Teaching Global Competence

Competency

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

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- 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 Rationale and 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

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

Read Your Way Around the World With 50 Children's Books

Global Perspective Books

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Global projects

[iEARN Collaboration Centre (en-US)](#)

[11 Ways Teachers Use Their Travel Experiences in the Classroom](#)

[Online Collaboration Curricula](#)

Connect with classrooms overseas

[PenPal Schools - A Global Project Based Learning Community](#)

[Mystery Skypes - Home](#)

Global competence lesson plans

[Resources and Downloads for Global Competence](#)

Readings

[6 Ways Teachers Can Foster Cultural Awareness in the Classroom (Opinion)](#)

[A Global Perspective: Bringing the World Into Classrooms (Opinion)](#)

[8 Connected Concepts of Global Learning | by Participate Learning | Global Perspectives](#)

[7 Surprising Ways Teachers Can Connect with Countries Around the World](#)

[Global Competence Is a 21st Century Imperative](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(400-500 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

Answer the following questions to help provide context for your unit plan:
1. Describe the students you engage with daily. Include grade level, subject area, cultural backgrounds, and special considerations regarding student characteristics (English Language Learners, Special Education, Gifted Learners, etc...)
2. What types of global experiences have your students had previously?
3. What were the one or two global thinking concepts you chose to include in your unit? Why did you choose these?
4. 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/Evidence

To earn this micro-credentials please submit the following **two** artifacts as evidence of your learning.

*Please do not include any information that will make you or your students identifiable to your reviewers.

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
- Three to five lessons that integrate global thinking concepts using one of the strategies listed in the Resources section

Artifact 2: Student Reflections (Pre and Post)

Submit three annotated student reflections completed before the unit and three annotated student reflections after the unit. These need to be from the same three students. These reflections should address the global competence goals which are included in your unit plan. Please annotate by highlighting areas of growth and areas that students will need to develop more fully.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Unit Plan	All components listed are included. Global thinking outcomes are clearly defined and grade-level appropriate. Lessons are connected to grade-level content. Lessons allow student opportunities to make connections between their own lives and the lives of people from other cultures. Lessons go beyond the walls of the school.	Global thinking outcomes are vague and difficult to connect to the content and/or they are not grade-level appropriate. Student learning opportunities do not include making personal connections between their own lives and the lives of people from other cultures. Lessons do not go beyond the walls of the school.	Global thinking outcomes are not related to the competencies listed in the Resource section and they are not grade-level appropriate. Students are not making personal connections to other cultures. Lessons only include students in the teacher's own classroom.
Artifact 2: Student Reflections	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.	Student reflections may make connections to other cultures but there is no evidence of empathy for those cultures. There is little or no change between the	The pre and post reflections lack any personal connection or empathy. There is no evidence of any of the global competencies listed in the Resource section.

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	Student reflections directly relate to the outcomes of the lesson. Student reflections show that students are able to make personal connections between their own lives and the lives of people from other cultures.	pre and the post reflections. Student reflections do not relate to the outcomes of the lesson.	

Part 3 Reflection

(400-500 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?
Please do not include any information that will make you identifiable to your reviewers.

Please reflect on the following questions:
1. 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.
2. Do you think your lesson met the intended outcomes? Why or why not?
3. What challenges were presented during the project? How did you overcome them?
4. How has this project impacted your understanding of global learning and how will your teaching be different based on your new understanding? How will you incorporate global teaching in future lessons?

Passing: Reflections answer all questions and cites 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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