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THE IMPACT OF THE TRANSATLANTIC EDUCATORS DIALOGUE ON THE CONTEMPORARY EDUCATIONAL PROCESS IN SCHOOLS COLLABORATING IN THE UNITED STATES AND EUROPE

ABSTRACT. Ołędzka Monika, Oldham Rhett, *The Impact of the Transatlantic Educators Dialogue on the Contemporary Educational Process in Schools Collaborating in the United States and Europe* [Wpływ transatlantyckiego dialogu edukatorów na współczesny proces edukacyjny we współpracujących ze sobą szkołach z USA i Europy] Studia Edukacyjne no. 73, 2024, Poznań 2024, pp. 7-28. Adam Mickiewicz University Press. ISSN 1233-6688. Submitted: 25.07.2024. Accepted: 05.09.2024. DOI: 10.14746/se.2024.73.1

This article explores the impact of the Transatlantic Educators Dialogue (TED) Program on modern educational practices in schools across the US and Europe, analyzing survey results from participants. It highlights how global education shapes attitudes among students and educators. The TED Program aims to cultivate responsible, culturally aware global citizens through interdisciplinary learning that integrates diverse fields of knowledge. It promotes cultural, linguistic, and social competencies through international collaboration. Surveyed teachers and students report significant social and linguistic development, appreciating the chance to compare educational systems globally. Both data and testimonials underscore TED's profound influence on international education, fostering personal growth and enhancing global citizenship.

Key words: TED, Transatlantic Educators Dialogue, international school collaboration, international project, teaching methodology, US-European cooperation in education, language acquisition, glotto-didactics, linguistic competence

This article presents a collective analysis of the results of a survey conducted as part of the ongoing Transatlantic Educators Dialogue (TED) Program. The purpose of the survey is to analyze the attitudes of TED participants and identify the benefits it brings to teachers, students, and schools within a global context. The long-term goal is to create a situation where global education content is more frequently implemented in an active manner through inter-school cooperation on a global scale, aligning with the core curriculum in many countries.



The integrated educational process advocated and implemented by the TED program facilitates world exploration, new experiences, and interaction with the environment. Participants have the opportunity to independently gather knowledge about the constantly changing reality. The aim of this article is not only to demonstrate the impact of the TED program on the development and educational processes of the participants but also to contribute to the spread of global education in many countries.

In addition to the survey, the project analyzed supplementary documents, presentations, and chat records from participants' meetings to showcase the wealth of ideas and educational practices. The TED program raises awareness of how global education highlights interdependence, connects people and distant places, and fosters a better understanding of interconnectedness. It aims to solve problems collectively by linking causes and consequences of phenomena, shaping critical thinking, and changing attitudes.

The analysis of the survey results and additional materials revealed that participation in the TED program significantly impacts the development of educational competencies and global awareness of the participants. The participants demonstrated enhanced critical thinking skills, a better understanding of global interdependencies, and the ability to solve problems within a global context. The TED program has proven to be an effective tool in supporting the active implementation of global education in schools.

The Transatlantic Educators Dialogue (TED) program has undergone significant evolution since its inception. Originally, the program's curriculum centered around 90-minute weekly presentations over nine weeks on diverse educational topics. These presentations were developed collaboratively by TED participants who met outside the official sessions. The program aimed to foster organic global collaborations among teachers through shared learning experiences. This paper explores the evolution of the TED program, highlighting key changes and their impacts on participants and the broader educational landscape.

Initial Curriculum and Structure

Initially, each week of the TED program delved into topics such as school technology, cultural awareness, educational policies and norms, youth culture and student life, and building safe spaces. Each group consisted of a balanced mix of American and European teachers. The program's goal was to facilitate organic global collaborations between teachers and their classrooms, stemming from interactions within the TED sessions.

Participants consistently provided positive feedback, expressing genuine enjoyment and appreciation for the program. Moderators such as Lucinda Morgan and Jeremie Smith were dedicated to promoting global education and nurturing relationships with participants. As a result, many left the program with a broader understanding of global educational systems.

The COVID-19 pandemic significantly impacted education, making distance learning and Zoom a routine part of teaching. Consequently, the TED program adapted its curriculum and format to align with the evolving educational landscape. One of the foundational educational platforms used was Moodle, which required all TED participants to have a user ID and password provided by the University of Illinois. Moodle served as an information hub for participants.

Zoom breakout rooms became a staple of the program, facilitating multiple weekly interactions among participants from the very first week. Professional development sessions began to emphasize pedagogy in new ways, focusing on global collaboration, technology, Socratic Seminars, and Harkness Methods. The aim was for teachers to leave the TED program with an expanded and international teaching tools in our teaching toolbox.

The format of presentations also evolved. While participants were still assigned to presentation groups, the presentations were shortened to 20 minutes, followed by interactive sessions with the entire group. Additionally, two intercession weeks, known as "Triad Weeks", were introduced. These weeks allowed participants to lead breakout sessions on topics of their choice, leveraging the diverse talents within the TED group.

Another significant change was the inclusion of guest speakers on global topics. Many of these speakers were former TED participants who had demonstrated expertise in specific areas, while others were from global programs such as Fulbright. This addition enriched the program by providing participants with insights from experienced professionals in global education.

Since 2009, over 600 participants from various countries in Europe and the United States have engaged with the TED program. These dedicated and creative educators have played a crucial role in shaping the program.

To maintain connections among these educators, the TED Global Newsletter was introduced. Published monthly from September to April, the newsletter highlights participants' accomplishments, professional development and travel opportunities, global lesson ideas, and updates from the EU Center at the University of Illinois. Designed to be read in 5-7 minutes, the newsletter is packed with valuable information.

The TED program has evolved significantly since its inception, adapting to changes in the educational landscape and incorporating new technologies and pedagogical approaches. These changes have enhanced the program's ability to foster global collaborations among educators, enriching the professional development of participants. The program's continued success and impact are a testament to the dedication and creativity of its participants and organizers.

A cornerstone of the Transatlantic Educators Dialogue (TED) program is its participants. The program transcends language proficiency, focusing on creating meaningful connections among passionate global educators. These connections, forged during the 10-week TED meetings, extend far beyond the program's duration. This section highlights the significance of human interaction within TED and its impact on educators and their students.

The exchange of cultures begins on the very first day among the teachers and subsequently extends to their students. Initial encounters reveal differences, but soon participants recognize the commonalities they share. This mutual understanding fosters an appreciation for both familiar and new experiences. The cultural exchange enriches educators' perspectives and enhances their teaching practices. The TED program continuously evolves, largely due to the feedback provided by its participants. This iterative process ensures that the program remains relevant and effective. The commitment to valuing every participant's voice is a hallmark of TED, driving its development and success. The diversity of outstanding educators and their innovative ideas contribute to the program's dynamic nature. It is a transformative experience that significantly impacts educators both inside and outside the classroom. Participants leave with a deeper understanding of pedagogy and teaching practices worldwide. The program equips educators with new strategies and insights, enhancing their professional development and benefiting their students.

Factors Influencing Global Education and Teaching

This literature review explores the critical factors necessary for fostering global discussions about education and teaching. It highlights key consider-

ations, such as cultural diversity, socioeconomic disparities, language diversity, educational technologies, teacher training, curriculum relevance, collaboration, alignment with Sustainable Development Goals (SDGs), assessment methods, and policy frameworks.

Cultural Diversity. Recognizing and respecting diverse cultural backgrounds, values, and practices is essential. Education systems must be sensitive to cultural nuances to ensure that teaching methods and content are both relevant and respectful. This approach promotes inclusivity and enhances the learning experience for students from various cultural contexts.

Socioeconomic Disparities. Addressing socioeconomic disparities is crucial for ensuring equitable access to quality education worldwide. Factors such as economic conditions, available resources, and infrastructural challenges significantly impact educational opportunities. Policies and initiatives must aim to bridge these gaps to provide all students with equal educational prospects.

Language Diversity. Acknowledge the diversity of languages spoken globally and the importance of multilingual education. Promoting linguistic diversity in education is essential while ensuring proficiency in global languages to facilitate effective communication and collaboration. Multilingual education can enhance cognitive abilities and cultural understanding among students.

Educational Technologies. Embrace the opportunities presented by technology to enhance teaching and learning experiences. However, equitable access to technology and digital resources is imperative, especially in underserved communities. Ensuring that all students have access to these tools prevents the exacerbation of existing inequalities and promotes inclusive education.

Teacher Training and Professional Development. Investing in comprehensive teacher training and ongoing professional development programs is vital. Educators need the necessary skills, knowledge, and pedagogical approaches to meet the diverse needs of students in a global context. Continuous professional development ensures that teachers remain adaptable and effective in their roles.

Curriculum Relevance and Flexibility. Designing flexible and adaptable curricula that reflect global perspectives is critical. Curricula should promote critical thinking and address current and emerging societal challenges. Relevance, inclusivity, and responsiveness to the needs of diverse student populations are key to effective curriculum design.

Collaboration and Knowledge Exchange. Fostering collaboration among educators, policymakers, researchers, and stakeholders from different regions facilitates the exchange of best practices, innovative ideas, and research

findings. This collaboration enriches the global education landscape and promotes continuous improvement in teaching and learning.

Alignment with Sustainable Development Goals (SDGs). Aligning education initiatives with the United Nations Sustainable Development Goals, particularly Goal 4 (Quality Education), ensures a holistic approach to addressing global education challenges. Promoting lifelong learning opportunities for all is essential for sustainable development and global progress.

Assessment and Evaluation. Developing culturally sensitive and contextually relevant assessment methods is necessary to measure learning outcomes effectively. Moving away from standardized testing towards more authentic and diverse forms of assessment captures a broader range of student abilities and competencies, providing a more comprehensive evaluation of student learning.

Policy Frameworks and Governance. Establishing supportive policy frameworks and effective governance structures at local, national, and international levels is crucial. These frameworks drive systemic change and promote continuous improvement in education systems worldwide, ensuring that educational initiatives are sustainable and impactful.

As a conclusion we can see that. global discussions about education and teaching must consider various factors to create inclusive, equitable, and effective educational systems. Addressing cultural diversity, socioeconomic disparities, language diversity, and technological access, among other factors, is essential for fostering global collaboration and improving educational outcomes.

Methodology and Participant Demographic of the 2024 TED Program Survey

This section details the methodology and participant demographics of a survey conducted among educators and students, primarily from the United States and Europe, who participated in the Transatlantic Educators Dialogue (TED) 2024. The survey aimed to assess the impact of the participants' interactions on their knowledge and skills regarding the functioning of schools in different parts of the world, as well as the sharing of experiences.

The survey was conducted from March 15, 2024, to March 30, 2024, using Computer Assisted Web Interviewing (CAWI), an online method. It consisted of 14 questions and targeted educators participating in TED 2024 and students from three selected schools. The survey sought to evaluate the influence of participant interactions on gaining insights into global educational practices.

A total of 75 individuals participated in the survey, including both educators and students involved in the Transatlantic Educators Dialogue. The participant group comprised nearly three-quarters women. The age distribution was as follows: 60% of the participants were young people aged 18-19, primarily from Poland (ZSP No. 2 in Siedlce) and the United States (two schools in Missouri and Illinois). Additionally, 20% of the participants were between 36-45 years old, and 13% were between 46-55 years old.

The survey included participants from various geographical locations, enhancing its relevance to the study of international educational practices. The participants from Poland were students of the Secondary School Complex No. 2 in Siedlce, while those from the United States were from Waukegan High School in Illinois and Ozark High School in Missouri.

The survey was conducted with the assistance of several key individuals. The anonymous survey at the schools was facilitated by high school teacher Monika Oledzka from Secondary School Complex No. 2 in Siedlce, Poland, Shweta Perswal from Waukegan High School, Illinois, U.S., and Sandi Criswell from Ozark High School, Missouri, U.S. Additionally, student Dawid Marciniak played a crucial role in constructing the questionnaire.

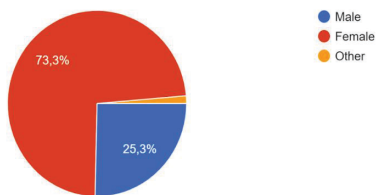
The survey included 75 respondents from various countries, with the majority being from the United States and Poland. Specifically, 29 respondents (38.7%) were from the US, and 28 respondents (37.3%) were from Poland. Additionally, the survey included educators from Greece (5.3%), Italy (4%), and Turkey (4%). Teachers from the United Kingdom, Albania, Spain, Azerbaijan, Georgia, Moldova, Romania, and Ukraine also participated, reflecting the program's diverse international reach.

The first survey question focused on cultural awareness, identity, and experiences with cultural diversity. Respondents were asked to rate their cultural development as a result of participating in the TED program on a scale of one to five.

More than half of the respondents gave the maximum rating of five points. Additionally, nearly 23% of respondents rated their cultural development at four points. Combining these responses, a total of 76% of participants expressed high satisfaction with the program's impact on their cultural awareness and development.

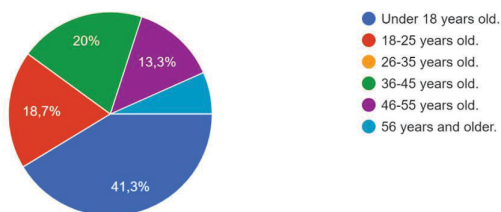
Indicate your gender:

75 odpowiedzi



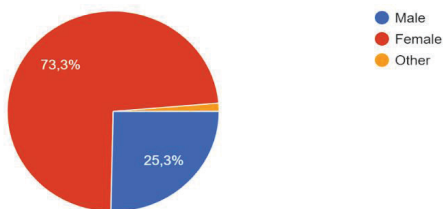
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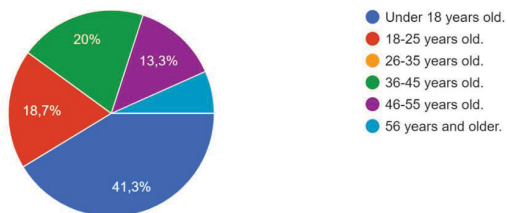
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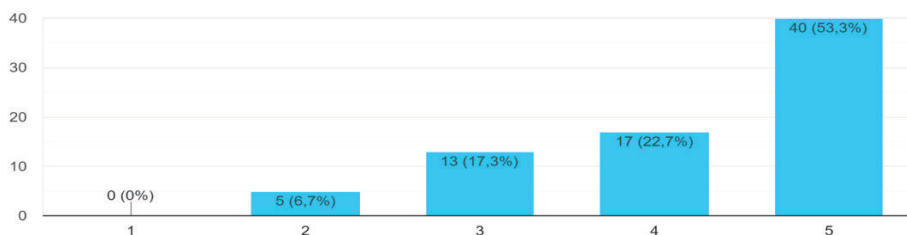


Graph 1

Source: own elaboration

To what extent do you think you have developed cultural awareness?

75 odpowiedzi



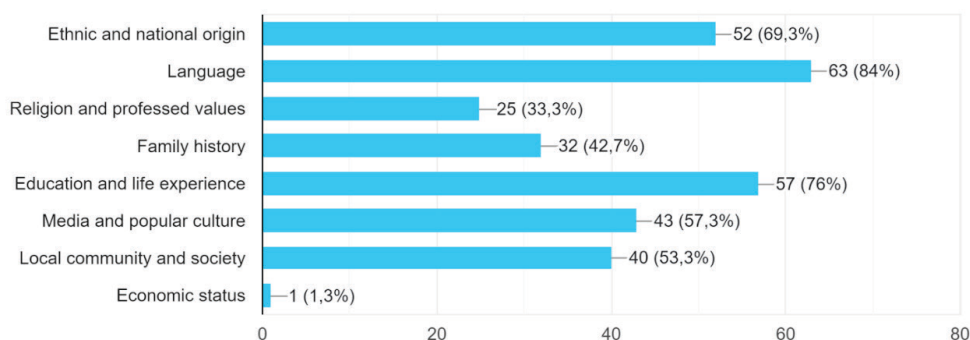
Graph 2

Source: own elaboration

Another multiple-choice question: What elements influence your cultural identity? It shows more analytically that participants developed mainly in terms of language (84%), education and life experience (76%) and explored ethnic and national themes, close to 70%.

What elements influence your cultural identity? Select all the answers you agree with.

75 odpowiedzi



Graph 3

Source: own elaboration

This section explores the international and cross-cultural activities in which participants of the Transatlantic Educators Dialogue (TED) program were engaged. The activities discussed highlight the program's emphasis on

fostering global collaboration, cultural exchange, and educational initiatives across borders.

A significant majority of respondents, nearly 80%, reported participating in international student projects facilitated by the TED program. These projects were diverse in nature, aiming to address various social issues and cultural exchange opportunities. For instance, mixed groups of students from the United States and Poland collaborated on social projects focusing on stress management, drug prevention, emotional expression, and assertiveness training. In one instance, students from Illinois (U.S.) and Siedlce (Poland) jointly prepared an international presentation where each slide showcased personal interests, family backgrounds, or pets.

Students from Missouri (U.S.), Siedlce (Poland), and Italy engaged in ongoing correspondence through Padlets, exchanging information about favorite bands, school subjects, local cuisine, and notable landmarks in their respective towns. They also exchanged short online videos and sent parcels containing gadgets, postcards, and traditional sweets from their countries. Notably, a virtual reality workshop held in Poland under the auspices of the Marshal of the Mazovia region, known as the Mazovia Youth Horizons Project, was also part of the TED program's initiatives.

A substantial portion of TED participants, nearly 75%, took part in online meetings, demonstrating the program's adaptation to digital communication channels for international collaboration. Additionally, 57.3% participated in teleconferences, facilitating real-time discussions and exchanges among educators from different countries. These virtual platforms were instrumental in promoting dialogue and sharing best practices in education.

Approximately 41% of respondents engaged in competitions organized as part of the TED program, highlighting the competitive and collaborative spirit fostered among participants. Moreover, 25% participated in festivals and events aimed at enhancing cultural development and appreciation among educators and students alike.

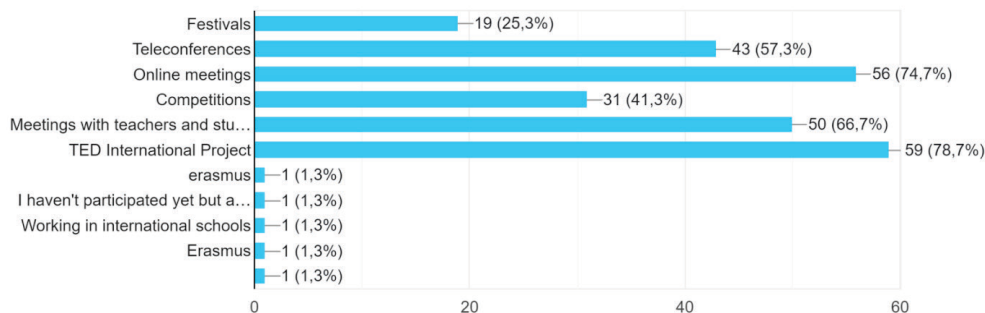
Participants were asked an open-ended question about what they had learned about other cultures and countries through their involvement in the TED program. The responses highlighted several key areas of learning:

1. **Education Systems and Teaching Practices:** Teachers noted learning about the education systems of different countries, including differences in planning, organization, and teaching methodologies. This knowledge enhanced their ability to communicate effectively and improve their teaching practices.

2. **Cultural Enrichment:** Participants acknowledged significant enrichment in their understanding of diverse cultures. They gained insights into various aspects such as schools and holidays in other countries, beliefs, traditions, folklore, cuisine, myths, politics, history, and national identity.

What cross-cultural events have you participated in?

75 odpowiedzi



Graph 4

Source: own elaboration

3. Creative and Practical Skills: Students engaged in practical activities such as designing posters, infographics, and multimedia presentations. These activities allowed them to explore and express cultural diversity creatively.

4. Respect for Diversity: A prevalent theme among respondents was the development of respect for cultural diversity. They appreciated customs, traditions, hobbies, and activities from different cultures, fostering a sense of mutual respect and admiration.

5. Broadened Perspectives: More than a third of respondents expressed heightened awareness and broadened horizons due to multicultural interactions. They recognized common values and shared struggles across cultures, leading to profound reflections such as „We are different, but share the same values” and „Our struggles are similar, regardless of where we live.”

The responses from TED program participants underscore the program’s success in promoting cultural exchange, mutual understanding, and respect among educators and students from diverse backgrounds. The experiences shared highlight the transformative impact of international collaboration in education, emphasizing the richness of global diversity and shared humanity.

Other contributions also provide valuable information:

I have learnt many things about diversity.

Customs, traditions, cooking recipes, but above all respect for the diversity and richness that it represents.

The most interesting thing I have learned in TED sessions was when a Ukrainian teacher was sharing her experience about the war, and sadly, how her students have been badly affected by the situation in the country.

Education within different countries has many many similarities while at the same time differences. Working with other teachers provides an opportunity to learn more about a variety of things ranging from the culture to the school system to the overarching topics in education.

Differences in planning and organization.

Differences in food, work/leisure balance

All cultures and countries are diverse. And this diversity should be treasured and shared.

I have learned about the school systems in the US and Europe, I met wonderful educators who enlarged my horizons in terms of culture.

Different values, ways of expressions, social standards.

Too many to list! We are more similar than we think, for sure.

We are different, but very similar.

I noticed cultural differences within the same country.

His history and nationality, languages.

I've learned more about schools and holidays in other countries.

Education system of other countries.

I learned more about teaching system.

Soccer is cool.

I have learned that they can be very different from our life in my country.

There are still a lot of similarities though, for example, we play the same games, and watch the same movies.

I learned that other cultures have their own morals and traditions that they follow every year.

There are diverse and unique cultures. Many beautiful traditions between these cultures/countries with a variety of languages spoken.

Everyone should be respected for who they are.

I have learned that there are a lot of different cultures that aren't the same as mine.

I learned about the different hobbies and activities that other cultures take part in.

The food different how they can be different but super similar at the same time. As well I knew about the time difference but I didn't realize the actual impact the time difference has when talking to someone across the country.

The differences and similarities Polish cultures with my own

I learned that we aren't so different from other cultures and countries.

I've learned that even if our letters look the same depending on where you are they can sound completely different.

They are all unique in different ways, some cultures share similar identities with other cultures.

That we're generally one in the same when it comes to certain values and morals.

In other cultures I've learned that they go through fasting to become apart of their religion and as a way to respect the God that they belive in.

How we have many similarity.

I have learned that even I have similarities to people from other parts of the world than just differences.

I got to know their culture.

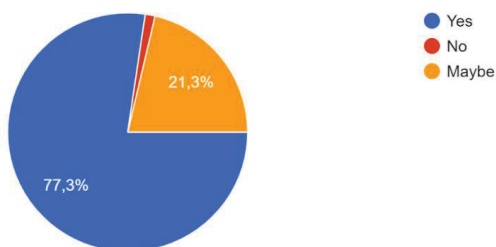
About schools, about cats and dogs.

How is look School in USA and Italy and what is the history about US.

I learned about other schools and people.

Another question about planning further cooperation, travel and joint projects in the future directed to teachers and students shows that more than two-thirds of them say they will take part in future projects, and 21% say they may take part in them. Only one person answered that they do not want to take part in future cooperations, projects.

Do you plan further cooperation, travel and joint projects in the future?
75 odpowiedzi



Graph 5

Source: own elaboration

In the next sub-item, respondents were able to suggest topics for future international T.E.D. meetings. They suggested: *cultural differences, artificial intelligence, democracy, human rights, earth science, arts, monuments, intagible and tanaible cultural heritage, video games, sports, animals, computer graphics, marketing, languages.*

A significant number of respondents expressed interest in fostering inter-school cooperation between European and U.S. schools in the upcoming school year. Some participants indicated that they were already in the process of implementing collaborative projects as a result of their participation in the TED program.

Several respondents highlighted that their involvement in the TED program had ignited a newfound desire to travel and explore other cultures. This aspiration reflects the program's success in promoting global citizenship and fostering curiosity about diverse cultural perspectives.

Technology, about history and family, world cuisine

Artificial intelligence and cultures

Soccer

I would like to travel to differen countries to experience their cultures and how their country is similar and different from America. I also really like traveling, so I think it would be fun to see all the sights in different countries as well.

As a Latina pround of my culture and heritage with beautiful traditions I tend to further other cultures/countries traditions and learn about each of them.

Marketing, about travel

I would like to do more posters in the future if I could.

I would like to be part of the team that is able to travel and meet the country first handed and talk with the people.

I would like to work with professional athlets and their health intermationally.

In addition, project participants proposed:

I'm planning future collabotations with several European countries and the USA too.

I am interested in a lot of different topics, such as differentiated instruction, parent involvement, assessment etc.

I will be glad to participate in any project that you will offer.

Usually I work on project related to STEM. We aer in the process of planning a long term project.

Article writing and hopefully visits.

Classroom Bades Measurement, Differentiated Instruction/Diverse Learners, Educationally Accountability.

Collaborations on political and economic discussions.

I'd love to continue global collaboration starting at the beginning of the school year with the same teachers. Even better if I can do the TED Fellows next school year!

Peace, education

General pedagogy; gifted education; media literacy; climate; sustainability; cultural heritage; historical sites

Cultural differences

Education, our culture, history, about social problems and technology

Online education, AI in education, cultural diversity

Students partnership

If so, in international projects on what topic would you take part in the future?

I would like to take part in working on more diversity between other countries around the world and working towards mental issues that impact people in negative way to create a better future for them.

Artificial intelligence

Democracy, Human Rights

Earth science

Graphic designer

Educational systems around the world.

The next three questions focused on the development of participants' cultural, linguistic and social competencies developed through participation in the T.E.D. program.

This section presents insights from multiple-choice inquiries focused on the cultural aspects developed by participants during meetings within the Transatlantic Educators Dialogue (TED) program. The findings highlight the program's impact on enhancing cultural understanding, empathy, communication skills, and fostering international cooperation among educators and students.

Participants were surveyed regarding their cultural development experiences during TED meetings, including both educator gatherings and separate student projects. Key findings include:

- **Enhanced Understanding and Acceptance:** A significant 97% of respondents reported that they now possess a better understanding and acceptance of cultural differences. This outcome underscores the program's effectiveness in promoting cultural awareness and sensitivity among participants.

- **Increased Empathy and Understanding:** More than nine-tenths of the respondents indicated a heightened level of empathy and understanding towards individuals from different cultural backgrounds. This development reflects the program's success in fostering empathy and appreciation for diverse perspectives.

- **Improved Communication and Cooperation Skills:** Participants also reported acquiring enhanced skills in communication and cooperation within an international context. These skills are crucial for effective collaboration across cultural boundaries while maintaining a strong sense of personal cultural identity.

These survey findings demonstrate the positive impact of the TED program in promoting cultural development, empathy, and communication skills among its participants. The outcomes highlight the program’s role in preparing educators and students to navigate and thrive in a globalized world characterized by diverse cultural interactions.

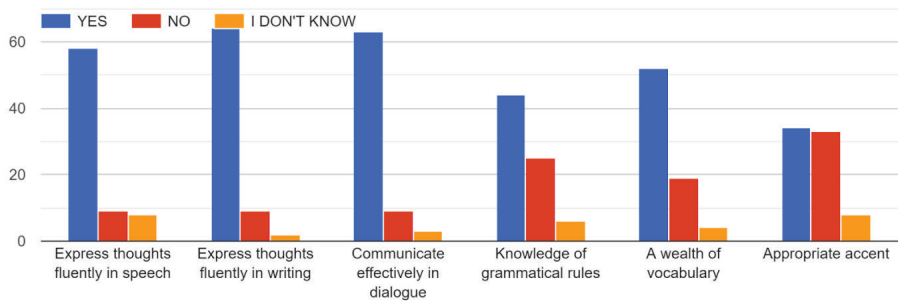
Are these cultural competencies important in the context of international projects? Mark YES, NO or I DON'T KNOW.



Graph 6
Source: own elaboration

In terms of language skills in the context of the international T.E.D. Program respondents say they have developed the ability to express thoughts fluently in speech (77%), in writing (85%, through projects, infographics), and to build fluent dialogue (84%). The least focus was on grammatical issues and proper accent, which was related to building confidence and fluency in expressing thoughts.

Are these language competencies important in the context of international projects? Mark YES, NO or I DON'T KNOW. Ability to...



Graph 7
Source: own elaboration

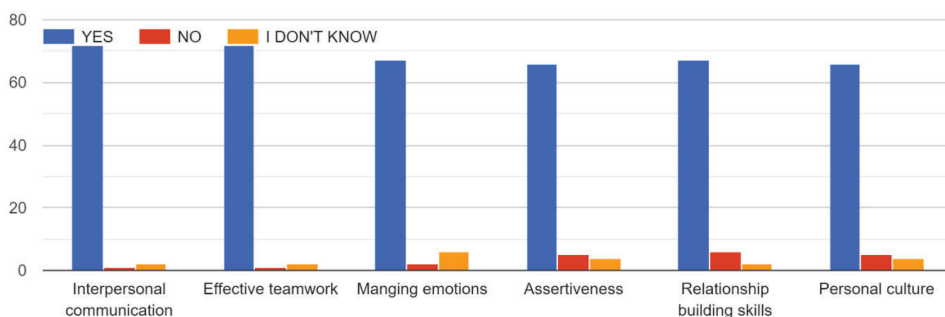
The survey investigated the social skills development among TED program participants, revealing significant improvements across several dimensions:

- **Effective Cooperation and Interpersonal Communication:** An overwhelming majority, 96% of respondents, reported developing better skills in effective cooperation and interpersonal communication. This competency is crucial for collaborative work and interaction within multicultural settings.

- **Assertiveness and Relationship-Building:** Nearly 90% of those surveyed indicated improvements in assertiveness and relationship-building skills. Participants reported gaining confidence in expressing themselves assertively and establishing meaningful relationships with peers from diverse backgrounds.

Cultural Awareness and Emotional Management: Participants also noted enhancements in their understanding and management of personal culture and emotions. This includes navigating uncertainty in stressful situations and overcoming inhibitions in communicating and expressing thoughts in a foreign language. Melody Bridges, an experienced teacher from the UK said that: *Young people get the chance to express themselves in another language or connect meaningfully with a person from another country. I am extremely impressed by this point about ,cultural awareness and emotional management'. Perhaps you might even call this ,emotional management and resilience'. In our country there has been a lot written that since post COVID we have wrapped the children in a bubble and they never get a chance to fail. They therefore are not getting the opportunity to be resilient. I think TED allows this chance to make mistakes and learn and grow.*

Are these social competencies important in the context of international projects? Mark YES, NO or I DON'T KNOW.



Graph 8

Source: own elaboration

The next question was: Why do you think it was worth taking part in the transatlantic project? Do you think your communication skills have improved? The answers provide many valuable insights:

I think it is important because I can learn more about what other people in other countries think about issues that happen globally and learning how to communicate and work together with someone in a different country.

Yes! This was a great experience learning about meeting new people.

Yes definitely! I hope I can have a project involving my students with TED Fellow.

Being introduced to teachers from other countries and cultures is a key to our teaching and understanding.

Participation was important because my communication skills have improved. By creating a space for kind people to support each other, I think we all have become a little more patient and a lot more understanding of others and ourselves.

Absolutely

Because I have met so many interesting and worth educators. Yes, they have.

I do think that my communication skills have improved, friendly atmosphere helped me to overcome the skills of speaking in front of my team mates. Thank you for this opportunity.

To meet teachers from so many countries, different educational realities and see everything we have in common, the resources and experiences that others have shown and shared with us. My communication skills improved very little by little but it is complicated being a science teacher already at an age.. At least these types of experiences help to prevent them from getting worse and maintain the communication capacity in an international team, which is no small thing.

Definitely yes!

I enjoyed being here today and talking with other teachers.

Validating the importance of education and teachers.

I met teachers from countries I didn't know a lot about before and my communication skills after working with people from non English speaking countries have certainly improved.

IT absolutely rejuvenated my teaching, it hooked my students (of all of high school), and make me a better world citizen. My communication skills have improved by being more succinct to help folks who don't have English as a first language.

Meeting others, learning about teaching and school life abroad.

I have a wider network now for my potential projects. Definitely it contributed to my communication skills. And another major plus is that I know more about education system of other countries.

Absolutely! Undoubtedly. During the course, we had to make presentations to a large number of teachers around the world, answer questions, ask questions, be an active participant. There is no doubt that my speaking skills improved.

I found it more difficult to communicate in English than I thought! But this experience made me realise my weaknesses in communication and improved them. Except for that I learned so much about how schools work in other countries and all these similarities and differences made me understand more how schools work also in my country. I also understood the importance of global cooperation.

It was great learning about new cultures. My communication skills have improved because sometimes Americans use too much slangs and dialectical words when those aren't necessary.

Learning from other professionals.

Realising how similar and yet different the same job can be in different countries.

Learning from the leadership skills of Rhett.

Tak, dowiedziałam się dużo o innych kulturach i nauce w innych szkołach

Yes, meeting very nice people and learn English

My communication skills have improved. Taking part in the project helped me meet people from different countries, learn their culture and their language.

New freindships

Its cool

I don't know they did.

It was important for me to see that theirs more people in the world that just the ones around me and how different people from other places can be.

It really opens up your mind to the difference in the system but also the similarities you have among puo peers.

I think it was worth working together with them because it showed despite us being from two different countries, we can still come together and collaborate to do this project.

I think it was worth working on this project with the Polish students. Even though I didn't do a lot, I have better understanding on what it takes to keep that connectin.

I finf that it's always important to graps onto new opportunities and to make new friends and get to learn about new people and their cultural aspects, so yes it was worth it.

I think it was worth taking part in TED because everyone got to meet new people and create relationships. I made some friends in other countries, and found that even though we live in different countries, there can still be many similarities in hobbies, favorite artists, favorite foods, etc.

I thinky it was worth working together with them because it showed despite us being from two different countries, we can still come together and collaborate to do this project.

The last question is in addition to the previous ones and is about determining the benefits that respondents see from participating in the meetings: What benefits did your participation in the project bring you? Here are sample answers:

I made new friends and bought me extra credit in my anatomy class. I also got the opportunity to share my ideas with pther students on the other side.

New competences

Learning about other and their cultures

The possibility for future collaborations.

Learn from different schools and places

Better understanding of my Turkish employers; global competence and understanding; inner warmth that I can't explain

This has improved my outlook as a teacher. I am so excired about possible future collaborations. I have recently gone through a family bereavement and had a very sad time. Coming to TED has reminded me what I love about teaching. TED has improved my outlook on life.

Increas intercultural awariness.

I had a great opportunity to make new friends and we will continue to work on together in future.

Get out of the comfort zone and expand it, meet people with whom you can share ideas, inspiration, experiences and perhaps projects. Improve skills and always continue learning, which is something fundamental to teach.

I have learned about some great projects. It`s been inspiring. Thank you so much!

An opportunity to meet many wonderful educators and great opportunities to learn.

A great deal of new information. Encouraged by the dedication and knowledge of participates. A lot of new connections and colleagues.

New professional friends! I learned s omany new resources I have yet to explore, from technology to resource sites. This was a phenomenal experience that will continue to improve my teaching and provide opportunities to create collaborative exchanges in the future.

I can compare now different educational systems, I listened to wonderful presentations, which impact my teaching, listened to extraordinary guests who presented various methods which were new to me, the Harkness or Socratic method.

Language skills, I`m more open and confident

My English, I better communicate. A lot of life experience.

I develop my knowledge.

Based on the survey conducted among educators and students participating in the Transatlantic Educators Dialogue Program (T.E.D.), it is evident that global education plays a vital role in pedagogy, significantly influencing the formation of appropriate attitudes and personal qualities among both young learners and their teachers. The survey aimed to assess the attitudes of T.E.D. participants and to ascertain the benefits the project brings to students, teachers, and schools in an increasingly dynamic world.

The T.E.D. program prioritizes the cultivation of responsible, culturally sensitive, collaborative, dedicated, and empathetic global citizens. This objective is pursued through an interdisciplinary educational approach that integrates diverse fields of knowledge, accommodating the individual interests of participants while aligning with the core curriculum of their respective schools. The program fosters the development of cultural, linguistic, and social competencies by engaging educators and students alike in experiential learning through active international collaboration. Participants develop their own perspectives, accumulate independent knowledge resources, and directly interact with peers from various countries.

The survey findings are optimistic, highlighting that a majority of teachers and students perceive significant social and linguistic development as a result of their involvement in the T.E.D. program. Participants value the enriching experience of comparing educational systems across countries and exploring cultural similarities and differences within a global context.

Both the statistical data depicted in graphs based on respondent feedback and direct participant testimonials underscore the profound impact of the international T.E.D. initiative. Participants express genuine interest in global education, noting that through comparative exploration, they gain insights into the processes shaping contemporary realities. Moreover, they attribute the program with enhancing their personal development, decision-making abilities, and sense of individual responsibility towards the world they inhabit, encapsulating their experience with the sentiment: *„We are different but at the same time very similar.“*

Authors contributions

The authors confirm being the sole contributor of this work.

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