

Preparing Teachers for a Globalized Era: An Examination of Teaching Practices in Kenya

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Abstract

In an increasingly globalized 21st century, an education that is student-centered is invaluable because it supports the development of collaborative, communication and problem-solving skills (Cooke-Canitz, 2013; Kambutu & Nganga, 2009). Indeed, globalization thrives in a context of collaboration between people of different cultural persuasions (Kambutu & Nganga 2008). Therefore, it is essential for all learning institutions to help learners develop the skills, knowledge and dispositions that promote collaboration. Notwithstanding the need for such an education, many educators rarely teach for globalization because they doubt their efficacy in teaching pertinent skills; skills in intercultural communications especially (Helfrich & Bean, 2011). But given the importance of an education that prepares learners for globalization, educators should find solutions to the challenges that stop them from teaching for globalization. To that end, this study identified the hindrances experienced by educators in Kenya relative to teaching for a globalized 21st century. Data showed that because of limited teaching and learning resources, along with lack of adequate training, these educators rarely taught for globalization, and that they used exclusively teacher-centered teaching strategies. Although teacher-centered instructional approaches play a crucial role in the processes of teaching and learning, they are not ideal for teaching skills, knowledge and dispositions essential to globalization (Arends, 2015). Rather, the use of student-centered instructional approaches is preferred.

Keywords: Kenyan education, Sub-Saharan Africa, Teacher training, Teaching practices, Globalization, 21st century skills, and Poverty alleviation

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