



*Great Public Schools for Every Student*

## Teaching Global Competence

Educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues.

### Key Method

The educator develops lessons that integrate diverse social and cultural perspectives in order to support students in the development of attitudes, knowledge, and skills needed to live and work in today's interconnected world.

### Method Components

#### What is Global Competence?

Global competence refers to the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community (NEA, 2010).

#### Concepts of Global Learning

- Global Citizenship
- International Awareness
- Appreciation of Interdependence
- Skilled in Conflict Resolution
- Appreciation of Cultural Diversity
- Proficiency in Foreign Languages
- Acquisition of Competitive Skills (Creativity and Innovation)
- Development of Healthy Values and Perceptions
- Respect for Human Rights
- Appreciation of Sustainable Development

#### Teaching strategies

- Bring global stories into the classroom
- Expand lessons to include global perspectives
- Get involved in a global project
- Connect with other global educators via social media
- Connect with classrooms overseas

## Supporting Research

Bourn, D. (2014). The theory and practice of global learning. *Development Education Research Centre*. Retrieved from

[http://discovery.ucl.ac.uk/1492723/1/DERC\\_ResearchPaper11-TheTheoryAndPracticeOfGlobalLearning%5B2%5D.pdf](http://discovery.ucl.ac.uk/1492723/1/DERC_ResearchPaper11-TheTheoryAndPracticeOfGlobalLearning%5B2%5D.pdf)

Ruggles, K., Risner, M., Kumar, S., & Brown, H. (2016). From course to classroom: preservice teachers' understandings and implementation of global education lessons. In G. Chamblee & L. Langub (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (p. 786). Savannah, GA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 31, 2017 from

<https://www.learntechlib.org/p/171771/>.

Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J. (2016). Expanding approaches to teaching for diversity and social justice in K-12 education: Fostering global citizenship across the content areas. *Education Policy Analysis Archives*, 24, 59. doi:

<http://dx.doi.org/10.14507/epaa.24.2138>

## Resources

### Global stories

List of picture books:

<https://www.whatdowedoallday.com/around-world-childrens-books/>

Goodreads list:

<https://www.goodreads.com/shelf/show/global-perspective>

### Global projects

iEarn-More than 100 Active Global Projects at

<https://iearn.org/collaboration>.

Bring in your own travel experiences.11 Amazing Ways Teachers Use Their Travel Experiences in the Classroom at

<https://www.weareteachers.com/11-amazing-ways-teachers-use-their-travel-experiences-in-the-classroom/>

The Center for Engineering and Science Education at Steven Institute of Technology at

<http://ciese.org/materials/k12/technology/online-collaboration/>

### Connect with classrooms overseas

PenPal schools:

<https://www.penpalschools.com/>

Mystery Skypes:

<https://mysteryskypes1213.weebly.com/index.html>

### Readings

6 Ways Teachers Can Foster Cultural Awareness in the Classroom:

[http://blogs.edweek.org/edweek/education\\_futures/2014/11/6\\_ways\\_teachers\\_can\\_foster\\_cultural\\_awareness\\_in\\_the\\_classroom/](http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom/)

Resources and Downloads for Global Competence

<https://www.edutopia.org/stw-globalcompetenceresources#graph1>

A Global Perspective: Bringing the World into Classrooms:  
<https://www.edweek.org/tm/articles/2016/08/03/a-global-perspective-bringing-the-world-into.html>

8 Connected Concepts of Global Learning:  
<https://medium.com/global-perspectives/8-connected-concepts-of-global-learning-c9a89e828408>

How to Encourage a Global Perspective in Your Classroom:  
<https://www.weareteachers.com/encourage-global-perspective-classroom/>

NEA Policy Brief: Global Competence Is a 21st Century Imperative:  
[http://www.nea.org/assets/docs/HE/PB28A\\_Global\\_Competence11.pdf](http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a “Proficient” for each component in Part 2.

Part 1. Overview Questions

500 word limit

To earn this micro-credential, you will be creating a unit plan. Answer the following questions to help provide context for this unit plan:

- What types of global experiences have your students had previously?
- What were the one or two global thinking concepts you chose to include in your unit? Why did you choose these?
- Do you think your lesson met the intended outcomes? Why or why not?

- **Passing:** All questions were answered completely using specific details to support responses. Educator gave meaningful reasons for choosing the global competencies. The answers reflected an understanding of what global competence is and why it is important to develop it in students.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following two artifacts:

**Artifact 1: Unit Plan**-Choose one of the teaching strategies listed in the Resources section and develop a unit plan that includes:

- Unit Summary.
- Grade Level.
- Time Needed.
- One or two learning outcomes for Global Thinking Concepts (see Resources section).
- One or two learning outcomes based on content standards being taught.
- Pre/post student reflections related to the Global Thinking Concept(s).
- Three to five lessons that integrate global thinking concepts using one of the strategies listed in the Resources section.

**Artifact 2: Three student Pre and Post Reflections**-Three annotated pre student reflections and three annotated post student reflections from the same three students. Please annotate by highlighting areas of growth and areas that students will need to develop more fully.

*Please combine these pre and post reflections into one document for submission. Be sure to clearly identify the reflections as Student 1, 2 and 3 and your annotations with highlights clearly marked for assessors.*

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Artifact 1: Unit Plan	<p>All components listed are included.</p> <p>Global thinking outcomes are clearly defined and grade- level appropriate.</p> <p>Lessons are connected to grade-level content.</p> <p>Lessons allow student opportunities to make connections between their own lives and the lives of people from other cultures.</p> <p>Lessons go beyond the walls of the school.</p>	<p>All components listed are included.</p> <p>Global thinking outcomes are vague and difficult to connect to the content and/or are not grade-level appropriate.</p> <p>Student learning opportunities do not include making personal connections between their own lives and the lives of people from other cultures.</p> <p>Lessons do not go beyond the walls of the school.</p>	<p>Not all components listed are included.</p> <p>Global thinking outcomes are not related to the competencies listed in the Resource section and are not grade-level appropriate.</p> <p>Students are not making personal connections to other cultures.</p> <p>Lessons only include students in the teacher’s own classroom.</p>
Artifact 2: Student Reflections	<p>Student reflections show some evolution in thinking globally from the pre to the post reflection and exhibit an ability to empathize with people from other cultures.</p> <p>Student reflections directly relate to the outcomes of the lesson.</p> <p>Student reflections show that students can make personal connections between their own lives and the lives of people from other cultures.</p>	<p>Student reflections may make connections to other cultures but there is no evidence of empathy for those cultures.</p> <p>There is little or no change between the pre and the post reflections.</p> <p>Student reflections do not relate to the outcomes of the lesson.</p>	<p>The pre and post reflections lack any personal connection or empathy.</p> <p>There is no evidence of any global competencies listed in the Resource section.</p>

Reflection

500 word limit

Please reflect on the following questions:

- How did this unit support students in the development of the attitudes, knowledge, and skills needed to live and work in today’s interconnected world? Please use specific examples from student work and/or student observations.
- What challenges were presented during the project? How did you overcome them?
- How has this project impacted your teaching? What will you do differently now?

- **Passing:** Reflections answer all questions and cite specific examples from the planning and/or teaching of this lesson. Reflections relate project experiences to global competencies and include specific actionable next steps for future classroom implementation.



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