

# Global Teacher Accreditation

Ms. Rashmi Pandey

NAME: Ms. Rashmi Pandey

**RESEARCH QUESTION: Measures of enhancing Global Citizenship skills like communication, critical and creative thinking and self reliance (adaptability), among my students of Grade X through the International exchange visit participating students as Peer educators.**

	Please check you have completed the following:	Checked
1	Label your assignment file as: 'GTA2015_India_rpandey.doc', where xxxx is the initial of your first name followed by your second name, for example 'rsingh' for Rahul Singh	√
2	Add your full name in the header so that it appears on every page of your assignment	√
3	Add your institution's name in the footer so that it appears on every page	√
4	Number the pages of your assignment	√
5	Ensure that the combined word count for Part 1 and Part 3 of your assignment is not more than 3000 words. Use Ariel pt 11 font. If you have any appendices they should not exceed 12A4 sides in length	√
6	If you decide to submit your assignment using the writing frame below, please delete pages 1 and 2 of this document and start the first page with your assignment's title	√
7	Ensure that you submit a personal statement with your assignment. A template for the personal statement is provided below	√

## Personal Statement

**Name:** Rashmi Pandey

**Research question:** Measures of enhancing Global Citizenship skills like communication, critical and creative thinking and self reliance (adaptability), among my students of Grade X through the International exchange visit participating students as Peer educators.

**School:** SAI International School

The Global Teacher Accreditation program of the British Council is a wonderful platform to bring in a global dimension to our School and also learn about the teaching learning practices across the globe. The theme that I had selected was "*Assessment of 21st century skills and intercultural competency*". As an international school, our school is predominantly committed to internationalism, developing the global citizen, providing an environment for optimal learning, and teaching in an international setting that fosters understanding, independence, interdependence, and cooperation.

Through my GTA research, I wanted to develop a deeper understanding of the importance of global citizenship skills in our students who are striving for a globalized education system.

The GTA research groomed me as a professional and the findings of my research helped fellow teachers and the Institution as a whole. I had a opportunity to spread my learning by conducting workshops with teachers on the development of global skills will spread the culture across the school. The discussions with teachers (both of the partner school and SAI) and students led to a list of do's and don'ts to be followed during exchange visits incorporating the views of all the stakeholders.

During the course of my research I learnt to discuss global issues that paved way to introduce and practice innovative ideas, activities and methodologies in the School curriculum. It also taught me to deal with things with a different outlook and broadened my perspective and be nonjudgmental as even the most non participative students share their views. However this is an area that still requires time to develop as students themselves are quick to laugh at the opinions shared by their peers.

The research has also helped me grow emotionally as a person by interacting with the students who stay in the hostel of our school, and my target students who went through a research session of 3 days stay in the hostel. It gave me an insight into their thought process and it was quite a surprise to know that although these children may show some careless and bold attitude but they are extremely emotional and sensitive.

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I shall remain grateful to the team of teachers at SAI International School for giving me an insight into the subject matter and in the preparation of the evaluation tools, parents for their uninhibited support and consent to carry out this research. I would also like to acknowledge the teachers at the UK School who gave me a chance of class observation and witnessing the cross culture dimension during my visit on an exchange visit program.

My thanks for my dear mentor, Mrs Binati Mishra whose valuable feedback and inputs have helped me to conclude the research in the best possible manner, I can't thank her enough. I also extend a big thank you to the wonderful children who participated in the classes wholeheartedly to make this research possible. The love that I feel for them surmounts all words.

My special thanks to the British Council's GTA Project Team for providing me with a chance to learn and relearn about the different facets involved in enhancing Global Citizenship skills like communication, critical and creative thinking and self reliance (adaptability), among my students of Grade X through the International exchange visit participating students as Peer educators.

Last few months have been wonderfully enriching and I in all sincerity hope to bring into practice the findings of my research in the school curriculum.

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## Word count and declaration of originality

I hereby declare that, except where explicit attribution is made, the work presented in this assignment is entirely my own.

Word count (excluding Part 2, appendices and references): 2,771 words

Signed : 

Name : Ms. Rashmi Pandey

Date : 12.5.2015

**I will allow my work to be used in case studies or other publicity material.**

Signed : 

Name : Ms. Rashmi Pandey

Date : 12.5.2015

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## Declaration of originality provided by the school's Principal or Director/Chairman/Owner

I hereby declare that, except where explicit attribution is made, the work presented in this assignment is entirely the work of Rashmi Pandey

Signed



Name : Mr. Harish Sanduja

Date : 12.5.2015

## Declaration by mentor

I declare that I have had an ongoing professional discussion with Rashmi Pandey about this action research.

I have checked the word count and found it to be correct

Signed :



Name .....Binati Misra.....

Date .....25 .5.2015.....

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**Your research question..... “Measures of enhancing Global Citizenship skills like communication, critical and creative thinking and self reliance (adaptability), among my students of Grade X through the International exchange visit participating students as Peer educators”.**

**Your name and the name of your institution...Rashmi Pandey**

**SAI International School, Bhubaneswar...India**

**The name of your mentor...Ms Binati Misra**

**Date.....27.02.2015.....**

## **Section 1: Preparing for your enquiry**

**1.1 My research question is ‘Measures of enhancing Global Citizenship skills like communication, creative thinking and self reliance (adaptability), among my students of Grade IX and X through the International exchange visit participating students as peer educators.**

- Through this action research, students will enhance their communication skills, especially when interacting with exchange students and also learn to be more self reliant.
- I will help the students to master skills, helping combat weak areas as well develop required ones, using the strategies adopted to identify any incompetency faced, through the answers obtained. The students who have not been able to visit partner schools because of varied reasons will then be oriented to learn the Global skills through students who have been a part of the exchange programme.
- Suggestions of students who have not visited a partner school will also be included to ensure inclusiveness. Training modules for students who go on exchange visits will then be devised and developed.
- My focus will be to develop student behaviour, enhance their self esteem and also help them gain Global skills like communication and a desire for collaborative work, both in our exchange visit participants and the ones who have not been a part of it.
- The learning impact will be on our teachers and students as well as our partner school which will be an integral part of the research.
- My research will also help me in framing a Paradigm for the forthcoming international exchange programmes.

## 1.2 Briefly describe your working context

SAI International School, based in Bhubaneswar the temple city of India, is a premier institution with a strong International Character. The School aims at comprehensive, 360 degree education for all. The School also aims to teach through Multiple Intelligence Skills and encourages critical thinking, thus leading to comprehensive development of learners. Focus on exchange visits for the secondary students enables them to understand and learn global issues and cultures and also develop values like tolerance and respect for other religions and cultures.

As the vice principal of the primary section, I train teachers towards an up gradation of skills. I had been to our Partner school in the UK and hence being a part of the teacher exchange programme, I understood the necessity of including learning capsules to promote Global understanding in the young students, with the changing global needs, especially in the age groups of 14 and 16. I have attended several training programs of the British Council and CBSE and have been a part of the Young Global Citizen's Summit conducted by the British Council India. I have completed one connecting class room online professional development course and aim to complete all seven in due course .I am an oral examiner of the Cambridge English Language Assessment

## 1.3 Analyse your starting point

During my visit to the Partner school in the UK, as a part of the teacher exchange programme, I realised that visiting foreign countries can be a very enlightening experience. In an age wherein everyone aspires to be a global citizen, the benefits of experiencing the cultures of different nations and exchanging ideas for the benefit of education as well as individual and professional growth cannot be underestimated. On the other hand it can be quite traumatizing when one is struggling to communicate, understand the cultural diversity and has difficulty in adapting to the change for various reasons. To find out more about the experience of the exchange programme participants, I interacted with the teachers and students who had visited foreign countries. I realised that excellent global skills such as communication, critical thinking and adaptability played a vital role in making the exchange program a joyful learning experience. However, a lack of any of these skills led to a traumatic experience. I learned that despite a teacher believing that a vital part of his/her work is to prepare young children to succeed in a globalised workplace and contribute to a global society, a number of barriers prevent the development of global knowledge and skills in learners. As a result we risk bringing up a generation unable to compete for high value jobs in a globalised economy, and ill-equipped to participate in today's interdependent society. So I planned to research on how to inculcate these skills in the students. For this, I had a series of discussions with my school teachers, teachers of partner schools (who had visited India), my international education coordinator and my students. Keeping the time frame in mind, I deeply introspected and thought that I should take the help of the teachers and students who were part of the exchange programme and request them to share their learning with the ones who have not visited the partner schools.

## 1.4 Working with your mentor and other advisors

I am under constant guidance of Mrs. Binati Mishra, an expert mentor, with whom I will be working on a one to one basis. She has helped me rethink my strategies and being an English teacher and the

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International co-ordinator she is well aware of the concerns being addressed by me. She has been instrumental in guiding me about the activities for students. I will also be working closely with the English teachers and the International team who will further take forward the learning and spread it across the school.

I will seek guidance from the Chairman of the school who is a widely travelled person and has always encouraged students' Global learning and propagated Global citizenship skills and 21<sup>st</sup> century skills development for our students. I will also take advice from the Head teacher of the school.

## **1.5 What ethical issues do you need to take into account?**

The research area will include all students, those who could be part of the exchange programme as well as those who could not, thus ensuring inclusiveness. All suggestions will be discussed with both students as well as teachers before creating the research plan. Parent consent will be taken before the initiation of the research. The parents will be briefed about the research and their child's role in the research, however if a parent has a concern about their ward participating they would be free to opt out of the action research before commencement of the research.

## **1.6 What diversity / equal opportunities issues have you identified?**

The research will include all students, those who have been a part of the exchange visit as well as those who have not. Equal opportunities will be given to each member of the group. Group discussions based on a short clipping will ensure that all students are equal participants irrespective of any difference in the socio economic or cultural differences and also there will be no gender bias. Both girls and boys will get the same opportunity to participate. Interaction of all students with visiting exchange students will ensure an equal opportunity for all. The knowledge gained will be shared with students of the other sections of class X as well as classes VIII and IX.



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## Section 2: Creating your plan.

**My research question--“Measures of enhancing Global Citizenship skills like communication, critical thinking and self reliance (adaptability), among my students of Grade X through the International exchange visit participating students as Peer educators”.**

**Your name and the name of your institution...Rashmi Pandey**

**SAI International School, Bhubaneswar...India**

**The name of your mentor...Ms Binati Misra**

	<b>Outcome</b>  <i>On the basis of your research question what outcome are you intending to achieve? Can you break it down into one or two smaller achievable outcomes?</i>	<b>Actions</b>  <i>What are you going to do? What actions are necessary? When will you review your work? When will you contact your mentor? Plan when and how you will disseminate your work.</i>	<b>Timescales / Key dates</b>  <i>When will you start it? When will it be completed?</i>	<b>Resources / People including sources of support and challenge</b>  <i>Who will you involve? What resources do you need? What difficulties do you need to include so you can plan for them?</i>	<b>Success Criteria</b>  <i>How will you know when you have achieved this action?</i>	<b>Comments / amendments to plan particularly those made after the synopsis review</b>  <i>Indicate when you have achieved your intended outcome. Make a note of any changes you have made to the plan, particularly after the synopsis review. Reflect on the relevance of your action research to other teachers both locally and globally.</i>

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<p><b>Gain your headteacher's/principal's approval for your action research and your action plan: Yes</b></p> <p><b>Date the approval was given: .....20.02.2015.....</b></p>						
<p><b>GTA-- Pre-Research</b></p>						
1.1	Selection of students (peer educator) for the Action research	20 students who were part of the exchange visit program will be selected for the research.	10 <sup>th</sup> Feb 2015	Rashmi Pandey  International coordinator  20 students of class X	Selection of students on the basis of the feedback received from the international coordinator and the class teacher on their global skills.	
1.2	Parents consent for the students to be part of the research program.	Consent letters will be sent to the parents of identified students who will be a part of the action research.	12 <sup>th</sup> Feb 2015	Rashmi Pandey	Duly filled consent forms will be received from the parents.	
1.3	Getting an insight on the parameters of the global citizenship skills for the research.	A discussion with the students and teacher who were part of the exchange visit program to frame the parameters. Detailed study of the research will be done using online journals, WebPages and books.	14 <sup>th</sup> feb 2015	Rashmi Pandey Peer educator Teacher who were part of exchange visit program.	The parameters that are relevant to the exchange visit program only will be selected.	Conceptual clarity was addressed
1.4	Framing of a 3 week training module for the target group students will be planned on the parameters	A series of discussions with the peer educator, and international coordinator and the teacher who were part of exchange visit program.	15 <sup>th</sup> to 18 <sup>th</sup> Feb 2015	Rashmi Pandey  Students of class X D	3 week training module will be framed.	The peer educators competency is addressed

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	of global citizenship skills (communication, critical thinking and adaptability )					
<b>1.5</b>	Identifying the target group ( the students who are intending to be the part of forth coming exchange visit program)	Show a clipping of a short video taken from Youtube 'Peacock in the land of Penguins' followed by a feedback form.	19 <sup>th</sup> Feb 2015	Rashmi Pandey  Students of class X D	The video will be shown and the duly filled feedback form will be collected.	
<b>1.6</b>	The target group student will be selected on the basis of the feedback received after watching the video.	The students who score low on the global citizenship skills will be selected for the purpose of research.	19 <sup>th</sup> Feb	Rashmi Pandey  Students of class X D	The target group students will be selected on the basis of the feedback received.	
<b>1.7</b>	Parents consent for the students to be part of the research program.	Consent letters will be sent to parents of identified students who will be a part of the action research.	20 <sup>th</sup> Feb 2015	Rashmi Pandey	Duly filled consent forms will be received from the parents.	
<b>1.8</b>	Planning a questionnaire for the target group to understand their present level on the global skills.	Frame the questionnaire for the activity	Feb 23 <sup>th</sup> to 25 <sup>th</sup>	Talk with the peer educators, and the teachers who were part of the exchange program to seek help for the validation of questionnaires	Questionnaire successfully prepared	
<b>1.9</b>	Validation of the questionnaire	The questionnaire will be presented to the international coordinators and valid feedback will be received	Feb 26 <sup>th</sup>	Discussion with the international coordinators	The necessary amendments will be done were done and the questionnaire will	

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					be validated.	
1.10	Assessing the present level of the target group students.	The target group students will be presented with a questionnaire on the global citizenship skills to test their present level of functioning.	Feb 27 <sup>th</sup>	Target group	Duly filled questionnaire will be received.	

## GTA—Action Research Implementation

2.1	Commencement of the training module Week 1: training on communication skills.	<b>Week 1 : communication skills.</b> <b>Activity 1 :</b> (speaking skills) The target group and the peer group students will be paired and cue cards given to enact as a UK host student and an Indian exchange visit student	2 <sup>nd</sup> March 2015	Rashmi Pandey Peer educator and the target group	The target group students will be tested on the speaking skills of communication parameter	
2.2	Commencement of the training module Week 1: training on communication skills.	<b>Week 1: communication skills.</b> <b>Activity 2 : (listening skills)</b> The target group students will be asked to listen to the audio clips and respond to the statements. The audio clips will contain a small conversation in the English language with foreign accent.	3 <sup>rd</sup> March 2015	Rashmi Pandey Target students	The students will respond to the statement after watching the audio clips. The student input will be taken.	
2.3	Commencement of the training module Week 1: training on	<b>Week 1: communication skills.</b> <b>Activity 3 : (writing skills)</b>	4 <sup>th</sup> March 2015	Rashmi Pandey	The students will write and submit	

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	communication skills.	The target group student will be presented with a situation card, where the students have to write about the situation, what are the challenges and how are they going to handle themselves in such situations.		Target students	their write-up on the given situation. The student input will be taken.	
2.4	Amendments of the module if any on the communication skill	Discussion with the peer educator, teacher observers to amend the module.	5 <sup>th</sup> March 2015	Rashmi Pandey Peer educators Teacher observers	The needed amendments will be done.	
2.5	Documentation of finding of the training module on communication skills.	The finding will be recorded for the documentation purpose of the training module on communication skills.	6 <sup>th</sup> March 2015	Rashmi Pandey	The finding will be documented.	
2.6	Commencement of the training module Week 2: training on critical thinking skills	<b>Week 2: Critical thinking skills. Activity 1 : Interactive brain teaser video</b> The target group students will be presented with an interactive brain teaser video which will be use to test the critical thinking skills of the student. The students will be asked to put in their inputs where and when it will be required during the session.	9 <sup>th</sup> March 2015	Rashmi Pandey Peer educators Target group students	The target group students will be tested on the critical thinking skills. The input of the students will be documented.	
2.7	Commencement of the training module Week 2: training on critical thinking skills	<b>Week 2: Critical thinking skills. Activity 2: Addressing a real life situation such as natural calamities.</b> The target group students will be	11 <sup>th</sup> March 2015	Rashmi Pandey Peer educators Target group students	The target group students will be tested on the critical thinking	

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		divided into group of 3. Each group will have a real life situation of natural calamities such as Japan Tsunami, Cloud burst in Uttarakand and Cyclone in Orissa. The students will be asked to enact a role play where one will be the victim and other will be the helper.			skills. The input of the students will be documented.	
2.8	Amendments of the module if any on the critical thinking skills	Discussion with the peer educator, teacher observers to amend the module.	12 <sup>th</sup> March 2015	Rashmi Pandey Peer educators Teacher observers	The needed amendments will be done.	
2.9	Documentation of finding of the training module on communication skills.	The finding will be recorded for the documentation purpose of the training module on communication skills.	13 <sup>th</sup> March 2015	Rashmi Pandey	The finding will be documented.	
2.10	Commencement of the training module Week 3: training on <b>self reliance (adaptability)</b> skills	<b>Week 2: self reliance (adaptability) skills.</b> <b>Activity 2: 3 day stay in the hostel.</b> The target group students will be asked to stay in the SAI International school hostel for a period of 3 days with the prior permission of parents. The students will be asked to do few activities to test the present level of emotional stability, flexibility and sensitivity	16 <sup>th</sup> to 18 <sup>th</sup> March 2015	Rashmi Pandey Peer educators	The target group students will be tested on the adaptability skills. The input of the students will be documented.	Adaptability is one of parameter to test self reliance. And under the adaptability, emotional stability , flexibility and sensitivity were added to give clear picture of self reliance

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2.11	Commencement of the training module Week 3: training on adaptability skills	<b>Week 2: Adaptability skills.</b> <b>Activity 2: A day out to a the Missionaries of Charity- Mother Teresa Centre</b> The target students will visit the Missionaries of Charity- Mother Teresa Centre and participate in a community service program to test the emotional stability, flexibility and sensitivity of adaptability skills.	19 <sup>th</sup> March 2015	Rashmi Pandey Peer educators	The target group students will be tested on the adaptability skills. The input of the students will be documented.	
2.12	Amendments of the module if any on the adaptability skills	Discussion with the peer educator, teacher observers to amend the module.	20 <sup>th</sup> March 2015	Rashmi Pandey Peer educators Teacher observers	The needed amendments will be done.	
2.13	Documentation of finding of the training module on adaptability skills.	The finding will be recorded for the documentation purpose of the training module on communication skills.	20 <sup>th</sup> March 2015	Rashmi Pandey	The finding will be documented.	
2.14	Culmination of the research	Post test questionnaire will be presented to the target students after completion of the training module	23 <sup>rd</sup> March 2015	Rashmi Pandey Peer educators	Duly filled questionnaire to be received	
2.15	Analysis of results and documentation	The findings were tabulated and the data was quantified for a comparative analysis.	24 <sup>th</sup> March 2015	Rashmi Pandey	A proper quantification of the research findings will be done to clearly show the before and after scenario	

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					of the research.	
2.16	International exchange visit paradigm will be designed to upgrade the International dimension of the school	Formulating an International exchange visit paradigm with the International department based on the observations and research findings to enable the school to train future aspirants of exchange programs	25 <sup>th</sup> to 31 <sup>st</sup> March 2015	Rashmi Pandey International department		
2.17	International exchange visit paradigm approved by the school Head	International policy to be sent for approval by the school Head	6 <sup>th</sup> April 2015	Rashmi Pandey School Head	School International exchange visit paradigm	
2.18	Testing of the International exchange visit paradigm on the target group students (who are part of the forth coming International exchange visit program)	10 target group students are planning a visit to USA as a part of school International exchange visit program.	10 <sup>th</sup> April 2015	Rashmi Pandey International Co-ordinator 10 students	Training imparted students visiting US partner schools in April 2015.	
2.19	The target group students after returning from the US visit share their experience. The students will explain impact of the training module and how it helped them.	US visit returned students and teachers will meet the Peer group for sharing of experience	5 <sup>th</sup> May 2015	Rashmi Pandey 10 target group students other peer group Teachers of exchange visit Target group and Peer group	Sharing of experience and learning impact discussed	
2.20	Feedback will reflect the effectiveness of the training imparted and also how the International exchange visit	Written Feedback will be taken from the students as well as the accompanying teachers about the development of global skills of the	7 <sup>th</sup> May 2015	Rashmi Pandey  Students and teachers of US		



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	program has helped them change their behaviour and enhanced their adaptability quotient	students after returning from the US on the 2 <sup>nd</sup> of May.		visit		
<b>2.21</b>	Assessment by the Mentor and Submission of information to the Mentor	Submission to Mentor	11th May 2015	Rashmi Pandey Binati Misra		
<b>2.22</b>	Submission of Final Presentation	Sending Final Presentation to the Mentor	13 <sup>th</sup> May 2015	Rashmi Pandey Binati Misra		
<b>2.23</b>	Extended learning	Conducting global citizenship awareness workshop for the primary and secondary teachers.	On going	Rashmi Pandey		
<b>2.24</b>	Framing a final structure of the paradigm for international exchange visit program	Collecting and Adding the latest findings from the students and teacher to the paradigm .	Ongoing	Rashmi Pandey International Coordinator		

## Section 3: Developing your enquiry.

### 3.1 What were the key learning outcomes?

The purpose of my research was to inculcate the global citizenship skills like communication skills, critical thinking and self reliance (adaptability) in the students of Class IX and X through the peer educators who have already been a part of the International exchange program.

- The research taught me how important it is to inculcate these global citizenship skills in my students and teachers, it provided me immense satisfaction to notice that the students who were part of the my research as target group but didn't have an opportunity to visit any foreign country, were also equally competent in their global skills, however the students who had been abroad during exchange visit programmes had a hands on experience and a lot to share with others.

- I learned that if the 'exchange visit program' students are provided with all these necessary global skills, then the peer-to-peer interaction could be a means of promoting participatory processes, that empowers students to improve their own lives. Visits can foster mutual learning, not only of explicit verbalized ideas, but also tacit knowledge embedded in practice. Visits can help forge and strengthen networks linking people with shared concerns and ideas.

- While reviewing the literature, I learned that according to Millennium Development Goals of the United Nations, the eighth goal reflects the globalization process and integration with the global economy. India has emerged as one of the major development partners for fostering techno-economic and intellectual assistance to various developed and developing countries across the world. We, as the future builders of students, need to equip ourselves with these global skills and inculcate them in our nation's future generation. I have conducted several global citizenship awareness workshops for my primary and secondary teachers. I will continue to learn and spread this further.

In his article on 'leading global competency' *Fernando M. Reimers* says "If we know that global education is important and we understand the kinds of curricular and instructional practices that support it, why are most schools *not* developing global competencies? The challenge is not simply figuring out which specific activities contribute to fostering aspects of global competency, but also finding out how to integrate those activities into the regular work of schools and how to align them with existing curriculum, assessment, and opportunities for teacher professional development"

- It also enlightened me with an idea of framing a paradigm that would help my students to use exchange visits effectively, as tools for life time learning and networking. I have drafted a paradigm and tested it on the students who were part of the exchange visit; I will continue to reframe and give a final structure to it and make it an essential part of the international exchange visit program.

- I realized that through these life-changing opportunities, students develop the knowledge and skills to lead positive change in their lives. The research training modules have created an effective impact on the students. The students who felt out of the place were able to open and

speak and collaborate not only with their fellow mates within the classroom, but also with the hostellers and with the students aboard.

-The student who had a nervousness of being alone, said that the three day stay in the hostel helped them to overcome the nervousness and gave them confidence to try doing things by themselves. The students who were little shy and hesitant to speak out, gave a positive feedback saying that during the training module, the push of speaking in front of the known crowd (students and teachers) helped them to gain confidence to speak in front of strangers.

-The visiting teacher who accompanied the student also gave an assertive and positive feedback on the training module. The teacher himself was struggling to follow the American accent, said that such extensive training modules will be like a rehearsal before the final take.

- Parents also complimented the school for allowing their wards to be a part of this research activity and shared with me that their wards displayed better levels of confidence, communication and were more self-assured.

I strongly believe that my research not only helped the students to gain a stronger sense of civic responsibility; but also establish relationships with others of different ethnic, religious, and national groups; and developed the skills and knowledge to transform their communities and countries.

### 3.2 How did you evaluate your intended learning outcomes?

The pre test and post - test was conducted for each global citizenship skill of Communication, critical thinking and self reliance (adaptability).

A qualitative data was constructed before the beginning and after the completion of the research activity.

The comparative analysis was framed on each skill to see the difference in the sample students before and after the activity.

The students scored significantly higher in the post - test reflecting the elevated levels of the evaluating parameters.

Teacher and Parent feedback was also taken to add to the data collected by the pre test and post test.

**Appendix A.1** shows Table I, depicting Pre test and Post test results.

**Appendix A. 2** reflects the qualitative analysis of a pre – test and Post –test results.

**Appendix A. 3** shows comparative analysis of each of the parameters of research study.

**Appendix A.4** shows comparative analysis of communication skills.

**Appendix A.5** shows comparative analysis of critical thinking skills.

**Appendix A.6** shows comparative analysis of self reliance (adaptability) skills.

**Appendix B.1.1- B1.8** Activities during the research .

**Appendix C.1** Parental permission on the research.

**Appendix C.2** Parents feedback on the research

**Appendix D.1** Feedback form of the video shown

**Appendix D.2 –D3** Questionnaire – pre and post research (students)

**Appendix D.4-D5** Pre- Post research questionnaire (teacher's)

**Appendix D.6** Students' feedback after the exchange visit

**Appendix D.7** Teachers' feedback after the exchange visit

### **3.3 What has been the influence of engaging with the knowledge base?**

To start with my research activity I had a series of discussions with my general education teachers who have been a part of the international teacher exchange programmes, activity coordinators and students who have attended one or more international student exchange programmes. During these discussions I learnt about the present level of the global citizenship skills exhibited by the students identified as the target group. Through a series of discussions with the students and teachers I designed a three week programme to inculcate and enhance the citizenship skills in the target group students.

The principal of our school had also been a source of knowledge to me. I am able to learn a lot under his supervision and guidance not just for the research purpose but also in general he is very approachable and is always encouraging for any such new research.

I have learned a lot from my school staff, who had been very supportive and always gave me clear idea about, how to conduct a activity and what would be the students reaction to it. Apart from these, I also read through research papers and books online (References mentioned below) to conduct my research in the correct direction. I also interacted with other students of the school who have been a part of a student exchange program.

### **3.4 How did the advice and guidance influence the way you learned and / or the outcomes of your learning?**

My mentor Mrs. Binati Misra has been extremely kind and generous in giving me not only her time but her most valuable feedback and suggestions during the course of the research. On her suggestion I also took parent's feedback to see if the students showed some behavioural change at home after participating in the activities planned for the research.

### **3.5 What changes were made along the way? What impact did the review have on your plan?**

After receiving the feedback from Prof. K. Pushpandham, I worked on improving the action plan and worked on a structured three week program with a better conceptual clarity, depicting that global citizenship skills can be enhanced through tailor made activities and giving real life situations. The review gave me a clear direction of how I should conduct this research and amendments were made.

**3.6 Has your awareness and / or understanding of ethical issues changed in any way as a result of your action research?**

A parent consent form was obtained and all the concerns and questions were addressed before the research. I also obtained permission from the authorities of the Mother Teresa Centre before involving them in my research. Permission was also taken from the Administrator of the school to allow the students of TG to stay in the hostel for the activity. All the ethical issues were addressed.

**3.7 Has your awareness and / or understanding of diversity / equal opportunities changed as a result of your action research?**

Necessary steps were taken while planning and implementing the research and equal opportunities were given to boy and girl students of my school which is reflected in the sample size. No discrimination was done for the marginalized inmates of the mother Teresa centre students on the grounds of their religion, gender or age.

**3.8 How did you share your learning with others?**

After successful completion and documentation of my findings, I shared the result with the teachers, coordinators and principal of my school, to present the substantial elevation on the global citizenship skills observed in the target students. I also shared the results with the other senior students which motivated them to take part in the forthcoming international exchange programmes of the school. I have conducted several global citizenship skills awareness workshops for our primary and secondary teachers.

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## REFERENCES:

Author	Date of publication	Title of book/article etc.	Publication or website detail URL and date the website was last accessed
The route 21 database	2007	Partnership for 21 <sup>st</sup> Century Skills	
Timothy J. Magner Susan Saltrick Kevin Wesolowski	2011	Partnership for 21 <sup>st</sup> Century Skills	<a href="https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf">https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf</a>
	2015	Millennium development goals and beyond 2015	<a href="http://www.un.org/millenniumgoals/">http://www.un.org/millenniumgoals/</a>
Mara Krechevsky, Ben Mardell, Melissa Rivard, Daniel Wilson	2013	Making Learning Visible beyond the Classroom	
BJ Gallagher	2010	A Peacock in the Land of Penguins	<a href="https://www.youtube.com/watch?v=8G16urFgo5s">https://www.youtube.com/watch?v=8G16urFgo5s</a>
Sockdolager Films	2013	Brain Teaser Games - Interactive Brain Teasers - Fool Me Brain Teaser Video Game	<a href="https://www.youtube.com/watch?v=YD2cAOxS9ls">https://www.youtube.com/watch?v=YD2cAOxS9ls</a>

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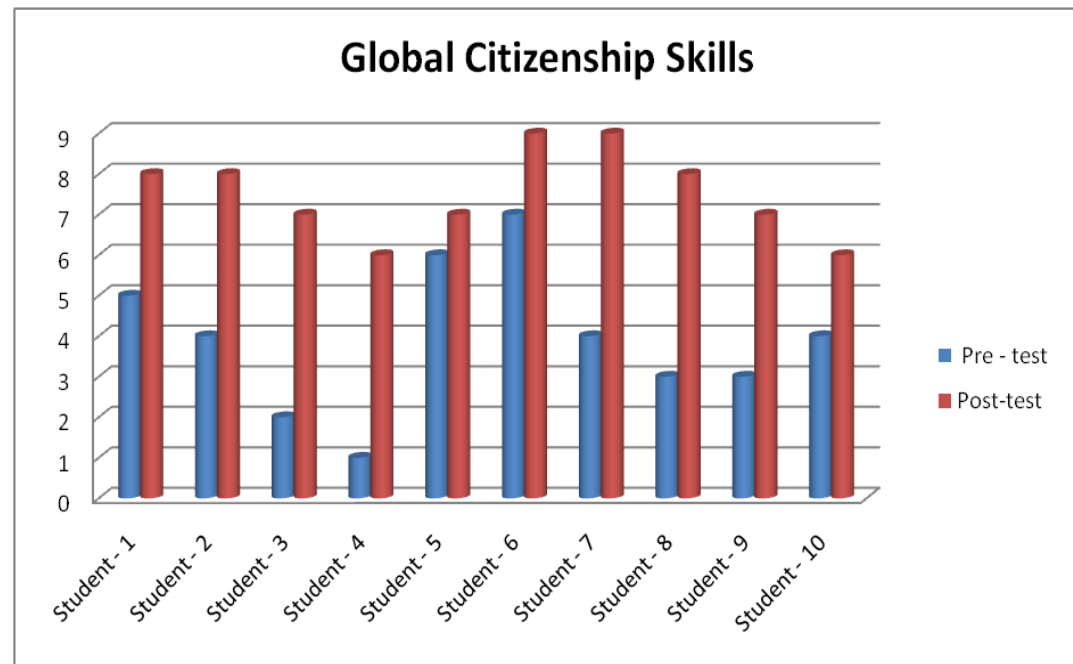
## Appendix A.1

Table I, Pre test and Post test results.

Name of the student	Pre - test	Post-test
Student - 1	5	8
Student - 2	4	8
Student - 3	2	7
Student - 4	1	6
Student - 5	6	7
Student - 6	7	9
Student - 7	4	9
Student - 8	3	8
Student - 9	3	7
Student -10	4	6

## Appendix A.2

The qualitative analysis of a Pre – test and Post –test results.



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## Appendix A.3

### Comparative analysis of the Global Citizenship skills.

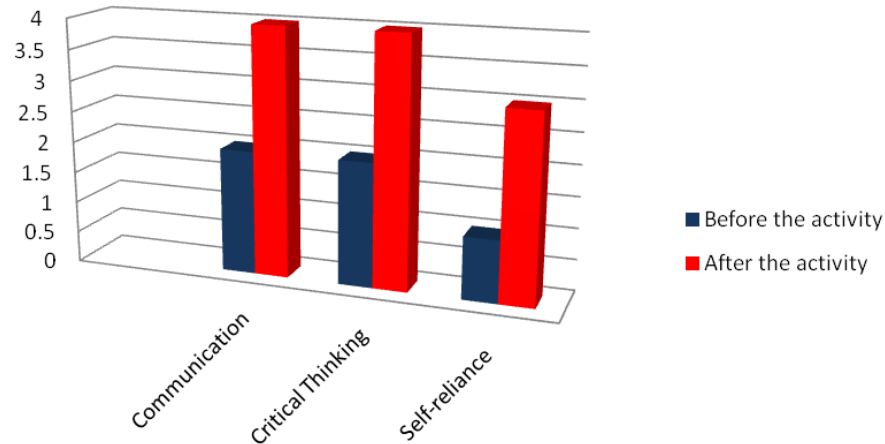
Global Skills	Before the activity	After the activity
Communication	2	4
Critical Thinking	2	4
Self-reliance	1	3

## Appendix A.4

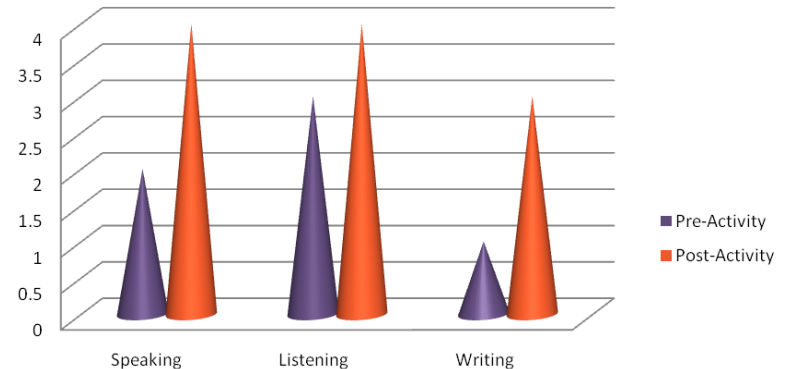
### Comparative analysis on the parameters of communication skill

Communication skills	Pre-Activity	Post-Activity
Speaking	2	4
Listening	3	4
Writing	1	3

### Comparative Analysis on the Global Skills



### Communication Skills





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## Appendix A.5

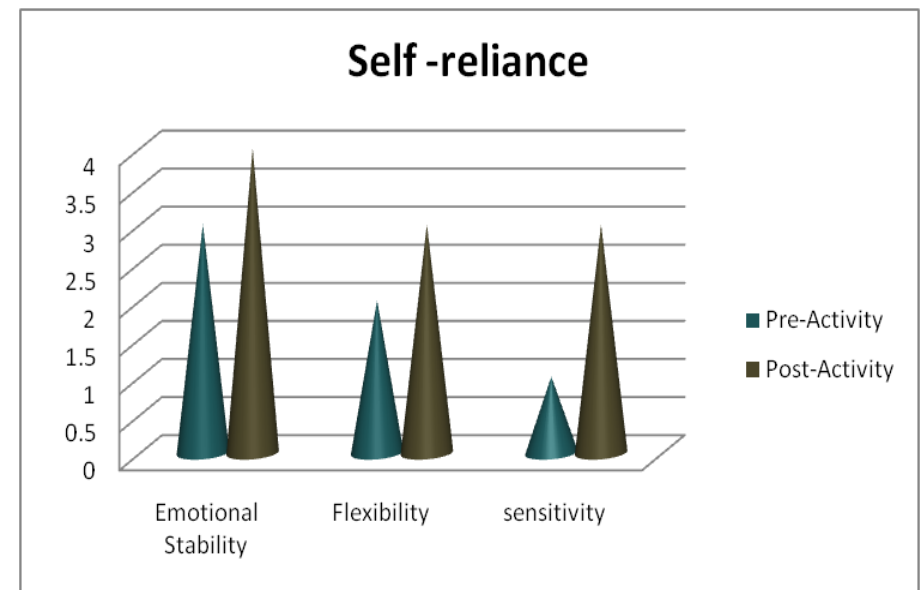
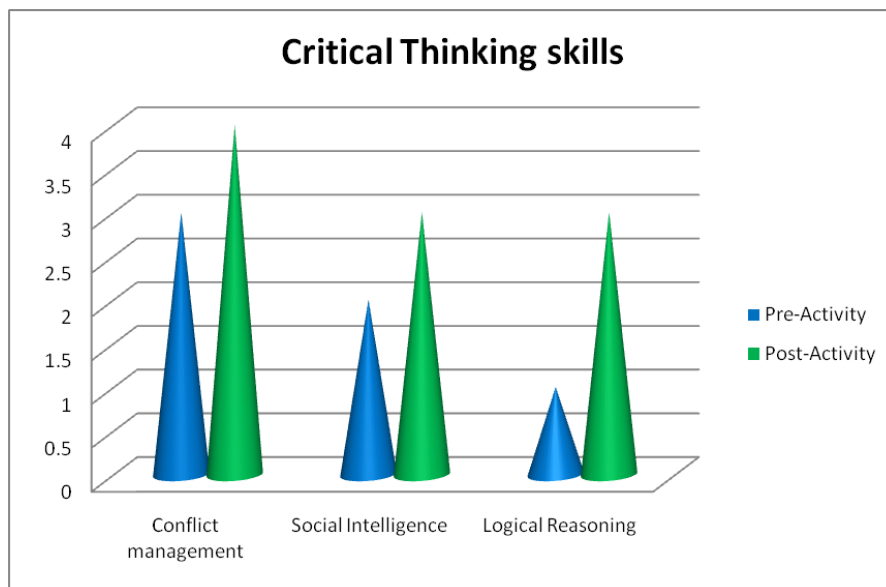
### Comparative Analysis on the parameters of Critical thinking skill

Critical Thinking	Pre-Activity	Post-Activity
Conflict management	3	4
Social Intelligence	2	3
Logical Reasoning	1	3

## Appendix A.6

### Comparative Analysis on the parameters of Self – reliance skills

Self-reliance	Pre-Activity	Post-Activity
Emotional Stability	3	4
Flexibility	2	3
sensitivity	1	3



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## Appendix B.2.1

**Week 1: communication skills. Activity 1: (speaking skills)**



This activity was performed in the classroom where the students were asked to speak out on the topic written on the cue cards. Ten cue cards depicted the areas of challenges which the students would face during the exchange visit program. The cards contained the key words such as food, weather, mannerism, culture shock, home sickness, clothes, language, making friends, travel phobia and communication. The students were a little hesitant but with the motivation from the peer educator the target group students were able to speak and present themselves. The teacher observer and the researcher were taking down notes of the activity.

## Appendix B.2.2

**Week 1: Communication skills. Activity 2 : (listening skills)**



The target group students were asked to listen to the audio clips and respond to the statements. The audio clips contained a small conversation in the English language with a foreign accent.. During each clip there were some statements pertaining to the information on the audio clips and the students were to respond to those statements. Initially the students were unable to understand the accent and by the end of the activity the students were able to respond to the statements of the video. A few students needed help with the unfamiliar words from the audio and the peer educator and the researcher help the students to understand. Finally the activity went well and the findings were documented.

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## Appendix B.2.3

### Week 1: Communication skills. Activity 3: (writing skills)



The target group student was presented with a situation card, where the students had to write in 100-150 words on how they felt about the situation, how they would handle themselves and the resource persons they would seek help from. The students started the activity and were trying to write their thoughts on how to handle the situation. This task was an individual task and the students were restricted from taking help and guidance from their fellow mates; however the peer educators with a constructive approach guided the target students towards the solution. The responses showed remarkable improvement in terms of content; however grammatical abilities still need improvement. The activity was conducted effectively and the outcomes were recorded.

## Appendix B.2.4

### Week 2: Critical thinking skills. Activity 1 : Interactive brain teaser video



The target group students were presented with an interactive brain teaser video which tested their critical thinking skills. The students were asked to provide their inputs where and when required during the session. Each of the students were stationed at computers and were presented with a brain teaser, the brain teaser was self explanatory so the target group didn't require any help from the peer educator, however the peer educators were available to assist if required. The target group students were stimulated by the unique challenges and problems that the brain teasers offered. It helped them to think deeply and differently on given stimulus. The video enhanced concentration in the easily distracted. After finishing the activity the students provided a positive feedback on the activity. The inputs were documented.

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## Appendix B.2.5

**Week 2: Critical thinking skills- Social intelligence Activity 2:  
Addressing a real life situation such as natural calamities.**



The target group students were divided into groups of 3. Each group was presented with a real life situation of natural calamities such as Japan Tsunami, Cloud burst in Uttarakand and Cyclone in Orissa. The students were asked to enact a role play where one would be the victim and other the helper. The students went over the literature and video from the internet and were able to enact the situation. Few students came up with wonderful ideas of the relief work that they would offer and as a victim how they would handle themselves and help others without panicking. The activity was enjoyed by all. All the students put up a good show. The inputs from this activity were documented.

## Appendix B.2.6

**Week 2: Self reliance (adaptability) skills- Emotional stability  
Activity 2: Three days stay in the SAI International school hostel.**



The target group students were asked to stay in the SAI International school hostel for a period of 3 days with the prior permission from the parents. During the stay, the students were given a to-do list made by the peer educators to follow during their stay in the hostel. . The target group students were asked to pack their luggage without taking help from parents, however a list of things to be packed was provided to them by their peer educators. The students were required to complete the tasks on their own. The students were asked to make friends and seek help from the resource persons. Initially the students felt out of the place, they were struggling to make friends and find their way. The later part of the stay was enjoyable as the students mingled freely with the hostellers, sharing their views, thoughts and laughter. During the earlier part of the stay, students didn't like the idea of being on their own but it was observed that they adjusted well with the situation.

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## Appendix B.2.7

**Week 2: Adaptability skills. Activity 2: A day at the Missionaries of Charity- Mother Teresa Centre.**



The target students were taken out to the Missionaries of Charity to spend time with the underprivileged children and the elderly to tap their empathy and compassion levels. Accompanied by the teachers, school activity coordinators and the peer group educators, they spent time with the inmates from morning to evening and played games and heard stories. It was indeed very heart-warming to see the students indulge in a wonderful compassionate rendezvous with the inmates of the Mother Teresa centre. The students also fed the small children with their own hands and attended to the elderly helping them in their daily chores. The students spent time and the peer group observed the sensitivity of the target group.

## Appendix B.2.8

**Extended Activity:** Conducted workshop for the primary and secondary teacher to share the finding of the research.



After successful completion and documentation of my findings, I shared the result with the teachers, coordinators and principal of my school, to present the substantial elevation on the global citizenship skills observed in the target students. I also shared the results with the other senior students which motivated them to take part in the forthcoming international exchange programmes of the school. I have conducted several global citizenship skills awareness workshops for our primary and secondary teachers

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## Appendix C .1

### Parental Permission for the research

SAI INTERNATIONAL SCHOOL  
5A, Chandaka Industrial Estate, Infocity Road  
Bhubaneswar, Odisha 751031

Parental permission for participation of student in a Research Study

Dear Parents,

This is to seek permission to allow your child to participate in a research study conducted by Ms. Rashmi Pandey, Vice Principal SAI International School, Bhubaneswar. The purpose of this research is to enhance Global Citizenship skills like communication, critical and creative thinking and self reliance (adaptability), among my students of Grade X through the International exchange visit participating students as Peer educators.

Your child's participation will involve him/her to participate in the several activities that will help her /him in learning global citizenship skills, apart from school based learning, your child will be asked to stay in the SAI International school Hostel for three days and also visit the Missionaries of Charity- Mother Teresa Centre and engage in the community service program.

Participation in this research is voluntary. You may refuse to allow your child to participate or withdraw your child from the research at any time. Your child will not be penalized in any way should you decide not to allow your child to participate or to withdraw your child from this study.

If you have any questions or concerns about this study or about your child's rights as a research participant, please feel free to contact Ms. Rashmi Pandey at SAI International School.

Consent

I have read the parental permission form and have been given the opportunity to ask questions. I give/do not give my permission for my child to participate in this study.

Participant's signature: Nalini Date: 12-2-2015  
Student's name: Kavya Roy Choudhury  
A copy of this parental permission form should be given to you.

## Appendix C .2

### Parent feedback on the research

Dated - 7.5.15

To whom so ever it concerns

My daughter suffered from low self esteem and was very shy. She would not participate in any group activities conducted in school but to my surprise, I saw a miraculous change in her when she was a part of Rashmi Pandey ma'am's research work. My daughter now eagerly looks forward to meeting her friends and also takes a lead in most of the classroom activities. I must thank Rashmi ma'am and her global skills which have brought about a sweeping change in my daughter's attitude and behaviour.

- Nalini Roy Choudhury  
M/o Kavya Roy Choudhury

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## Feedback form of the video shown as a pre-research activity

## Appendix D.1

For each question, please circle the response that best characterizes how you feel about the statement.

### Feedback form

For each question, please circle the response that best characterizes how you feel about the statement.

Q. No	Description	Responses			
		Best	Good	OK	Bad
1.	How do you rate these videos?		Good	OK	Bad
2.	Have you come across any person who does not fit into the group in your day to day experience?	No one	Very few	Few	Few more
3.	Do you have concerned feelings about the person who does not fit in to a group?	Yes, always	Sometimes	May be	Not at all
4.	Do you feel sorry for the people who do not fit in to a group?	Yes, always	Sometimes	May be	Not at all
5.	Do you feel such person's life is hard as compared to yours?	Yes, always	Sometimes	May be	Not at all
6.	Does this video change your thinking toward such people?	Yes, very much	Somewhat	May be	Not at all
7.	Does this video help you to change your attitude towards them?	Yes, very much	Somewhat	May be	Not at all
8.	Does this video help you develop positive feelings to do something for such people?	Yes, very much	Somewhat	May be	Not at all
9.	Does this video help you to learn how to handle such situations?	Yes, very much	Somewhat	May be	Not at all
10.	Do you relate yourself with the peacock in the video shown?	Yes, very much	Somewhat	May be	Not at all

Thank you so much for your valuable responses. Your information will be treated as confidential. No information will be used against you.

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## Questionnaire – pre - research

## Appendix D.2

### Questionnaire

Student Name: *Kavya Roychoudhury*

Class: *ED*

For each question, please circle the response that best characterizes how you feel about the statement.

Q. No	Description	Responses			
1.	When I am reading, I can understand the writer's opinion, attitude or purpose in the text and judge how relevant the writer's points are.	Yes always	Sometimes	<u>May be</u>	Not at all
2.	I provide purpose to my writing. I am good at choosing what to include when I write and edit my work, I can judge whether my writing will achieve my aim.	Yes always	Sometimes	<u>May be</u>	Not at all
3.	When I am listening, I can understand the main ideas and details even when the topic is unfamiliar or complicated. If I can't understand, I strive to work out ways to comprehend the meaning to the best of my capabilities.	Yes always	Sometimes	May be	<u>Not at all</u>
4.	I always come up with a unique ideas, questions and patterns for any creative task.	Yes always	Sometimes	May be	<u>Not at all</u>
5.	I am always ready with alternative or plan Bs for any action that went wrong.	Yes always	Sometimes	<u>May be</u>	Not at all
6.	I am very flexible in accepting and adjusting change. I can adjust with new people, or new challenges, rather than complaining about it.	Yes very much	<u>Somewhat</u>	<u>May be</u>	Not at all
7.	Whenever I am in a situation where I am emotionally disturbed, I know how to compose and handle myself.	Yes very much	Somewhat	May be	<u>Not at all</u>
8.	I am a team player and am very comfortable in working in collaboration. I strive to avoid conflicts and if need arises can effectively manage them	Yes very much	Somewhat	<u>May be</u>	Not at all
9.	I am observant and conscious of the immediate surroundings and always infer logical meaning out of it.	Yes very much	<u>Somewhat</u>	May be	Not at all
10.	I always accept criticisms gracefully from others with a positive outlook and never let such things upset me or my work.	Yes very much	Somewhat	<u>May be</u>	Not at all

*Scoring :- The child score 4/10*



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## Questionnaire – post research

## Appendix D.3

Questionnaire

Post-test

Student Name: *Kavya Roy Choudhury*

Class: *2D*

For each question, please circle the response that best characterizes how you feel about the statement.

Q. No	Description	Responses			
1.	When I am reading, I can understand the writer's opinion, attitude or purpose in the text and judge how relevant the writer's points are.	Yes always	<u>Sometimes</u>	May be	Not at all
2.	I provide purpose to my writing. I am good at choosing what to include when I write and edit my work, I can judge whether my writing will achieve my aim.	Yes always	<u>Sometimes</u>	May be	Not at all
3.	When I am listening, I can understand the main ideas and details even when the topic is unfamiliar or complicated. If I can't understand, I strive to work out ways to comprehend the meaning to the best of my capabilities.	Yes always	Sometimes	<u>May be</u>	Not at all
4.	I always come up with a unique ideas, questions and patterns for any creative task.	Yes always	<u>Sometimes</u>	May be	Not at all
5.	I am always ready with alternative or plan Bs for any action that went wrong.	Yes always	<u>Sometimes</u>	May be	Not at all
6.	I am very flexible in accepting and adjusting change. I can adjust with new people, or new challenges, rather than complaining about it.	Yes very much	<u>Somewhat</u>	May be	Not at all
7.	Whenever I am in a situation where I am emotionally disturbed, I know how to compose and handle myself.	Yes very much	<u>Somewhat</u>	May be	Not at all
8.	I am a team player and am very comfortable in working in collaboration. I strive to avoid conflicts and if need arises can effectively manage them	Yes very much	<u>Somewhat</u>	May be	Not at all
9.	I am observant and conscious of the immediate surroundings and always infer logical meaning out of it.	<u>Yes very much</u>	Somewhat	May be	Not at all
10.	I always accept criticisms gracefully from others with a positive outlook and never let such things upset me or my work.	Yes very much	<u>Somewhat</u>	May be	Not at all

Scoring :- The child scored 8/10.

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## Pre- teacher's questionnaire

## Appendix D.4

**Teachers' Questionnaire**

Student Name: *Adnaan Khan* Class: *8D* Teacher Name: *Madhu Smita Nayak*


Below are some statements about how you as teachers evaluate various aspects pertaining to the global citizenship skills of a student in your classroom. Using a rating scale totally agree – 1 to totally disagree – 5, please tick the appropriate box for each statement to show how satisfied or dissatisfied you are with the statement.

Topic	Totally agree 1	Somewhat agree 2	Neutral 3	Somewhat disagree 4	Totally disagree 5
1. The student is having trouble in understanding the writer's opinion, attitude or purpose in the text and judge how relevant the writer's points are.		✓			
2. The student is unable to understand the purpose of writing. He/ She face difficulty in choosing what to include when to write and edit the work.		✓			
3. Lot of time is consumed in listening; the student can understand the main ideas and details even when the topic is unfamiliar or complicated.			✓		
4. The students always come up with a unique ideas, questions and patterns for any creative task.				✓	
5. The student is always ready with alternative or plan Bs for any action that went wrong.				✓	
6. The student is very flexible in accepting and adjusting change			✓		
7. In a crisis situation the student knows how to compose and handle himself / herself.					✓
8. The student is a team player and is very comfortable in working in collaboration.			✓		
9. The student is observant and conscious of the immediate surroundings and always infers logical meaning out of it.					✓
10. The student always accepts criticisms gracefully from others with a positive outlook and never let such things upset him / her.					✓

This questionnaire collects information concerning your background and your work with children in this school. Therefore, I urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

Thank you very much for your help!

*Pretest: The child scored 5/10. The scoring was the average of total no of questions.*

  
(Teacher's Signature)

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## Post- teacher's questionnaire

## Appendix D.5

Student Name: Adnaan Khan Class: 8D Teacher Name: Madhu Smita Nayak

Below are some statements about how you as teachers evaluate various aspects pertaining to the global citizenship skills of a student in your classroom. Using a rating scale totally agree – 1 to totally disagree – 5, please tick the appropriate box for each statement to show how satisfied or dissatisfied you are with the statement.

Topic	Totally agree 1	Somewhat agree 2	Neutral 3	Somewhat disagree 4	Totally disagree 5
1. The student is having trouble in understanding the writer's opinion, attitude or purpose in the text and judge how relevant the writer's points are.			✓		
2. The student is unable to understand the purpose of writing. He/ She face difficulty in choosing what to include when to write and edit the work.				✓	
3. Lot of time is consumed in listening; the student can understand the main ideas and details even when the topic is unfamiliar or complicated.				✓	
4. The students always come up with a unique ideas, questions and patterns for any creative task.			✓		
5. The student is always ready with alternative or plan Bs for any action that went wrong.			✓		
6. The student is very flexible in accepting and adjusting change			✓		
7. In a crisis situation the student knows how to compose and handle himself / herself.			✓		
8. The student is a team player and is very comfortable in working in collaboration.				✓	
9. The student is observant and conscious of the immediate surroundings and always infers logical meaning out of it.				✓	
10. The student always accepts criticisms gracefully from others with a positive outlook and never let such things upset him / her.				✓	

This questionnaire collects information concerning your background and your work with children in this school. Therefore, I urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

Thank you very much for your help!

post test: the child scored 8/10. the scoring was five- average of total number of questions.

  
(Teacher's Signature)

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## Appendix D.6

### Student's feedback after the exchange visit program

Student Feedback Form

Name: Tandea Chandrika Ray Class Sec. 8.D

Please fill in the details about your experience during the exchange visit program.

- How does your country vary from the country you visited in terms of :
  - Language used (English/French/German/Chinese/ Spanish /Others)
  - Dress worn. Western outfits... pants and tops
  - Food eaten. boiled and fried... less spice, different taste
  - Habits and Manners that impressed you or you wanted to change. Simple things like saying thank you, sorry
  - Customs and traditions that impressed you. talking in a soft tone. excuse one another often than us.
- What were your personal experiences in living with your host family?  
The host family was very welcoming, earlier I was very nervous as I was not aware of the manners of the host family. I was having trouble in understanding the accent, later when they started talking slowly then I was able to understand.
- Please write the challenges if any you faced during your stay
  - student: The students likes and dislikes were different so I had difficulty in adjusting to that.
  - host family: I was not aware that not pushing the dining chair back after eating is considered as rude behavior, I learnt it later and followed it.
- How did the training module help you?  
The training modules helped to improve my communication little bit, it also helped to develop confidence to stand and talk in front of strangers.
- What are the extra things that you think were missing in the training module that you think must be included?  
The training period must include more activities such as, more of the out door trips for us to gain confidence

Thank you for your valuable feedback.

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## Appendix D.7

### Visiting teacher's feedback after the exchange visit program

Teacher Feedback Form

Name Deepak Samani

Please fill in the details about your experience during the exchange visit program.

- How does your country vary from the country you visited in terms of:
  - Language used (English/French/German/Chinese/Spanish/Others)
  - Dress worn... Jeans, Skirts
  - Food eaten... Kfc, McDonald type food.
  - Habits and Manners that impressed you or you wanted to change... Some do greet by touching elders.
  - Customs and traditions that impressed you... Confidence in feet, hug.
- What were your personal experiences during your exchange visit? Students  
I had a very good learning experience  
I learned how communication is important these days and it  
is very important to learn at a young age and to interact in  
older age.
- Please write the challenges if any student had faced during the stay
  - With the host student:  
The students had a great ~~and~~ and it was hard for me to  
understand, I was feeling very awkward.
  - With the host family:  
The host family wanted me to share my experience and I was  
struggling to speak due to language barrier.
- On a rating scale from 1-5, How much do you think should the training module must have helped the students?  
I would rate it 3.
- What are the extra things that you think were missing in the training module that you think must be included?  
The training module was a good idea but needs more extensive  
training in the future. It was a very short interesting and the  
students were of it.

Thank you for your valuable feedback.