

Education for global citizenship and professional knowledge: Reflections of future teachers from action research projects

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Abstract: The aim of this study is to reflect about the construction of professional knowledge by two pre-service teachers from a Master's program in Pre-Primary and Primary Education that included teaching practice in a school context and the development of action research projects on linguistic and cultural diversity within a framework of global education. Education for linguistic and cultural diversity is understood as a way of allowing transversal, interdisciplinary and global curricular innovation practices that enhance the professional development of those who design, implement and assess those practices (Andrade & Martins, 2017). This study, conceived as a case study (see also Andrade & Lourenço, in press), analyses the written reflections of two pre-service teachers, one in a primary school context and another in a pre-primary context, which were collected under a framework of action, research and training. The collected data were subjected to content analysis, according to three major dimensions of teacher education for linguistic and cultural diversity (De Carlo et al., 2015): a linguistic and communicative dimension; a pedagogical and didactic dimension; and an ethical and political dimension. The analysis of the results shows that both pre-service teachers developed the different dimensions of professional knowledge, albeit to varying degrees, showing planning, intervention and reflection competences on linguistic and cultural diversity in articulation with an education for global citizenship. They reveal a clear understanding of the importance of global and culturally responsive education (Lucas & Villegas, 2013), questioning the knowledge they have built and which they feel still needs to be developed throughout their professional careers. Findings suggest that future teachers need to go deeply on these topics through participation in in-service teacher education projects that have a global perspective in mind.

Keywords: global education, professional knowledge, teacher education, linguistic and cultural diversity