

terdapat cadangan untuk meletakkan pakaian, namun ia tidak sesuai diletakkan di rak berkenaan. Kesimpulannya penubuhan Skuad GCED KTE Tapah telah mendapat sokongan amat baik daripada pihak pentadbir dan seluruh warga kolej. Ia juga telah memberi manfaat kepada banyak pihak selaras dengan hasrat *Global Citizenship Education* yang digariskan oleh pihak UNESCO.

Kata Kunci : Skuad GCED, rak GCED, sifar kelaparan, meminimum pembaziran.

Leveraging Technology to Enhance Global Citizenship Education: An Online Task-Based Speaking Skills Module for Technical and Vocational Education and Training (TVET) Learners

Mohd Khirulnizam Musa¹ & *Azwin Arif Abdul Rahim²

¹Kolej Matrikulasi Pahang, Gambang, Pahang, Malaysia.

²Centre for Modern Languages, Universiti Malaysia Pahang Al Sultan Abdullah, Pekan, Pahang, Malaysia.

*Corresponding author: ariftesl@ump.edu.my

Introduction: Global Citizenship Education (GCED) is increasingly recognized as a critical component in preparing individuals to navigate an interconnected world and address global challenges. As globalization intensifies, the ability to communicate effectively across cultures and understand global issues becomes paramount. This is particularly relevant for learners in Technical and Vocational Education and Training (TVET), who must be equipped not only with vocational skills but also with the competencies to engage in a globalized workforce. This paper presents an innovative approach to advancing GCED through the development and implementation of an online task-based speaking skills module tailored for TVET learners.

Purpose of study: The primary aim of this study is to enhance the linguistic proficiency, intercultural competence, and awareness of global citizenship responsibilities among TVET learners through a technology-integrated speaking skills module. By focusing on authentic speaking practice opportunities that are relevant to learners' vocational fields, the study seeks to foster a deeper understanding of global issues and encourage learners to reflect on their roles as responsible global citizens. **Methodology:** The development of the online module involved several key stages: 1) Needs Analysis: conducting surveys and interviews with TVET educators and learners to identify specific speaking skills required in various vocational contexts, 2) Design and Development: creating multimedia materials and simulated workplace scenarios that provide realistic communication contexts. The module incorporates global themes to stimulate learners' interest in interconnected global issues, 3) Implementation: piloting the module with a group of TVET learners to gather feedback and make necessary adjustments and 4) Evaluation: assessing the effectiveness of the module through pre- and post-tests, learner feedback, and observations of learner engagement and performance.

Discussions: The online task-based speaking skills module integrates several innovative features: a) Multimedia Materials: videos, audio recordings, and interactive content that provide diverse linguistic and cultural inputs; b) Simulated Workplace Scenarios: role-plays and situational tasks that mimic real-world vocational communication contexts, allowing learners to practice speaking skills in a safe and controlled environment; c) Collaborative Activities: group discussions, peer assessments, and collaborative projects that encourage active participation and the development of intercultural competence. By embedding global themes within these activities, the module not only improves linguistic skills but also raises awareness of global citizenship responsibilities. For example, learners engage in discussions about sustainable development, human rights, and ethical practices in their vocational fields. This approach helps learners connect their vocational training with broader global issues, fostering a sense of responsibility and engagement as global citizens. **Conclusion:** This study

demonstrates that leveraging technology to enhance GCED through an online task-based speaking skills module can significantly benefit TVET learners. The module addresses barriers to access by providing flexible and inclusive learning opportunities, promoting linguistic proficiency and intercultural competence. By engaging with global themes, learners are better prepared to navigate the complexities of an interconnected world and contribute meaningfully to addressing global challenges. Future research could explore the long-term impacts of such initiatives and expand the approach to other educational contexts.

Keywords: Global citizenship education, technical and vocational education and training, task-based language teaching, speaking skills module

Designing Futures: Cultivating Global Citizens through Digital Literacies and Design Thinking in K-12 Education

Mohd Yahya Fadzli Jusoh & *Nor Asniza Ishak
School of Educational Studies, Universiti Sains Malaysia

*Corresponding author: asnizaishak@usm.my

Introduction: The integration of design thinking and digital literacies into K-12 education is crucial for fostering global citizenship and problem-solving skills. As educators and policymakers seek innovative approaches to prepare students for 21st-century challenges, understanding these pedagogical strategies' roles in cultivating global awareness and civic education is essential. This systematic literature review (SLR) explores the impact of design thinking and digital literacies on promoting global citizenship in K-12 education. **Purpose of study:** The primary objective of this study is to identify and synthesize existing literature on design thinking and digital literacies in K-12 education and their impact on cultivating global citizenship. The study aims to provide insights into best practices for integrating problem-solving and creative thinking into global citizenship education. **Methodology:** This SLR was conducted using the PRISMA framework. The databases used for the literature search were Scopus and Web of Science (WoS). The search strings included: Scopus: TITLE-ABS-KEY ("Design thinking" OR "creative thinking" OR "problem solving") AND ("educational levels" OR "primary" OR "secondary" OR "elementary" OR "middle" OR "high") AND ("citizenship" OR "global awareness" OR "international education" OR "civic education")) WoS: ("Design thinking" OR "creative thinking" OR "problem solving") AND ("educational levels" OR "primary" OR "secondary" OR "elementary" OR "middle" OR "high") AND ("citizenship" OR "global awareness" OR "international education" OR "civic education") (Topic) .The initial search yielded 103 articles from Scopus and 78 from WoS. After filtering for inclusion criteria (journal articles published between 2020 and 2024, in English) and excluding proceedings, book chapters, reviews, and in-press articles, the search results were narrowed down to 28 articles from Scopus and 20 from WoS. After removing 14 duplicates, 34 unique articles remained. Two panels of experts reviewed the articles for eligibility, selecting 16 that matched the study's objectives. All these articles determined three themes consist of (1) Digital Literacies in K-12 Education (2) Design Thinking and Problem-Solving Skills (3) Cultivating Global Citizenship through Cross-Curricular and Interdisciplinary Approaches **Findings:** *Theme 1: Digital Literacies in K-12 Education* :Five articles focused on digital literacies in K-12 education, highlighting digital media's role in enhancing civic engagement and problem-solving skills. Wargo (2021) demonstrated how young children use digital media to address civic injustices. Yoorubsuk & Maneewan (2022) developed an online challenge-based training model that improved digital citizenship knowledge and creative problem-solving among high school students. Çetin (2021) examined the impact of digital storytelling on pre-service teachers' digital literacy skills. Monte & Reis (2022) emphasized the role of digital literacy in fostering environmental awareness. Casmana & Rahmawati (2020) focused on pre-service