# Global Learning:
# A Vehicle for Proficiency-driven Student Engagement

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# Netiquette:

➢ Mute yourself

➢ Use the chat box for questions or comments

## Goals:

- **To reach deeper understanding of the importance of global learning**

- **To connect global learning to proficiency-driven student engagement**

- **To expand the range of classroom ideas that integrate global learning**

# What do these two have in common?
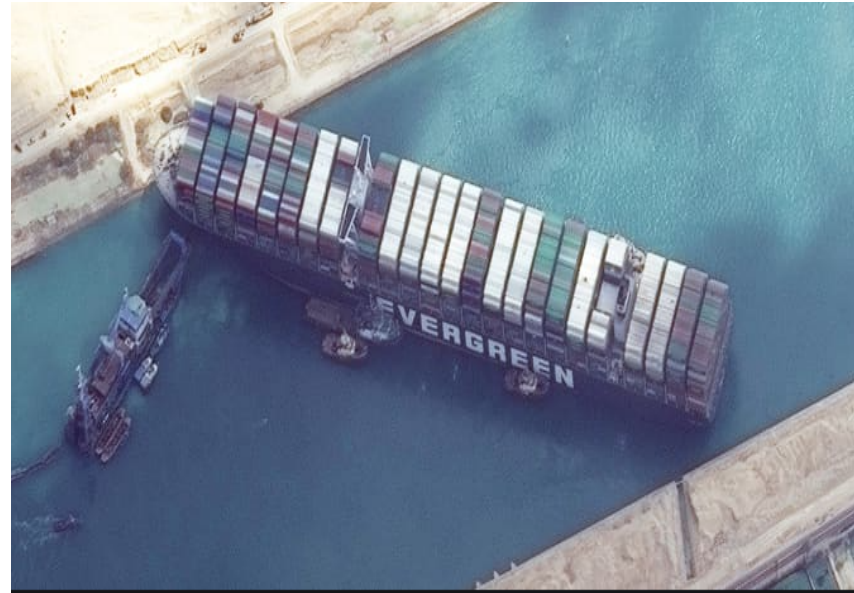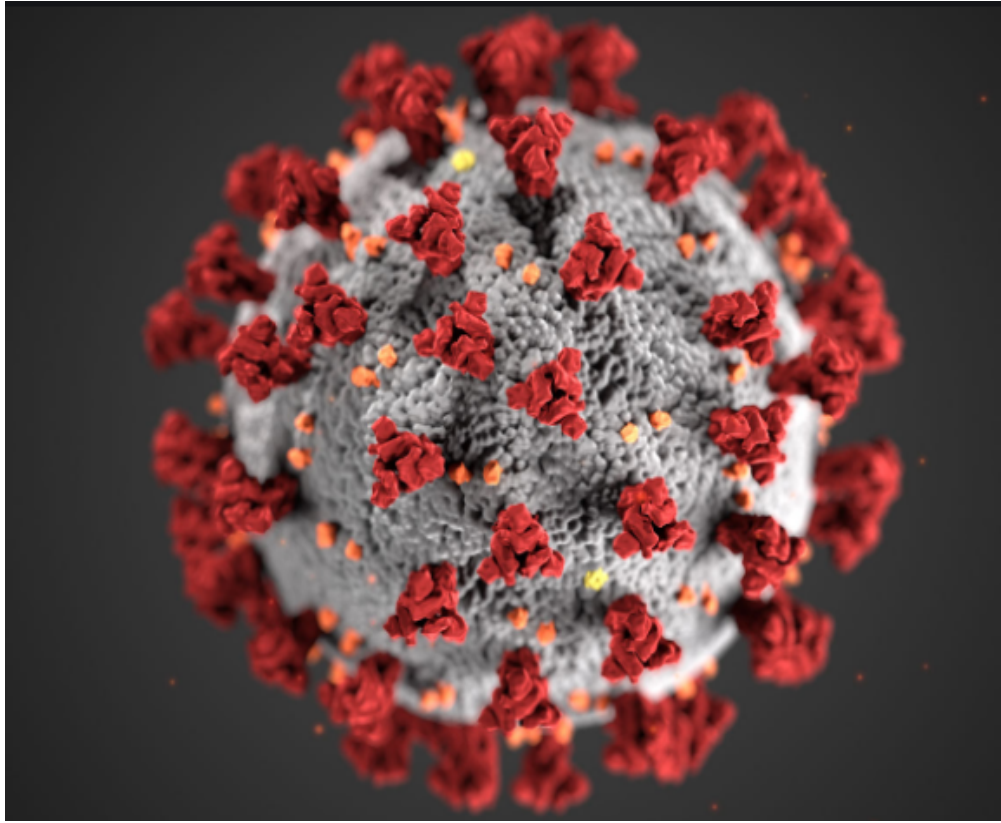
# Global Learning/Global Competence Definitions:

## Global learning (Florida International University)

**Global learning** is "the process of **diverse** people **collaboratively analyzing** and addressing complex **problems** that **transcend borders**" (Landorf & Doscher, 2015)

## ASCD & Longview Foundation

**Global competence**:

The set of **knowledge**, **skills**, and **dispositions** needed to thrive in a **diverse**, **interconnected world**.

**Global learning**:

The act of developing global competence through **intentional** educational activities.

# 21st Century Skills

**2011 OECD Report:**

- Chan

- Need

**Are American Students (Globally) Ready?**

- Literacy:        "learning to read"  →  "reading for learning"

- Importance of creativity, innovation, & collaboration

**2012 U.S**. Department of Education added a global component to its definition of 21st century education

- Large gender gaps in students' global and intercultural skills and attitudes
  - Boys were more likely than girls to report taking part in activities where they are expected to express and discuss their views, while girls were more likely than boys to report taking part in activities related to intercultural understanding and communication.

- Teachers play a key role in promoting and integrating intercultural understanding into classroom practices
  - Most teachers reported that they are confident in their ability to teach in multicultural settings. But at the same time they report a high need for professional development in this field.
  - Few teachers reported having received training on integrating intercultural issues in the classroom or on conflict resolution, the role of education in confronting discrimination or on teaching in multicultural and multilingual settings.
  - Students who perceive discrimination by their teachers towards immigrants and people from other cultural backgrounds exhibited similar negative attitudes.
  - Students' engagement in wider learning activities for global and intercultural issues at school is positively associated with students attitudes
  - Socio-economically disadvantaged students are engaged in the fewer number of learning activities at school than advantaged students, while the opposite is observed at the school level. This suggest that providing learning opportunities is not enough. Encouraging all students to engage in these learning activities regardless of their background will be important

- A link between students learning foreign languages and having more positive intercultural attitudes
  - Speaking two or more languages was positively associated with awareness of global issues, interest in learning about other cultures, respect for people from other cultures and positive attitudes towards immigrants.

- Students who exhibited more positive intercultural attitudes were more likely to report that they take action

- Public policy can make a real difference: The schools and education systems that are most successful in fostering global knowledge, skills and attitudes among their students are those that
  - offer a curriculum that values openness to the world,
  - provide a positive and inclusive learning environment,
  - offer opportunities to relate to people from other cultures, and

**Any thoughts about these takeaways? Anything surprising/shocking?**

# Why a Global Focus in Education?

1. Career Readiness

2. Digital Connectivity

3. Demographic Diversity

4. Cross-Border Challenges

(2019) ASCD & Longview Foundation Report

# Why don't students talk?

# Why don't students talk?

- ❖ They have no reason to

- ❖ They don't know anything about the topic

- ❖ They don't know what to do

- ❖ They are embarrassed/shy

- ❖ The task is too vague/not-motivating

- ❖ They don't have the language to do so.

# What kind of speaking tasks are used in language classrooms?

Ice-breaker/warm-up activities

Role-plays & Simulations

Ranking activities

Problem-solving activities

Information-gap activities

Discussion

Questionnaire

Communication Games

# Padlet #1: Let's get to know each other

# Padlet #2: Let's talk!

# Reflection time:

1. How are the two padlets similar?

2.How are they different?

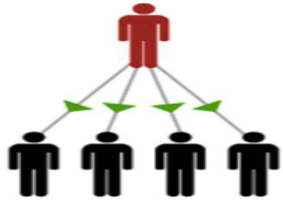3.What amount of language do they encourage the learners to produce?

# Levels of culturally-sustaining instruction

(Oberg De La Garza & Lavigne, 2019)

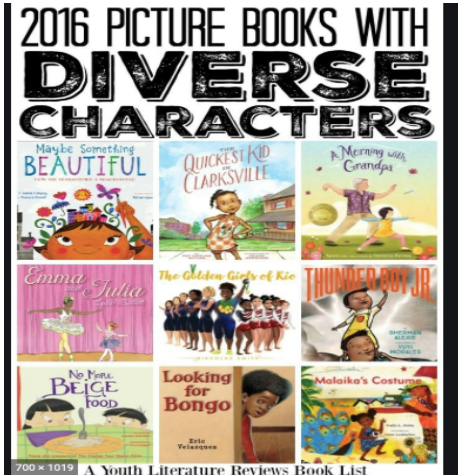| Exclusive Level | Inclusive Level | Transformative Level |
|---|---|---|
|  |  |  |

Teacher-centered

Learner-centered

2016 PICTURE BOOKS WITH DIVERSE CHARACTERS

Maybe Something BEAUTIFUL

QUICKEST KID in CLARKSVILLE

A Morning with Grandpa

Emma and Julia

The Golden Girls of Rio

THUNDER BOY JR

No More BEIGE FOOD

Looking for Bongo

Malaika's Costume

A Youth Literature Reviews Book List

I am sure my lecture has made you think..

What a bore..

?!?

I stopped listening after 5 minues

I need a wee wee..

ZZZ...
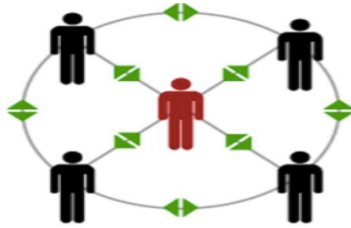
Which theory is known as the Einstein theory?

A. Evolution theory

B. Big Bang theory

C. Theory of Relativity

D. Cell Theory

Next

GUEST SPEAKER

# Levels of culturally-sustaining instruction
(Oberg De La Garza & Lavigne, 2019)

## Exclusive Level

- Food, fun, folklore, fashion
- **Instruction**: teacher-centered; lecture; reading and multiple choice exams

## Inclusive Level

- Guest speakers, texts written by individuals with varying perspectives or social views
- **Instruction**: teacher-centered; encourages to employ critical thinking and peer learning to construct their own value systems

## Transformative Level

- Formal & informal activities across academic space and time
- **Instruction**: student-centered; service learning; problem-solving; student-created projects that answer intrinsic questions; self-reflection and self-assessment

Cultural icebergs:

Surface Culture
- behaviours
- words
- customs
- traditions

Deep Culture
- beliefs
- values
- assumptions
- thought processes

The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

**Surface Culture**
**Most easily seen**
**Emotional level - low**

Food, dress, music, visual arts, drama, crafts, dance, literature, languagae, celebrations, games

**Shallow Culture**
**Unspoken Rules**
**Emotional level - high**

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence,

**Deep Culture**
**Unconscious Rules**
**Emotional level - intense**

patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

Indiana Department of Education (http://www.homeofbob.com/literature/esl/icebergCulture.gif)

(Revised) Bloom's Taxonomy of
# LEARNING OBJECTIVES

| KNOWING or REMEMBERING | COMPREHENDING or UNDERSTANDING | APPLYING | ANALYZING | SYNTHESIZING or EVALUATING | CREATING |
|---|---|---|---|---|---|
| Cite | Arrange | Adapt | Analyze | Assess | Adapt |
| Define | Associate | Apply | Appraise | Assemble | Anticipate |
| Draw | Classify | Compute | Detail | Build | Collaborate |
| Enumerate | Convert | Coordinate | Determine | Choose | Combine |
| Find | Describe | Demonstrate | Calculate | Compare | Communicate |
| Label | Discuss | Develop | Categorize | Construct | Compose |
| List | Explain | Dramatize | Classify | Debate | Construct |
| Locate | Exemplify | Employ | Compare | Estimate | Create |
| Match | Identify | Establish | Contrast | Formulate | Design |
| Memorize | Interpret | Examine | Correlate | Generate | Facilitate |
| Name | Locate | Extrapolate | Critique | Hypothesize | Forecast |
| Recall | Match | Illustrate | Defend | Integrate | Generate |
| Recite | Paraphrase | Implement | Detect | Judge | Initiate |
| Record | Report | Instruct | Dissect | Justify | Model |
| Recognize | Research | Interview | Distinguish | Manage | Negotiate |
| Select | Sort | Manipulate | Examine | Organize | Organize |
| State | Summarize | Modify | Inspect | Predict | Perform |
| Tabulate | Translate | Operate | Inventory | Prescribe | Plan |
| | | Order | Research | Prepare | Produce |
| | | Practice | Solve | Prioritize | Propose |
| | | Predict | Summarize | Produce | Reconcile |
| | | Prepare | Test | Propose | Revise |
| | | Produce | | Recommend | Resolve |
| | | Utilize | | Structure | Structure |
| | | | | Synthesize | Substitute |

| Teaching Strategies | Teaching Strategies | Teaching Strategies | Teaching Strategies | Teaching Strategies | Teaching Strategies |
|---|---|---|---|---|---|
| Lecture | Questions | Practice | Problem solving | Projects | Simulations |
| Video | Discussion | Demonstrations | Case Studies | Problem solving | Critiques |
| Illustrations | Review | Presentations | Critical Incidents | Case studies | Complex case study |
| Examples | Test | Projects | Discussion | Plan development | Design/development |
| Visuals | Reports | Role play | Questioning | Constructing | Product generation |
| | Exercises | Micro-teach | Test | Simulation | Producing |

Lower order thinking → Higher order thinking

Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Pearson, Allyn & Bacon.
...hart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

INDIANA UNIVER

# **Task: Proficiency & Performance**

➢ How do you define them?

➢ What is their relationship?

# Task: Proficiency & Performance

| | Definition: | What is involved: |
|---|---|---|
| **Performance** <br> language use in classroom or other controlled situation | The ability to use language in a limited & controlled situation | Familiar topics in unscripted but comfortable environment |
| **Proficiency** <br> language use in the real world | The ability to use language in real-life situations | Unfamiliar, unpracticed topics |

www.sealofbiliteracy.org

# Perfomance



# Proficiency

# Proficiency: Components

➢ **Content** (topics of communication)

➢ **Function** (the task to be completed; the purpose for communicating)

*Proficient learners can communicate about something appropriately and accurately for a purpose.* (Martina Bex)

➢ **Accuracy** (correctness or appropriateness of the language for the context)        (www.carla.umn.edu)

# Three Modes of Communication

**Interpersonal**
person-person
spontaneous
communication
**speaking/writing**

**Interpretive**
one-way receptive
communication,
**listening/reading/viewing**

**Presentational**
one-way, drafted, edited,
productive communication
**speaking/writing**

# Must-Haves in the Three Modes

| INTERPRETIVE | INTERPERSONAL | PRESENTATIONAL |
|---|---|---|
| • Authentic materials used outside the classroom | • Spontaneous<br>• Negotiation of meaning<br>• Two-way communication | • Must assess for transfer<br>• Non-negotiated; one-way communication<br>• Rehearsed, practiced<br>• Edited, polished |
| • A task using that materials that is listening, viewing or reading | • Staying on topic<br>• Follow-through on ideas<br>• Attentive to partner<br>• Message is most important | • Delivery of message most important<br>• Awareness of audience<br>• Maintain audience's attention |
| • Begin with the gist<br>• Match photos to description<br>• Move to details<br>• Identify from a list<br>• Complete fact sheet<br>• Use context clues | • Identify items in common<br>• Talk to a friend about a drawing, photo, info from interpretive task<br>• Come to agreement<br>• Decide on choices | • Role play<br>• Write a letter<br>• Retell a story<br>• Present<br>• Create a commercial |

(Dr. Jennifer Eddy, STARTALK 2012)

# Sample Task: Summer Camp

- **You are the student representative on a summer camp planning team. Decide on the following:**

- Which of the following activities will be available to students?

- Only 6 activities can be offered

- Prioritize them

- Discuss your rationale for offering some and rejecting the other activities

- Swimming in the lake

- Kayaking

- Waterskiing

- Overnight stay in the woods in a tent

- Mountain climbing

- Hang gliding

- Card games

- Board games

- Reading

- Volleyball

# Task: What's going on in this picture?

# Sample Task: Visiting Prague

**Visiting Prague**                                         **Student A**

You want to rent an apartment for two weeks in the winter. You see the following posting on AirBnB.



## ANTIQUE PAINTERS APARTMENT on Charles Bridge

Prague

Greet & Peter & Daughters

**$56** per night
● **4.86** (132 reviews)

**Dates**
12/04/2019 → 12/07/2019

**Guests**
1 guest

2 guests    1 bedroom    1 bed    1.5 baths

⌂ **Entire home**
You'll have the apartment to yourself.

▦ **Sparkling clean**
13 recent guests said this place was sparkling clean.

⚌ **Greet & Peter & Daughters is a Superhost**
Superhosts are experienced, highly rated hosts who are committed to providing great stays for guests.

⦿ **Great location**
100% of recent guests gave the location a 5-star rating.

| | |
|---|---|
| $56 x 3 nights ⓘ | $167 |
| Cleaning fee ⓘ | $48 |
| Service fee ⓘ | $28 |
| Total | $243 |

**Reserve**

You won't be charged yet

⚑ Report this listing

Perfect location directly in connection with the tower of Charles Bridge. Prague's fairy tale starts exactly when you step out of the Palace - Bridge is on your right hand and Prague Castle is on the left! We expect our guests to be polite, respectful and responsible. We really love our cozy apartment in the Palace of Dukes of Saxony, so please take care of it.

**Here are some of your details:**
You want to come with two friends in December.
You want to come by train.
You'd like a room each if possible but you don't have a lot of money.

You decide to phone the host and find out more information. Think of at least ten questions you can ask, e.g.,

- How big is it?
- Where is it?
- Is it near shops?
- How much is the rent?

Your partner will answer the phone. Start by saying:      **Hello. I'm phoning about the AirBnB posting.**

**Visiting Prague**                                                          **Student B**

You have posted the following on AirBnB.



## ANTIQUE PAINTERS APARTMENT on Charles Bridge

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Dates
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Guests
1 guest                    ⌄

$56 x 3 nights ⓘ          $167
Cleaning fee ⓘ            $48
Service fee ⓘ             $28
Total                     $243

**Reserve**

You won't be charged yet

⚐ Report this listing

**Here are some of your details:**
This home is your own home.
Your partner is going to call you and ask you for details.
Think about what you are going to say.
Think about:
- Where your house/apartment is
- How big it is
- How much the rent is per week
- When it is free, etc.

Answer the phone by saying your phone number and **Hello**.

# Task: The 3 Ys

Before class: Watch the daily news. Some countries have better access to vaccines to fight COVID-19 than some other countries.

1. Why might this topic matter to me?
2. Why might it matter to people around me? (family, friends, city, nation?
3. Why might it matter to the world?        (Project Zero, Harvard)

# What does one need to consider when planning for a speaking activity?

- Preparation time

- Type of interaction

- Seating arrangement/ Technology tool

- Monitoring

- Pace

- Correction focus

- Correction timing

- Appropriateness

- Aim

# Myths about Global Learning

- ❑ I have to travel abroad to be a globally competent teacher.
- ❑ I don't have time to include global learning in my curriculum.
- ❑ I don't have funds to create global learning experiences for my students.
- ❑ Global learning is the same as global competence.
- ❑ Global competence is only important if you are going to leave Indiana.
- ❑ Global learning does not connect multiple disciplines.

# Useful Frameworks:

## Global Competence (Asia Society):
-knowledge and skills students need in the 21st century


The Four Domains of Global Competence


The Globally Competent LEARNING CONTINUUM
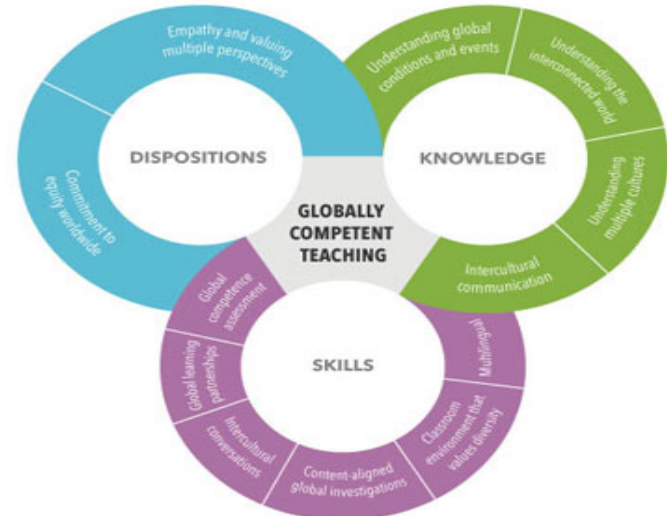
# Useful instructional resources:



The World's Largest Lesson

## Connecting to Schools Abroad

**Empatico**: An initiative of The KIND Foundation, this free online tool connects students aged 7 - 11 to classrooms around the world using video conference technology. Activities are standards-based and designed to promote meaningful interactions and positive perceptions.

**ePals**: A community of collaborative classrooms engaged in cross-cultural exchanges, project sharing, and language learning. (Free)

**Generation Global** – Online platform for connecting students to peers around the world. (Free)

**GlobalCOLab** - Asynchronous platform started and run by teachers for collaborative global projects. (Free)

**Global Nomads Group** -  Videoconferencing, virtual reality, and other interactive technologies bring young people together across cultural and national boundaries to examine world issues and to learn from experts in a variety of fields. Website includes lesson plans, videos, and other resources. (Free)

**Global Read Aloud** - Classrooms around the world read books together. (Free)

**GlobalSchoolNet.org** - Helps teachers find learning partners and projects to engage in international project based learning. (Basic services are free, membership also available)

**International Education and Resource Network (iEARN)** - A global network that facilitates online project-based collaborative learning in classrooms around the world. (Small fee applies)

**Level Up Village** - STEAM curriculum that connects students to partners around the globe. (Fees apply)

**Skype in the Classroom** – Includes Virtual Field Trips, Skype Lessons, Skype Collaborations, Guest Speakers as well as Mystery Skype, a global guessing game that connects classrooms around the world.

**People-to-People International School and Classroom Program** - Creates classroom partnerships and provides classroom tools and resources. (Free)

**PenPal Schools** - Provides curriculum and classroom partners. (Sliding scale)

## Making Global/Local Connections

**Mapping the Nation** – Online mapping resource and toolkit from the Longview Foundation & Asia Society to promote and support international education at the national, state, and county levels.

**TakingIT Global** - A global online community that seeks to inspire, inform, connect, and empower youth to take action in to improve communities locally and globally.

## Finding International Speakers

**Peace Corps World Wide Schools** - Classroom resources based on the experiences of Peace Corps volunteers, including lesson plans, multimedia, and opportunities to connect classrooms with current volunteers and match returned volunteer speakers with interested groups.

**Skype Guest Speakers** – Connections to speakers around the world.

## Resources for Global Student Research

World Resources Institute- A comprehensive online database that focuses on the environmental, social, and economic trends shaping our world.  Maps and articles searchable by research topic.

Global Issues that Affect Everyone - A personal perspective on global issues with links to independent international news reports.

Sally Ride EarthKam - A NASA-sponsored program that shares high-quality photos of Earth taken from the Space Shuttle and the International Space Station; offers materials and resources for students and teachers to incorporate the images into classroom use.

World Atlas - Atlases and guides for school and travel, information, and statistics on many countries.

The World and I - An e-magazine with lesson plans and multi-media resources on a huge variety of international topics, for k-12 teachers, and homeschoolers.
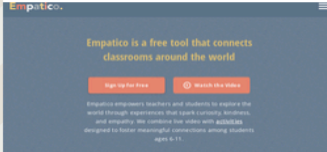
Global Learning Resources Padlet:
https://padlet.com/vesna_dimitrieska/bl403d0gaa37

# Beyond the 5 Fs of Culture

- Food
- Festivals
- Flags
- Fashion
- Famous people
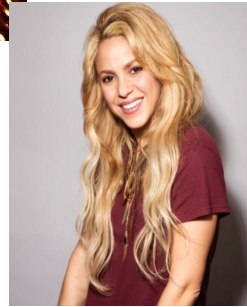
Thank you!

Vesna Dimitrieska (vdimitri@Indiana.edu)