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


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


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_class.html

Resources and Downloads for Global Competence

https://www.edutopia.org/stw-globalcompetenceresources#graph1
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.*
<table>
<thead>
<tr>
<th>Artifact 1: Unit Plan</th>
<th>Artifact 2: Student Reflections</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>All components listed are included.</td>
<td>All components listed are included.</td>
<td>Not all components listed are included.</td>
</tr>
<tr>
<td>Global thinking outcomes are clearly defined and grade-level appropriate.</td>
<td>Global thinking outcomes are vague and difficult to connect to the content and/or are not grade-level appropriate.</td>
<td>Global thinking outcomes are not related to the competencies listed in the Resource section and are not grade-level appropriate.</td>
</tr>
<tr>
<td>Lessons are connected to grade-level content.</td>
<td>Student learning opportunities do not include making personal connections between their own lives and the lives of people from other cultures.</td>
<td>Students are not making personal connections to other cultures.</td>
</tr>
<tr>
<td>Lessons allow student opportunities to make connections between their own lives and the lives of people from other cultures.</td>
<td>Lessons do not go beyond the walls of the school.</td>
<td>Lessons only include students in the teacher’s own classroom.</td>
</tr>
<tr>
<td>Lessons go beyond the walls of the school.</td>
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</tbody>
</table>

**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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