

The background of the top section is a blue-tinted image. On the left, two students, a boy and a girl, are looking at a book together. On the right, a close-up of a person's face is visible. In the center, there are faint mathematical formulas, including $\phi_n(\theta) = M^{-1/2}$ and $\phi_{n+1}(\theta) = \dots$.

Building Global Competence

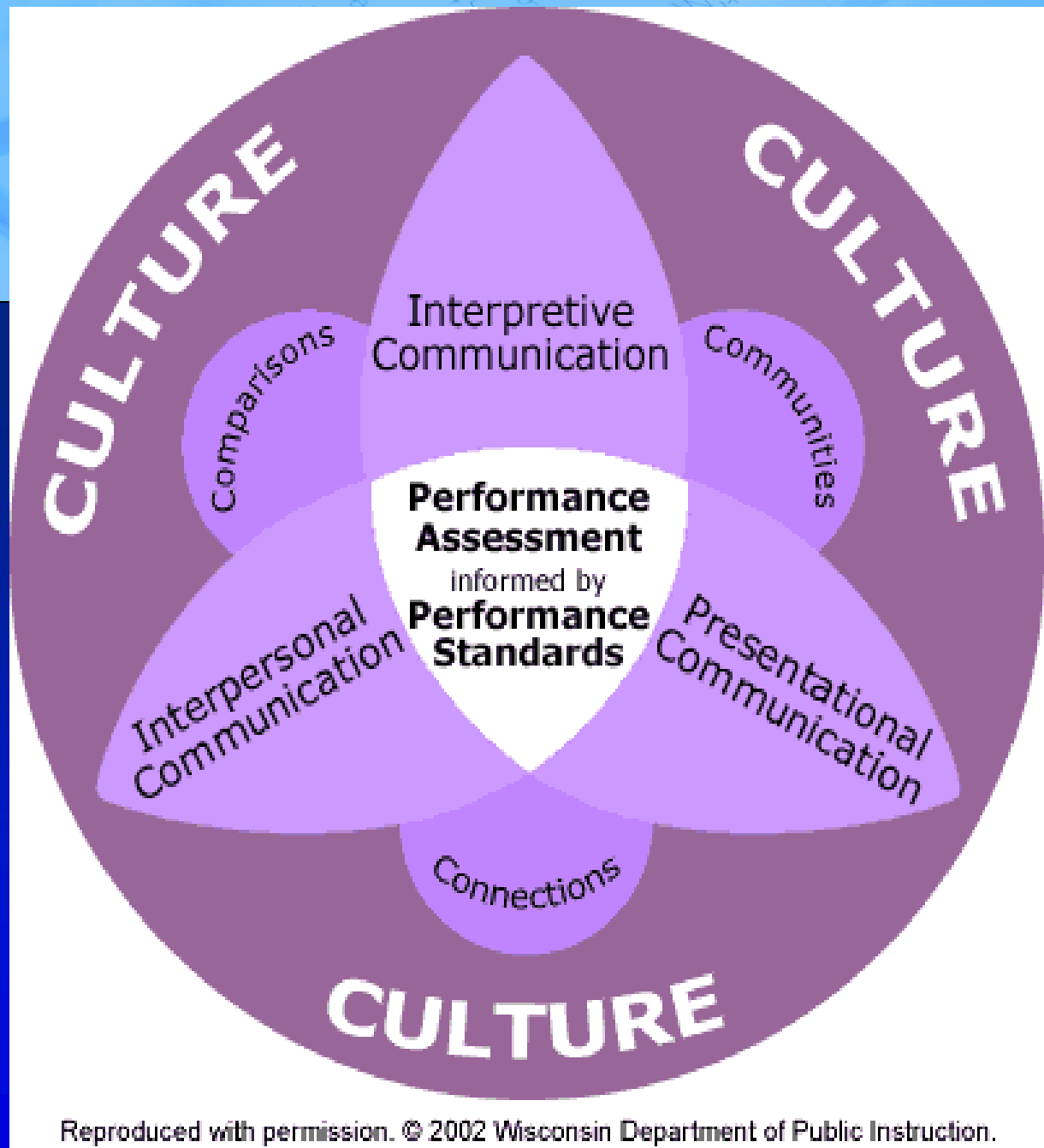
Paul Sandrock

American Council on the
Teaching of Foreign Languages



What is the
C of
Cultures?

How do we
teach and
develop it?



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The background of the slide features a blue-tinted image of two students, a young man and a young woman, looking at each other in a classroom setting. Overlaid on this image are faint mathematical formulas, including $\phi_n(\theta) = M^{-1/2}$, $\phi_{n+1}(\theta) > \dots$, and $W_{n+1} \oplus \dots \oplus W_{n+1}$.

Starting with Culture

Products

Practices

Perspectives

What do students have to know and be able to do?

What's the "to do"?

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Defining Global Competence

Ed Steps Project

- Define global competency
- Solicit samples of student work demonstrating global competency
- Evaluate what indicates global competency
- Establish benchmarks of global competency



Defining Global Competence

Investigate the World

Students investigate the world beyond their immediate environment

Recognize Perspectives

Students recognize their own and others' perspectives

Communicate Ideas

Students communicate their ideas effectively with diverse audiences.

Take Action

Students translate their ideas and findings into appropriate actions to improve conditions.



Defining Global Competence

Investigate the World

Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question.

Recognize Perspectives

Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives.

Communicate Ideas

Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies.

Take Action

Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

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Developing Global Competence

Content: Thematic focus

- Environmental sustainability
- Population growth and transition
- Economic development
- Global conflict and cooperation
- Health and human development
- Human rights
- Cultural identify and diversity
- Media and technology



Respecting the Environment

Intermediate Level – Performance Tasks

Interpretive Task

Read a website about actions students abroad take to respect the environment

Interpersonal Task

Spontaneous conversation, comparing what local students do to what they found out from the website

Presentational Task

Create an infomercial

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Defining Global Competence

“Global competence is the **capacity and disposition to understand and act** on issues of global significance.”

Veronica Boix Mansilla

*Educating for Global Competence:
Preparing our Youth to Engage the World*

<http://asiasociety.org/files/book-globalcompetence.pdf>



Developing Global Competence

Watch a classroom example:

What's the “edge” that can come from learning through a second (third) language?

What needs to be in place for this to occur?

<http://www.ecb.org/global/learning.html>



Interculturality

- The **interaction** of people from different cultures, **using authentic language** appropriately to demonstrate knowledge and understanding of the cultures.
- It is your ability to **experience the culture of another** person and to be open-minded, interested, and curious about that person and culture.
- You can also **evaluate your own feelings, thoughts, perceptions, and reactions** in order to understand and to use that experience to **reflect** on your own life and surroundings



Interculturality

Reflect on cultural encounters:

- Hosting a foreign language speaking guest
- Participate in a homestay exchange
- Participate in a volunteer service project
- Participate in an immersion language camp/academy
- Travel for pleasure in target country
- Participate in social interaction in the community or through social media
- Take a formal course in the language

www.ncssfl.org (LinguaFolio)



Interculturality

Key Question:

What did you start to *look at* in a new way?

Evaluate your **feelings, thoughts, perceptions, reactions**

- Your perception
- A stereotype
- To know when, where, who, why



Interculturality

Key Question:

What did you start *to do* differently?

Council of Europe: Common European Framework

The ability to bring the culture of origin and the foreign culture into relation with each other



Interculturality

Council of Europe: *Common European Framework*

The ability to bring the culture of origin and the foreign culture into relation with each other:

- cultural sensitivity and the **ability to identify and use a variety of strategies** for contact with those from other cultures;
- the capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to **deal effectively with intercultural misunderstanding and conflict situations**;
- the ability to overcome stereotyped relationships.



Creating a Meaningful Context

Advanced Placement: Six Themes

1. Global Challenges
2. Beauty and Aesthetics
3. Families and Communities
4. Personal and Public Identities
5. Science and Technology
6. Contemporary Life



Creating a Meaningful Context

Theme: 3 - Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love



Creating a Meaningful Context

What content will develop global competence?

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies



Creating a Meaningful Context

Current Classroom Unit

Embedding Development of Global Competence

Family:

Where is your family from (origins)?

Recognizing that climate change-induced migration is increasing dramatically, teams of students investigate where people are moving from and where they are going to;

Family members
Geography terms
From ... to ...

In conversational pairs, students share their findings in order to come to agreement on the content and on how they want to present their findings;

Pairs present their findings (reporting on the impact of the weather)



Creating a Meaningful Context

Current Classroom Unit

Embedding Development of Global Competence

Holidays:

Celebrate a holiday as it is celebrated in the target culture(s)

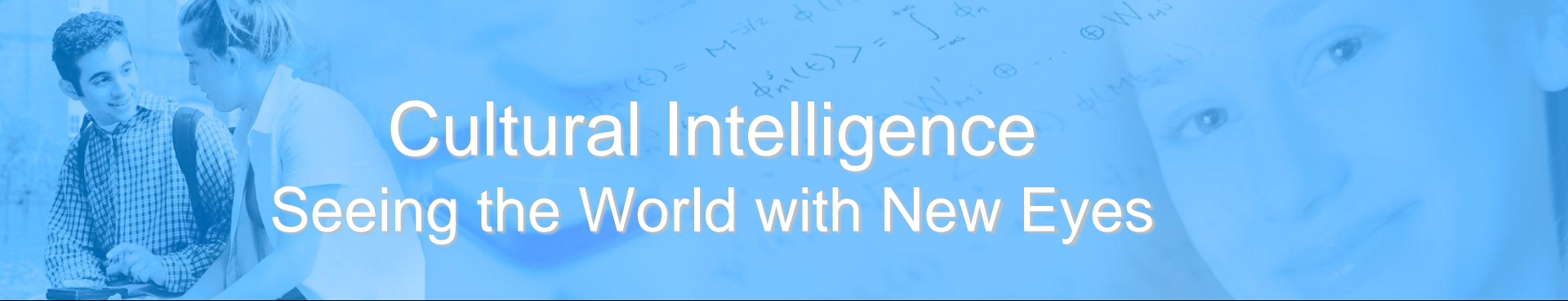
Interpersonal
Interpretive
Presentational

Food:

Role play deciding where to eat (which restaurant), comparing menus and discussing healthy choices

Current Events:

Debate the issue of immigration. Should the US open its borders without quotas?



Cultural Intelligence

Seeing the World with New Eyes

Mark Gerzon: *American Citizen, Global Citizen*

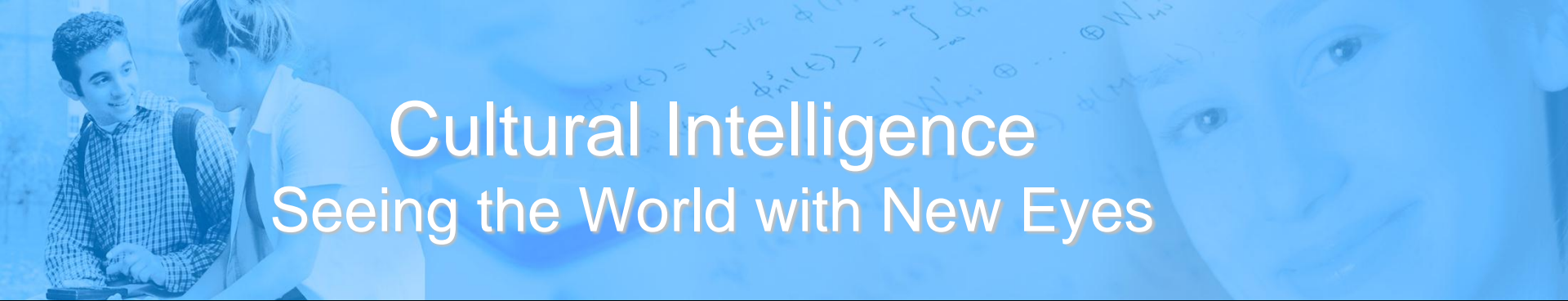
Citizen 1.0 – Worldview based on one's self (**egocentric**)

Citizen 2.0 – Worldview based on one's group (**ideocentric**)

Citizen 3.0 – Worldview based on one's nation (**sociocentric**)

Citizen 4.0 – Worldview based on multiple cultures (**multicentric**)

Citizen 5.0 – Worldview based on the whole Earth (**geocentric**)



Cultural Intelligence

Seeing the World with New Eyes

Mark Gerzon: *American Citizen, Global Citizen*

Witnessing – Opening our Eyes

[Investigate the World]

Learning – Opening our Minds

[Recognize Perspectives]

Connecting – Creating Relationships

[Communicate Ideas]

Geo-partnering – Working Together

[Take Action]



21st Century Skills: Every student in your school must be:

- A critical thinker
- A problem solver
- An innovator
- An effective communicator
- An effective collaborator
- A self-directed learner
- Information and media literate
- Globally aware
- Civically engaged
- Financially and economically literate

What will it take to make this happen?



Seeing the world with new eyes



Building global competence



Thank You



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