


DIÁLOGOS VIRTUALES

A Lecture-Discussion Series on Diversity, Equity, Inclusion & the Global Dimensions of Education

Teaching for Global Readiness: Examples from Teacher Education in the U.S. and Spain

Tuesday, April 05, 12:00 - 1:15 p.m. PST • [Zoom Registration](#) 

In this transatlantic dialogue, we will share a framework for curriculum and instruction that prepares learners with the intercultural competence, global competence, and global citizenship needed in our globally interconnected world. The framework is called “Teaching for Global Readiness” and consists of four dimensions: 1) situated practice, 2) integrated global learning, 3) critical literacy instruction, and 4) intercultural experience. We will discuss the theoretical grounding of each dimension and provide examples of practice from each of our respective universities, the University of Missouri - St. Louis and University of Burgos in Spain. We will conclude with a Q&A session to discuss the current and future state of teaching for global readiness.



SAN DIEGO STATE
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Shea Kerkhoff, Ph.D., is an Assistant Professor at the University of Missouri-St. Louis. Dr. Kerkhoff utilizes mixed methods to investigate inquiry-based global learning and literacy instruction. For her dissertation study operationalizing and validating the Teaching for Global Readiness scale, she was named an International Literacy Association Outstanding Dissertation Finalist and earned the first-place award at the North Carolina State University Graduate Student Research Symposium. In 2018 was named a Longview Foundation Global Teacher Educator fellow. Her work has been published in *Teaching and Teacher Education* and *International Journal of Educational Research*. She currently serves as Going Global, Inc.'s Education Director with partnerships in Kenya, India, Myanmar, Belize, and more. Dr. Kerkhoff is passionate about education at home and abroad.



María Sanz Leal, M.A., graduated in Social Education from the University of Oviedo and Master in International Cooperation for Sustainable Development at the University of Burgos. She is currently a Ph.D. student in education at the University of Burgos (Spain) working on a dissertation titled, Intercultural Education for the global competence of teachers. She is part of the research group: Own education, Indigenism, Inclusion, Interculturality (EI3). Collaborates in the FECYT research team "Crossroads-world Project: recreational eco tools for the energy transition." She has training in the COIL methodology (Collaborative Intercultural Learning Online). She has worked as a job counselor, community animator and social educator as well as an associate professor at the University of Burgos. She is passionate about intercultural relationships.



Martha Lucía Orozco Gómez, M.A., graduated in Education Sciences from the Universidad del Atlántico (Barranquilla), Master in Education from the Universidad Pontificia Javeriana (Bogotá) and Universidad del Norte (Barranquilla). She is a specialist in Interculturality from the University of Valladolid and a PhD in Curriculum and Interculturality from the same University. Her research activity has been marked by the complementarity between scientific and social processes, with an emphasis on intercultural and pedagogical issues. Along these lines, she has participated in projects and activities related to the promotion of careers in STEM. Currently, she is the main researcher of the Self-Education, Indigenism, Inclusion, & Interculturality (EI3) group and is responsible to the FECYT for several projects, including UBUIngenio (which promotes the talent of children), the Science Fair, and Technology of Castilla y León.