education Innovation Fellowship

GSV is joining forces with Google for Education to announce the pilot year of our Google GSV Education Innovation Fellowship. The Fellowship is designed specifically for top-level instructional district leaders who are committed to working at the intersection of technology and instruction to inform the future of education.

By bringing together the most innovative and forward-thinking instructional leaders in K-12 education, we will create a powerful network of change agents working in partnership to influence the EdTech landscape and, most importantly, drive

<https://www.asugsvsummit.com/>

# Meet the Fellows

The Google GSV Education Innovation Fellowship is also proud to announce the 24 imaginative and forward-thinking leaders in K-12 education selected for the 2023-2024 program. This inaugural cohort of fellows features exceptional instructional leaders dedicated to leveraging technology to transform education.

Fellows will have the opportunity to engage in sessions with executive coaches for ongoing leadership support, build a community with other senior leaders globally, participate in exclusive education leadership seminars, keynotes, and roundtable discussions, gain early access to Google for Education's latest features and roadmaps, showcase their work at the 15th Annual ASU+GSV Summit in April 2024, and more.



**Dr. Rahesha S. Amon**

Senior Executive Director of School Support and Operations, New York City Public Schools



**Frances Baez**

Chief Academic Officer, Los Angeles Unified School District



**Dr. Kyle Barrentine**

Superintendent, Shenandoah School Corporation



**Mary P Beck**

Acting Chief Teaching and Learning, Chicago Public Schools



**Stephen C. Bigelow, Ph.D.**

Superintendent, Bay City Public Schools



**Dr. Linda Chen**

Senior Deputy Superintendent of Academics, Boston Public Schools



**Djeneba (DJ) Cherif**

Chief Academic Officer, University Prep Schools



**Dr. Kelly Coffin**

Assistant Superintendent for Innovation & Strategic Initiatives,



**Gudiel R. Crosthwaite, Ph.D.**

Superintendent, Lynwood Unified School District



**Cameron Fajó, PhD**

Assistant Superintendent for Instructional Services, Pleasantville Union Free School District



**Zandra Jo Galván**

Superintendent, Greenfield Union School District



**Patrick Gittisriboongul, Ed.D.**

Assistant Superintendent, Technology & Innovation, Lynwood Unified School District



**Jade Grieve**

Chief of Student Pathways, New York City Public Schools



**Sonja James**

Executive Director of Educational Equity and Inclusion, West Branch School District



**Dr. Michael Karner**

Regional Superintendent of Schools, Lake County Regional Office of Education, Illinois



**Patrick Malley**

Chief Academic Officer, Bay City Public Schools



**Michael R. McCormick**

Superintendent, Val Verde Unified School District



**Naomi Norman**

Superintendent, Westview Intermediate School District



**Dr. Leslie Torres Rodriguez**

Superintendent, Hartford Public Schools



**Natasha Trivers**

CEO, Democracy Prep Public Schools



**Tommy Welch, Ed.D.**

Regional School Superintendent (K-12), Boston Public Schools



**Dr. Simone Wright**

Chief of Academics, Denver Public Schools



**Dr. Matthew Wunder**

CEO/Superintendent, Da Vinci Schools



**Dr. Alena Zachery-Ross**

Superintendent, Ypsilanti Community Schools

Thank you!



# Leveraging Technology and Digital Advances to Develop Global Competencies in Teacher Educators and Candidates

AACTE Webinar

© Dr. Michael Kopish

[kopish@ohio.edu](mailto:kopish@ohio.edu)

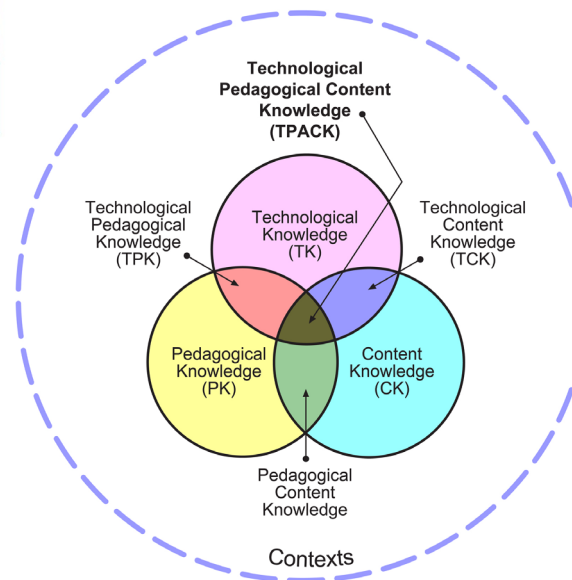
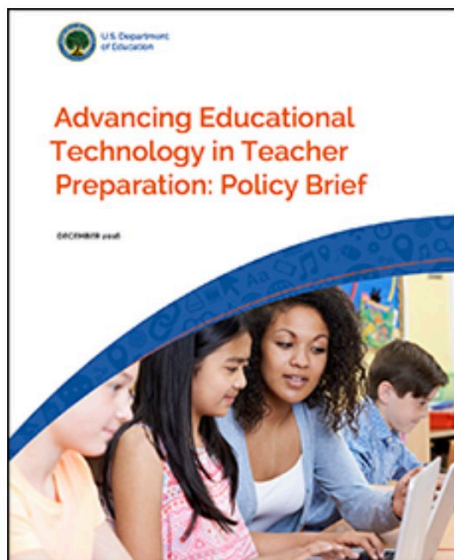
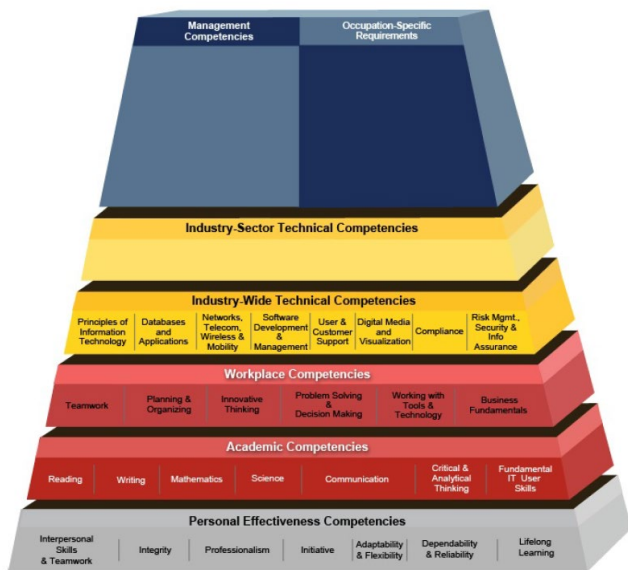
Ohio University, 2023



# Technology







## Professional Organizations

- Association of Mathematics Teacher Educators (AMTE)
- National Council of Teachers of English (NCTE)
- International Literacy Association (ILA)
- National Council for the Social Studies (NCSS)
- National Science Teachers Association (NSTA)
- Teaching English to Speakers of Other Languages (TESOL)
- International Association, and the Council for Exceptional Children (CEC)



InTASC

Model Core  
Teaching Standards

**Challenge 1:** There is no shortage of standards – competencies that guide today's learning from workforce and industries to teacher education

## Global Framework for Educational Competence in the Digital Age

### Educational Competence in the Digital Age

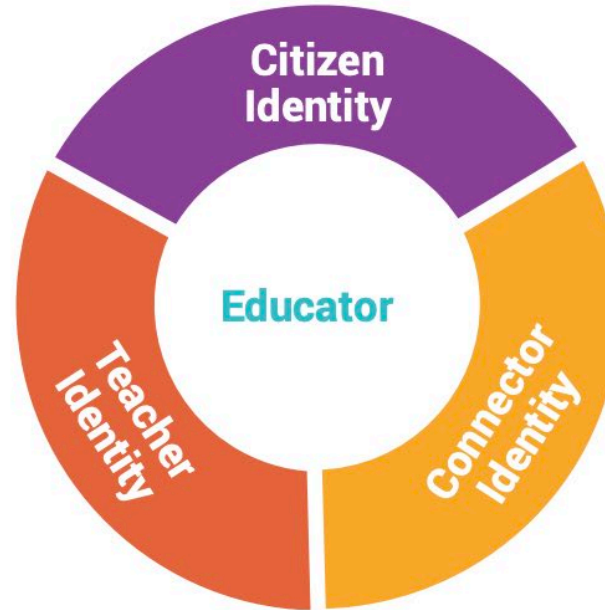


Figure 1. Educator Identities in the Digital Age.

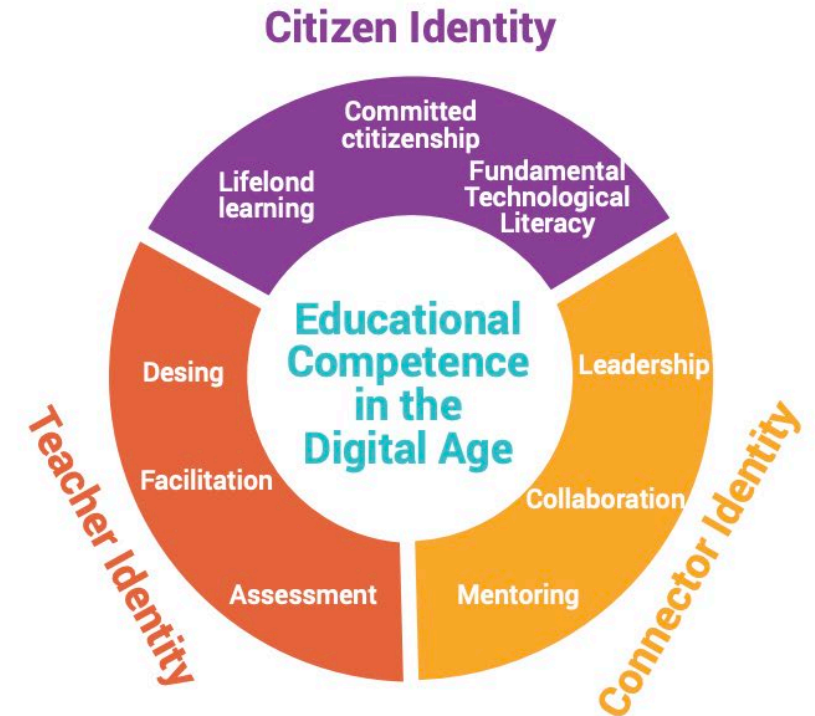


Figure 2. Roles involved in Educational Competence in the Digital Age.

# WHAT ARE THE DIFFERENT TYPES OF EDUCATIONAL TECHNOLOGY?



What technologies do you use?

What technologies do you require of teacher candidates?



## MOBILE LEARNING

- 13. Voice Search
- 14. 5G
- 15. "Smart" learning Apps

## COMMUNICATION & DOCUMENTATION

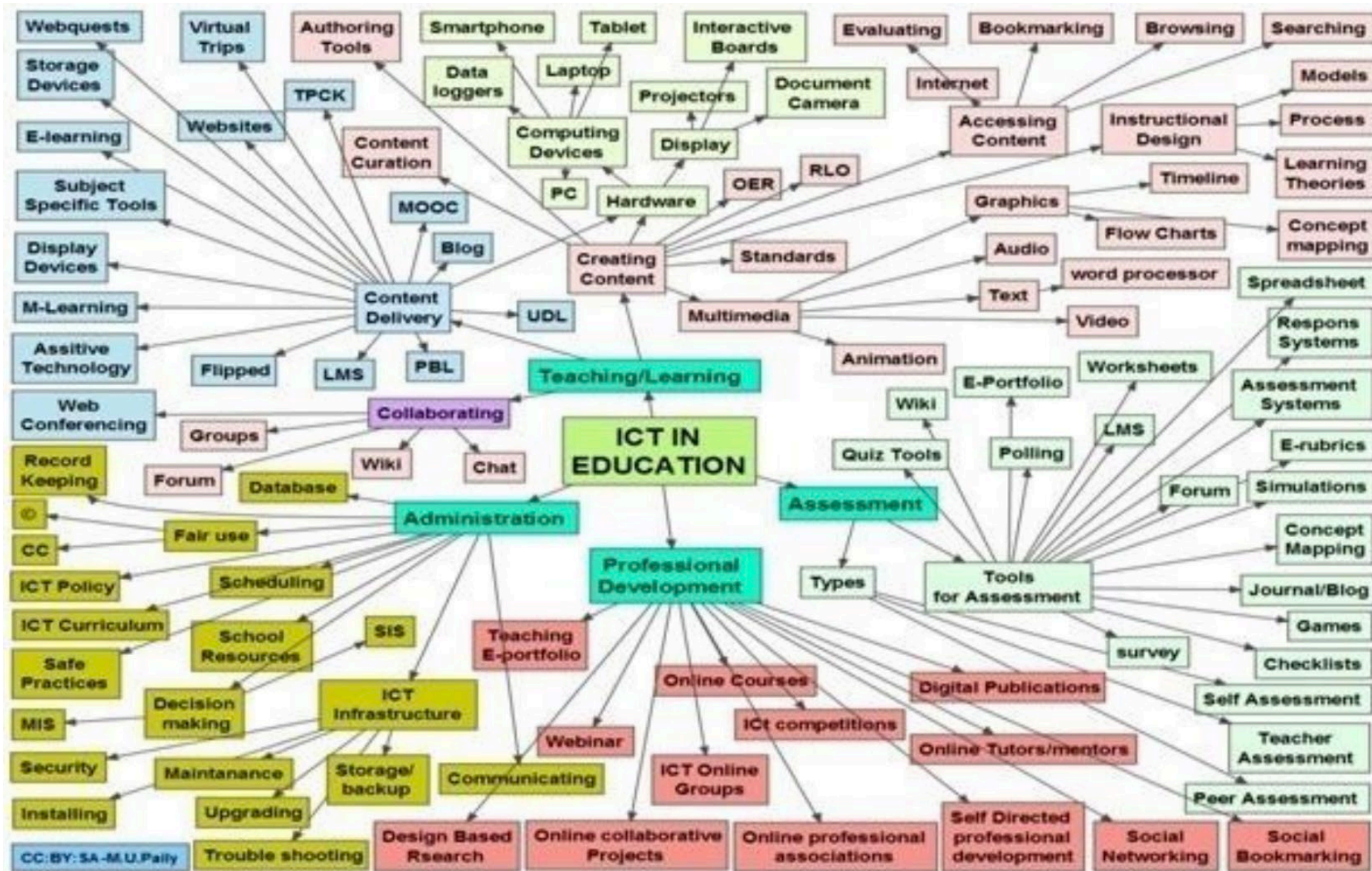
- 16. The Cloud
- 17. Learning Achievements/Badges
- 18. Language translation tools

## OTHER TYPES OF LEARNING TECHNOLOGY

- |                                 |   |
|---------------------------------|---|
| AI-Generated Applications       | Internet Of Behaviors   |
| Deep Neural Networks            | Natural Language Processing   |
| Smart 'Bots'                    | Social media platforms like Facebook, Instagram, etc;                                 |
| Spatial Computing               | QR codes and scanners   |
| Automation and Hyper-automation | Google search/predictive search and related web browsers with plug-ins and extensions |
| Internet Of Things              |   |

teachthought

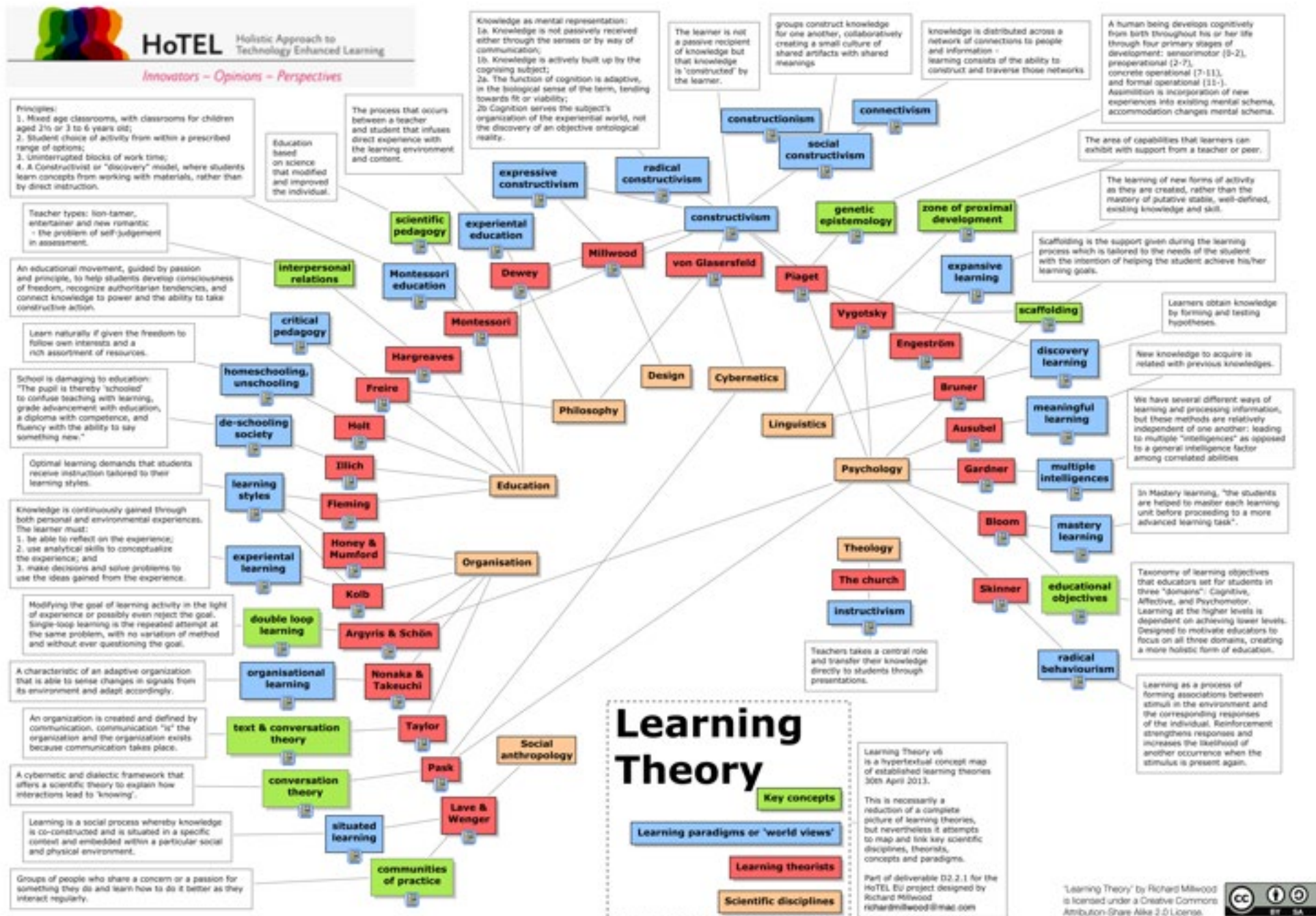




**Challenge 2:** Effectively utilizing ICT as it has so many options. (Okoye, 2019)



### Challenge 3: Aligning your theory(ies) of learning with your choices and goals when leveraging technology





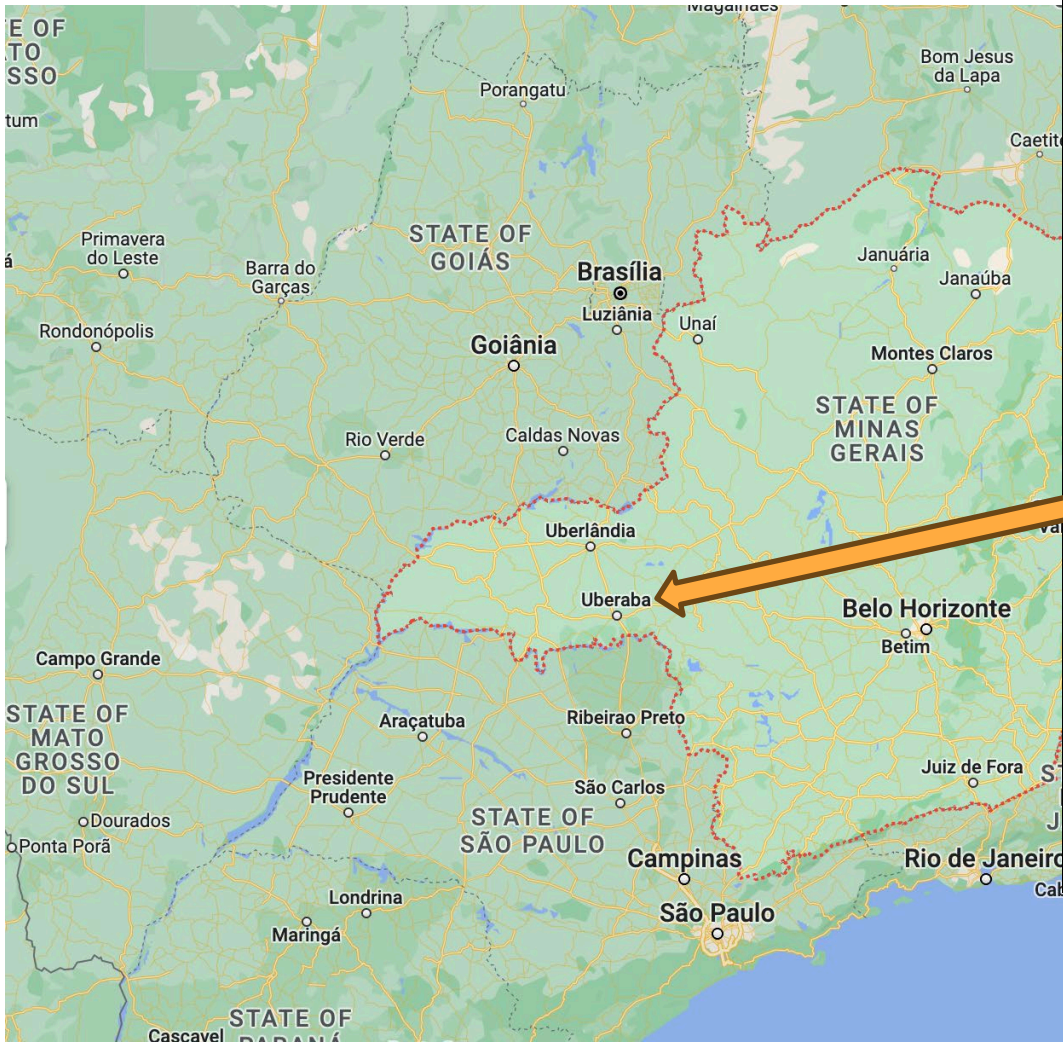
Ultimately, educators must bridge teacher candidates' learning as students and as future professionals.





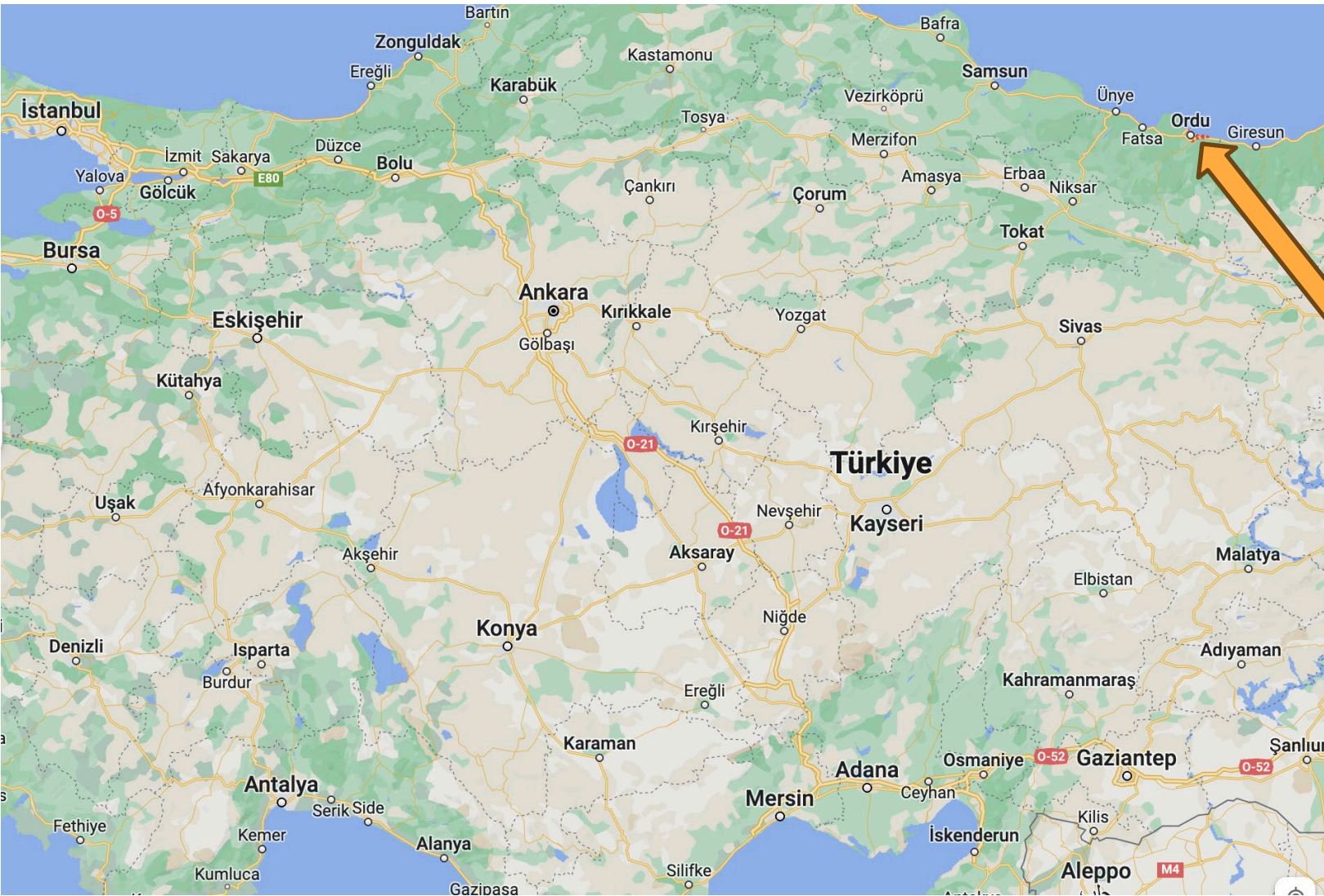
**Developing Global Competencies**





**Ohio University and Instituto Federal do Triângulo Mineiro (Uberaba, Brazil)**





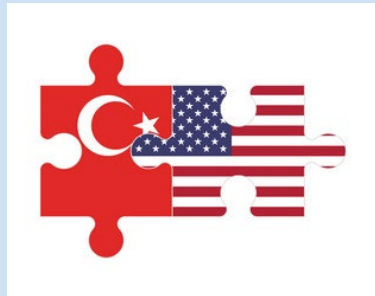
**Ohio University and Ordu University (Ordu, Türkiye)**



# Collaborative Online International Learning (COIL)



- **A type of virtual exchange that promotes cross-cultural development among professors and students without learners and instructors leaving campus**
- **Collaborative in that faculty have constructed an online module within each course with shared learning objectives, learning tasks, and a culminating project.**
- **Shared syllabus approach - shared course assignments or tasks to promote the development of digital competence and intercultural competence**





# Digital Storytelling



# Directions: Comparative Culture Project

## 1. **Food as culture**

- What's in your fridge and pantry? - This is quite literally showcasing what is in your fridge and pantry at your current home. Through this you should be descriptive of different products you keep on hand and highlight the foods you enjoy most.
- Share a recipe from your family or one that you currently enjoy making. Should you choose, you can also make the dish, but at a minimum you need to create a recipe card with ingredients and directions for how to make it.

## 2. **Childhood Experiences**

- Showcase places you've traveled or unique experiences that you had as a child. Be sure to describe the experience and how it impacted you.
- Share a children's story, song, poem, fable or other cultural artifact from your childhood. Showcase with visuals and audio (read the book, sign or share the lyrics, etc.) and describe why the artifact is an important memory or symbol of the time for you.

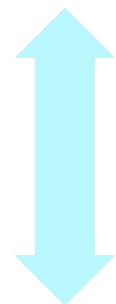
## 3. **Adolescent Experiences**

- Showcase special moments in high school - performances, sporting events, hobbies, or other unique or family experiences. Showcase with visuals and audio and describe why the moment is an important memory of the time for you.
- Jobs and other professional experiences you had as an adolescent. Showcase with visuals and audio to describe the job or professional experience and share why it is an important memory of the time for you.

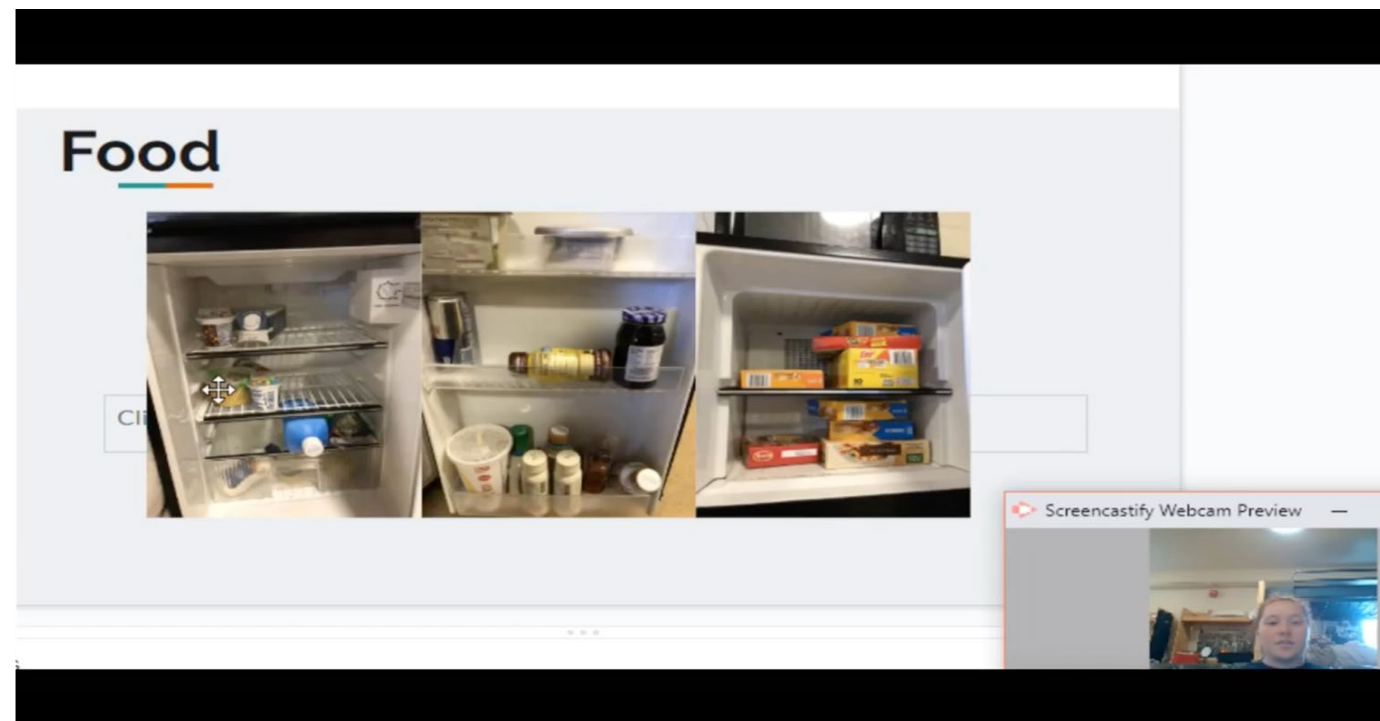




IFTM Student



Ohio University Student





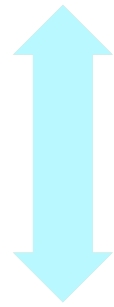
# Directions: A Day in the Life Directions



1. Create a video that chronicles your day as a student. It should be a personal account of a typical day or series of daily experiences from the first person perspective. The day should include time on and off campus to give an authentic perspective of what life is like.
2. Your video should include a brief biography of who you are and include descriptions of actions and thoughts as you engage in different activities for the day.
3. This brief project is a way to share experiences at your school from the perspective of a current student with international students who are considering coming for a study abroad experience.



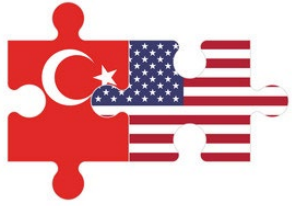
IFTM Student



Ohio University  
Student







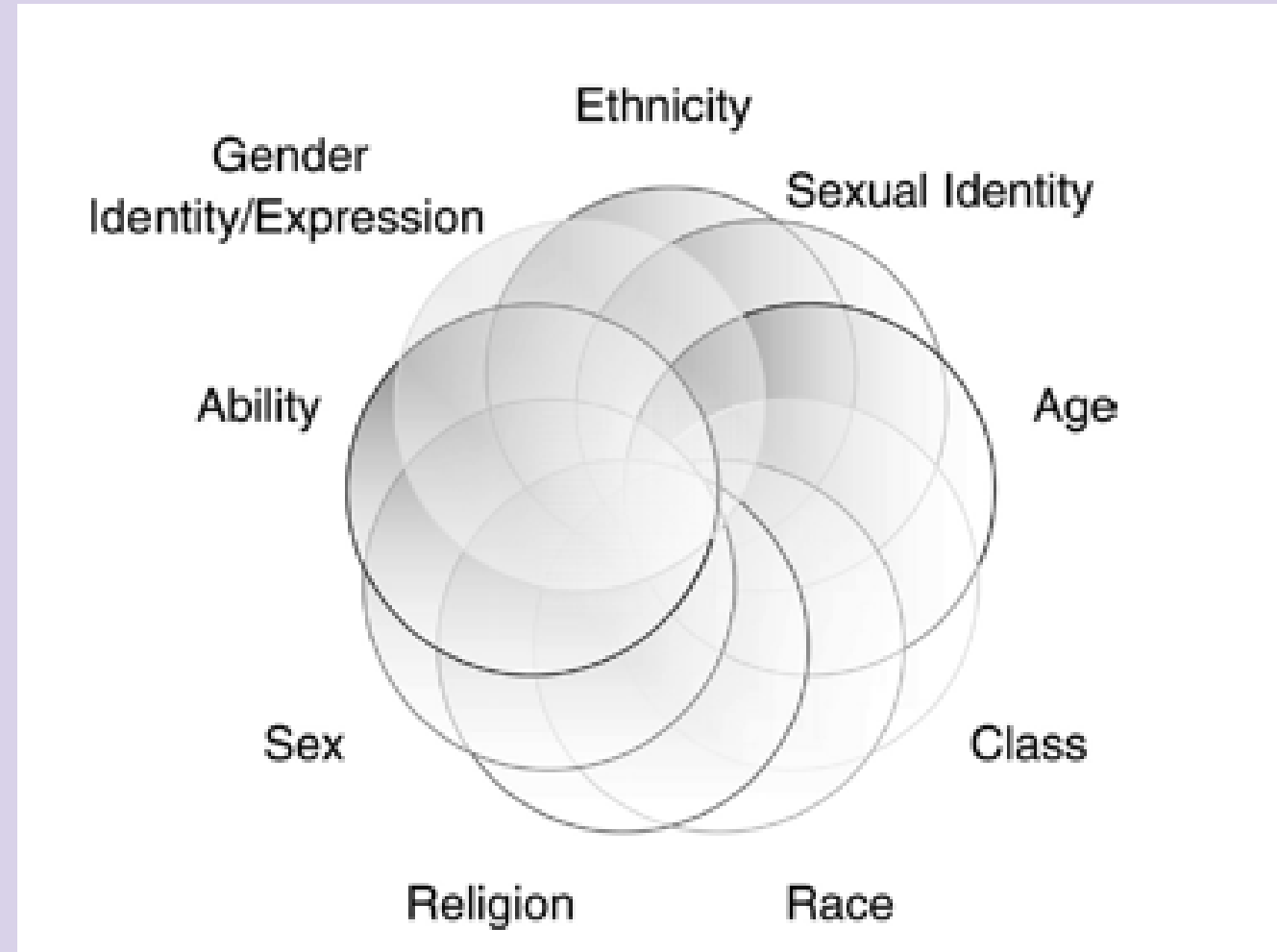
# Martyn Barrett's (2018) Theory of Intercultural Competence

Values	Attitudes	Skills	Knowledge and critical understanding
1. Valuing human dignity and human rights	3. Openness to cultural otherness and to other beliefs, worldviews, and practices	7. Analytical and critical thinking skills	12. Knowledge and critical understanding of the self
2. Valuing cultural diversity	4. Respect for other people and for other beliefs, worldviews, and practices	8. Skills of listening and observing	13. Knowledge and critical understanding of language and communication
	5. Self-efficacy	9. Empathy	14. Knowledge and critical understanding of culture, cultures, and religions
	6. Tolerance of ambiguity	10. Flexibility and adaptability	
		11. Linguistic, communicative, and plurilingual skills	

# We are all complex individuals with many aspects of our identities intersecting.

Ways of positioning ourselves in the social structure and the social organization of a culture: assigned roles and acquired roles

- Age
- Ethnic group
- Racial features: color of skin
- Physical appearance: thin, obese, short, ugly, healthy, sporty...
- Sexual orientation
- Social-gender/sex
- Social class
- Religion
- Political beliefs
- Educational level
- Status and roles: married, parent, son/daughter, widow, single parent
- Work profession
- Social affiliation/affinity groups: membership in political party, association, football team, fan of music, social club, gang



**Culture** is the learned behavior of people, including belief systems and languages.

*Design opportunities through art, literature, and cross-cultural conversations.*

## The Cultural Iceberg

### Surface Culture

Food  
Flags Festivals  
Fashion Holidays Music  
Performances Dances Games  
Arts & Crafts Literature Language

### Deep Culture

#### Communication Styles and Rules

facial expressions gestures eye contact  
personal space touching  
body language tone of voice  
handling and displaying of emotion  
conversational patterns in different social situations

#### Notions of:

courtesy and manners  
friendship leadership  
cleanliness modesty beauty

#### Concepts of:

self time past and future  
fairness and justice  
roles related to age, sex, class, family, etc.

#### Attitudes toward:

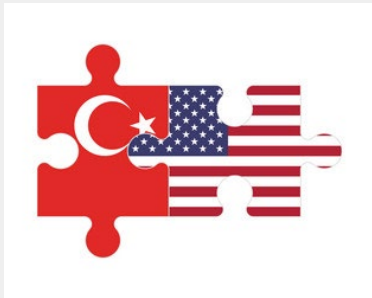
elders adolescents dependents  
rule expectations work authority  
cooperation vs. competition  
relationships with animals age sin death

#### Approaches to:

religion courtship marriage raising children  
decision-making problem-solving

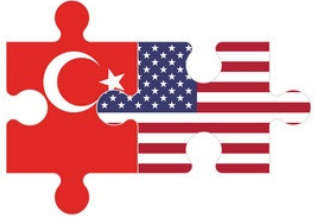


# Directions: Comparative Intercultural Video



The Comparative Intercultural Video is done with students from Ordu University (Ordu, Turkey). These activities will involve students from OHIO and Ordu designing multimedia presentations to share and engaging in asynchronous intercultural exchange through online platforms. Each OHIO student will be partnered with students from Ordu University (see [Partner Assignment List](#))

1. The core component is an audio/visual project that you can create using [screencast-o-matic](#). You may also create an edited video using another program of your choosing.
2. In the video, your goal is to showcase your personal and social identities and cultural influences on who you are. The video you create should include a video of you narrating along with rich visuals, symbols, and other representations such as pictures, images, and video to tell your story.
3. The video should be 10 minutes in length, and the content should include:
  - a. **Information about your personal identity**
    - Include aspects of yourself that are primarily intrapersonal and connected to your life experiences.
  - b. **Information about your social identity**
    - Include aspects of yourself derived from involvement in social groups with which we are interpersonally committed.
  - c. **Information about cultural influences**
    - Include how socially constructed categories teach you ways of being along with expectations for social behavior or ways of acting.
4. **Videos should be saved as a .mp4** and uploaded to Blackboard in the Comparative Intercultural Video with Ordu University assignment folder.



Ordu University  
Student



Ohio University  
Student

## SOSYAL KİMLİKLER

ETNİK KÖKEN

ANA DİL

CİNSEL YÖNELİM

DİNİ VE MANEVİ  
BAĞLANTI

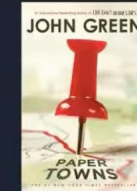
TÜRK

Heteroseksüel

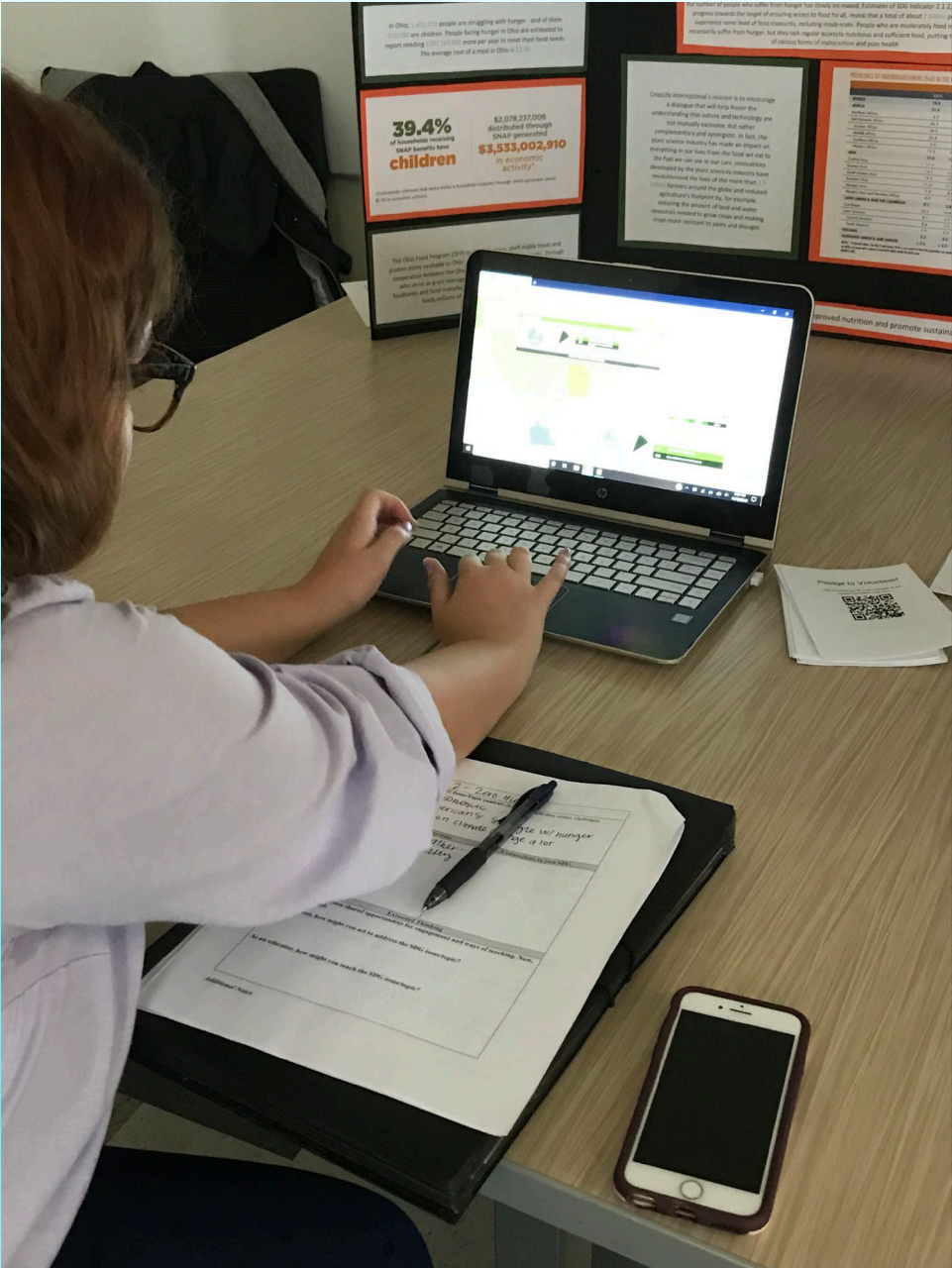
RECORDED WITH  
SCREENCAST  
6:35 / 14:57

## Personal Identities

- Favorite Music
  - Pop/Rap
- Skill im proud of
  - Solving a Rubix Cube
- Favorite Movie
  - Django
- Favorite Book
  - Paper Towns
- Favorite Food
  - Skyline Chili
- Favorite Hobby
  - Hanging out with friends
- Favorite Color
  - Blue
- Personal Motto
  - Say Yes!
- Number of siblings
  - 2
- Three adjectives to describe me
  - Kind, Determined, and Patient



3:15 / 8:07



# Inquiry



# Investigating the World

**For Foodies** - Create a virtual resource, such as a virtual cookbook of global recipes. For this you could make recipes for your families and share their ratings - or - simply curate a listing of recipes that would offer others new ideas to spice up their cooking. Given that the foods you are sharing are global, you may also want to offer suggestions or recommendations for where or how to purchase ingredients or offer suggestions for substitutions.

- **Some examples to get you started are below:**

- Global Table Adventure <http://globaltableadventure.com/>
- World Cuisine Recipes <https://www.allrecipes.com/recipes/86/world-cuisine/>

**For the Streamers and Bingers** - Netflix, Hulu, Prime, and YouTube are popular sites and apps to stream unlimited content for entertainment, but they also offer rich content about global issues. Develop a virtual resource to help others explore potential videos, shows, or documentaries of interest on global issues. This could be done for a specific streaming tool (i.e. create a YouTube channel or a recommended Netflix queue) where you can provide virtual access to others on topics of interest.

- **Here are some examples to help get you started:**

- TED Talks on Global Issues-  
<https://www.ted.com/talks?topics%5B%5D=global+issues>
- Top Global Documentaries on Netflix  
<https://lacuna.org.uk/politics/12-netflix-documentaries-and-films-expand-your-worldview/>

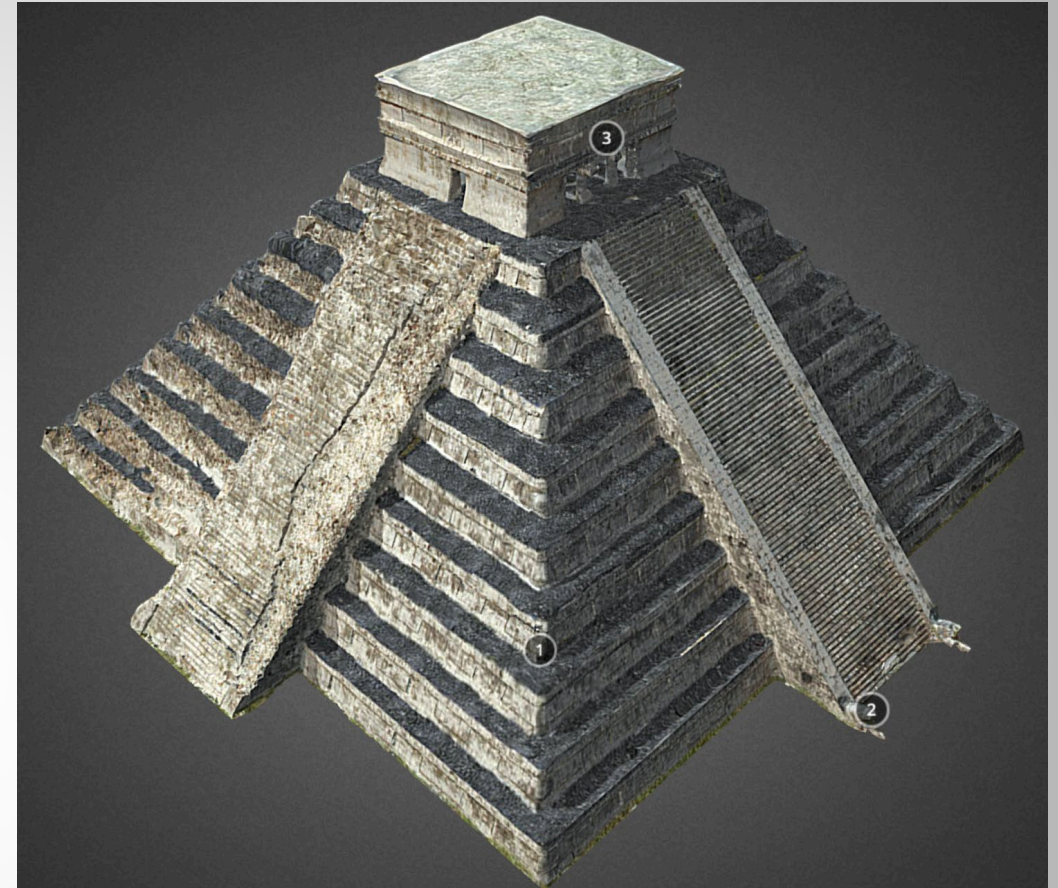
## **ADDITIONAL OPTIONS**

**For Language Learners**

**For Lovers of Music**

**For your Earbuds**

**For Travellers from a Couch**



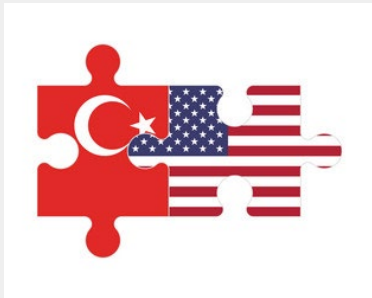
## Virtual Reality and Augmented Reality





# Directions:

## SDG Shared Inquiry



### Final SDG Citizen Action Project Video Requirements

**To showcase your SDG Citizen Action Project, create a 10-15 minute screencast video for your classmates to view.**

1. The video you create should include a video of you narrating along with rich visuals, symbols, and other representations such as pictures, images, and video to address the project's content requirements (see below).
2. Videos should be saved as a .mp4 and uploaded to Blackboard in the SDG Citizen Action Project Video assignment folder.
3. You must write a script of what you plan to say in the video. The transcript should be submitted with your final video.
4. **Final videos should be recorded and submitted to Blackboard on April 13.**
5. **We will showcase the videos during our final class meetings - on April 13 and 20.**

### Video Content Requirement Checklist

#### **Identify the Sustainable Development Goal and Targets of Focus. (From Step 1)**

- Clearly describe the issue(s)/problems(s) the SDG seeks to address at local, national, and global levels.

#### **Showcase data and evidence from various sources to represent the SDG issues/problems at local, national, and global levels. (From Step 2)**

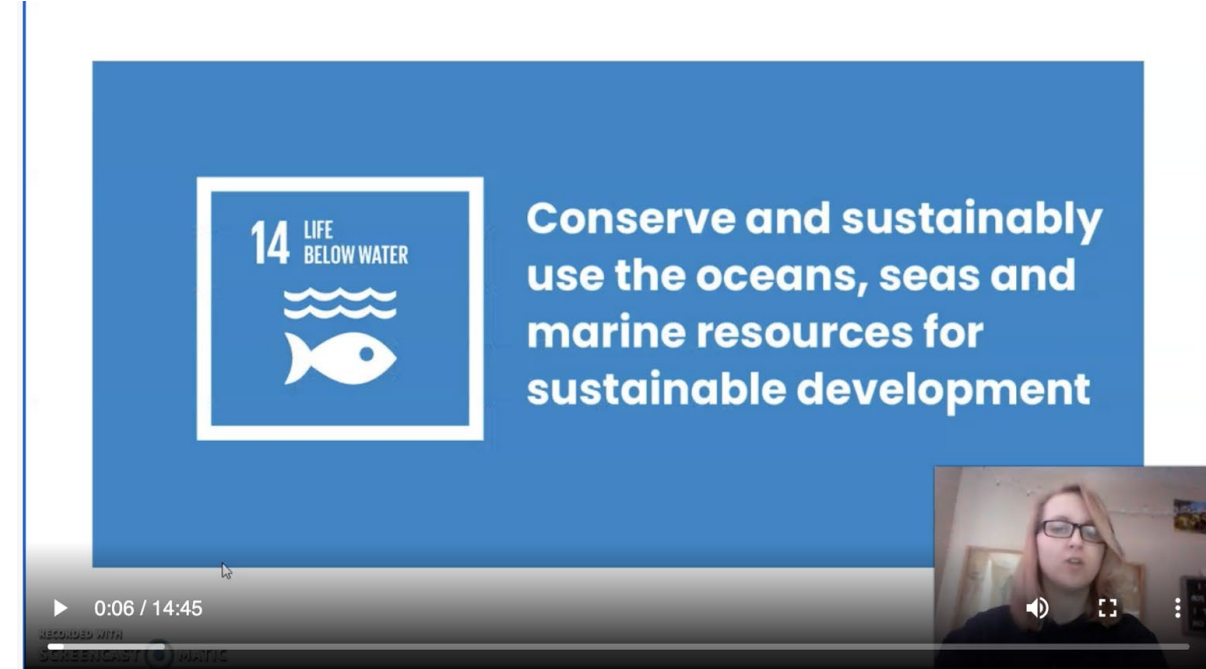
- Identify the root causes and impacts of the SDG issues/problems and how they manifest at local, national, and global levels.
- Clearly illustrate who or what is affected by the SDG issues/problems with firsthand accounts and stories of people (i.e., individuals and/or societies) or entities (i.e., environment)
- Clearly describe policies, strategies, solutions, and actions of people and organizations to address the SDG Targets at local, national, and global levels.

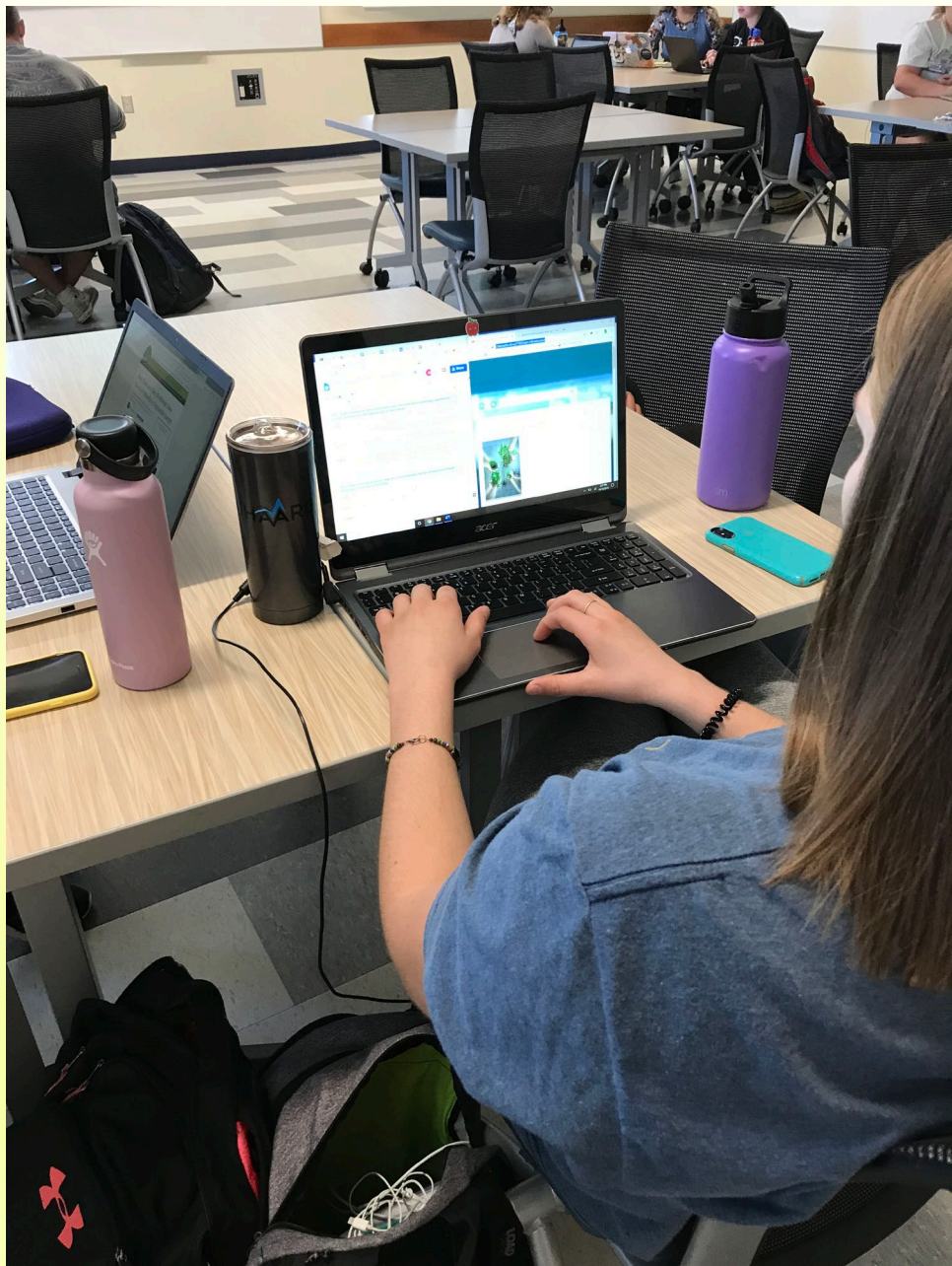


Ordu University  
Student



Ohio University  
Student





# Collaborative Exchange





Desenvolvido por

StreamYard

# Os fios comuns do neoliberalismo

the COMIC STRIP

of NEOLIBERALISM

- mercado livre melhora a qualidade de vida
- mercados exigem expansão de capital para a esfera pública
- A competição individualizada e baseada no mercado estabelece e mantém a estabilidade econômica e social

The best student-centered learning experience in America

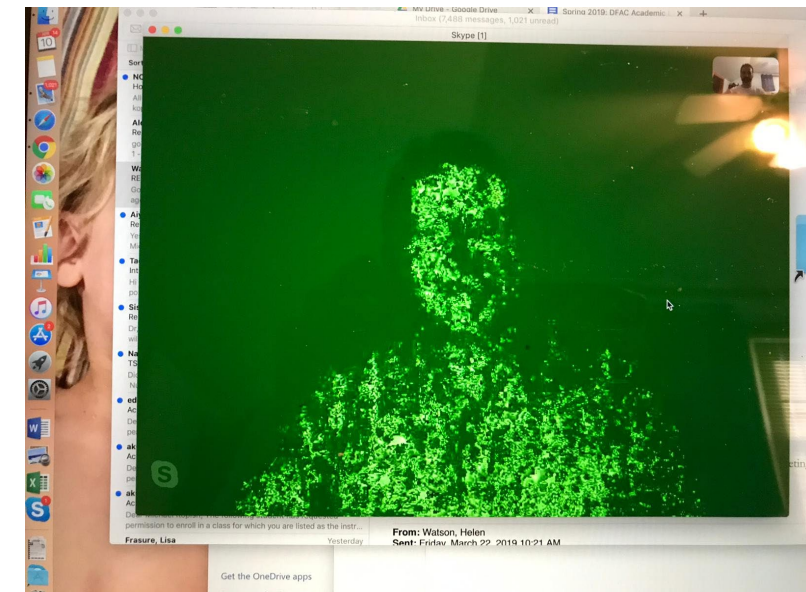
OHIO UNIVERSITY

Play (k)



Lucilene Lamounier Faria

Boa tarde! Reflexões relevantes. Como resistir e/ou combater essas práticas neoliberais na Educação? Como lidar com a crescente mercantilização em todas as esferas da vida

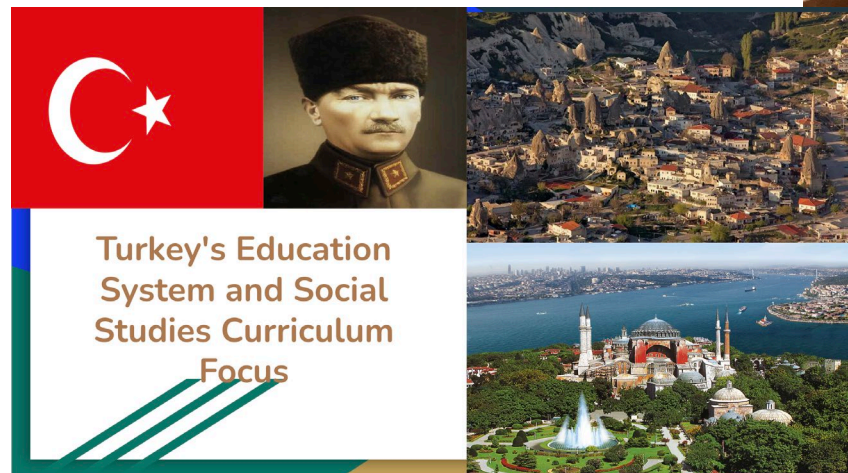


Collaborative  
Exchange

**Tecnologias para unir cultura, idioma e  
distância**  
*Technologies for Bridging Culture, Language, and  
Distance*

Um Workshop de Desenvolvimento Profissional da  
Parceria OU / IFTM  
*A Professional Development Workshop of the OU/IFTM  
Partnership*





## Collaborative Exchange



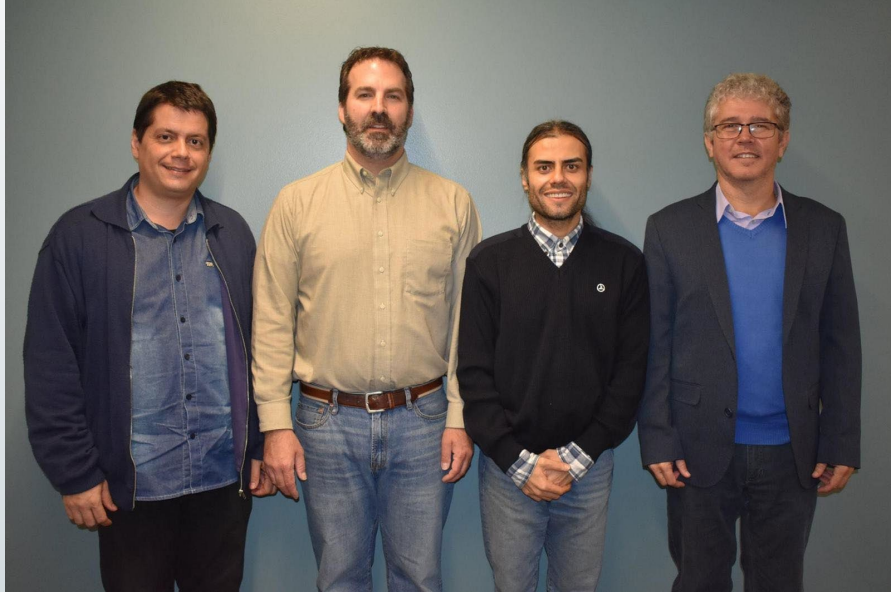
Mar. 22

### Read from [Power, Curriculum and Embodiment](#)

- Chp. 1: Power, Curriculum, and Embodiment (pgs.1-23)
- Chp. 3: The Past in the Present: The Historic Reach of the "Tyler Rationale" (pgs. 68-93)
- Chp. 5: Re-thinking Power and Curriculum (pgs. 125-148)

### In Class

1. Video Conference with Dr. Ozturk of Ordu University



What are we  
learning?







Kopish, M. A. & Marques, W. (2020)

## **Developing global competencies through COIL**

- A new and affirming cultural experience
- Broadening understanding through perspective taking
- Strategic thinking to express ideas and sustain communication

## **Employing emerging technologies for learning through COIL**

- Cautious confidence and limited connections
- Recognizing benefits and utility: Changing beliefs using technology
- Expanding possibilities for teaching and learning with technology

# Kopish & Ozturk (under review)

**Centering on the self**

**Expanding perspectives of identity, culture, and global issues**

**Increased awareness of power**

**Empathetic perspective-taking**

**Goal setting for effective communication**

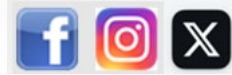


# Questions



# Thank you for joining us!

You will receive an email with the webinar recording and resources.  
Share your thoughts @AACTE



Please Complete this  
30 Second Survey:

<https://forms.gle/YAnq5ZfMvvvvvCUYA>

