CAN DIGITAL EDUCATIVE CURRICULUM MATERIALS FEATURING HISTORICAL PHOTOGRAPHS HELP TEACHERS (AND STUDENTS) DEVELOP CIVIC COMPETENCE FOR INTERNATIONAL AND GLOBAL EDUCATION?

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Abstract - This research and advocacy presentation brings together the conference's three themes—technology, education, and climate change—by exploring an innovative pedagogical approach. This approach has three interlocking features: (1) digital educative curriculum materials, (2) wise-practice teaching strategies that promote civic competence for international and global education, and (3) a recent historical photograph that depicts intermittent renewable energy, wind turbines. Digital educative curriculum materials are technology-enhanced resources scaffolded to help teachers develop their professional craft; they often consist of teacher-friendly—but not teacher-proof—lesson plan narratives that contain distinct features to support teacher learning (see https://craftingcurriculum.org for research studies and curriculum exemplars). The shared curriculum promote wise-practice teaching strategies to help students develop skills associated with civic competence for international and global education: interconnectedness, cosmopolitanism, and inquiry into global issues. The teaching strategiesshowcase a photograph facilitating students' thinking deeply about changes to weather patterns over the past century, often attributed to the use of fossil fuels and an increase in carbon dioxide in the atmosphere. This presentation also highlights findings and implications from research studies that comprise the presenter's continuing line of inquiry into the potential of educative curriculum materials featuring historical photographs to help teachers understand and implement a complex model of social studies instruction. Findings suggest teachers can increasingly incorporate skills associated with civic competence into their respective practice and facilitate students' use of historical photographs as evidence to begin to answer a compelling question.Implications include the need for strong commitments from teachers (i.e., actively participate in recursive and collaborative experiences which necessarily occur over, at least, an entire academic year, administrators (i.e., provide resources and common planning times, pay for substitute teachers, provide meeting spaces, and hire skilled colleagues) and professional development providers (i.e.,create and deliver curriculum materials, make observations, and offer constructive evaluation and feedback). Together the presenter and attendees will explore the potential for digital educative curriculum materials featuring historical photographs to help teachers (and students) develop civic competence for international and global education.