Global Learning: Investigating the World Through Inquiry-Based Projects

Heather Loewecke
Senior Program Manager, Afterschool & Youth Leadership Initiatives

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Workshop Agenda

• Welcome and introductions
• Define “global competence” and “global learning”
• Why is global competence important?
• Characteristics of global competence
• Project-based learning (PBL) overview
• Creating globally focused project-based units
• Example from the field
• Closing and evaluations
Asia Society

Introduction to Global Learning
Defining Our Terms

**Global competence** – Possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance (aka global literacy)

**Global learning** – The act or process of acquiring global competence (aka global education, international education)


Importance of Global Competence

Develop 21st Century Skills via Global Learning
- Critical thinking
- Communication and collaboration skills
- Creativity and problem solving

Prepare a Global Workforce
- Leadership skills
- Cultural competence
- Academic mastery

Strengthen Communities and Global Citizenship
- Engaged and informed voters
- Cultural awareness and interpersonal skills
- Cooperation to address complex issues
What does global competence look like?

Global Competence

- Identify an issue, generate questions, and explore its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent arguments.
- Develop argument based on compelling evidence and drawn defensible conclusions.

Investigate the World
Students investigate the world beyond their immediate environment.

- Recognize and express their own perspective and identify influences on that perspective.
- Compare others’ perspectives and identify what influenced them.
- Examine the impact of cultural, historic, and social factors.
- Argue how differential access to knowledge, technology, and resources affects quality of life and perspectives.

Recognize Perspectives
Students recognize their own and others’ perspectives.

Take Action
Students translate their ideas into appropriate actions to improve conditions.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

Understand the World through Disciplinary and Interdisciplinary Study
Getting Started with Global Learning Projects During Afterschool

What is Project-Based Learning?

“A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.”

–Buck Institute for Education

http://bie.org/about/what_pbl
Eight Elements of PBL

- Significant Content
- 21st Century Competencies
- In-Depth Inquiry
- Driving Question
- Need to Know
- Voice and Choice
- Revision and Reflection
- Public Audience

http://bie.org/about/what_pbl

The Hidden Cost of Cashmere

http://asiasociety.org/manufacturing-malady-hidden-cost-product

- Observation: What did you see and hear?
- Interpretation: What did the student need to know and be able to do to make this video?
- Extrapolation: What question was the student trying to answer in this video?
Global Learning & Literacy

Driving question: How is literature used to teach the values, beliefs & morals of a culture?

<table>
<thead>
<tr>
<th>Global Competence Domains</th>
<th>Example Activity</th>
<th>Example Program Outcomes (CCSS, Habits of Mind, 21st Century Skills, youth development, developmental assets, college/work readiness, etc.)</th>
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<td>As a group, read, discuss and analyze 5 folktales (each from a different country). Youth will then research and analyze oral and written folktales from their own heritage.</td>
<td>CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.* Global leadership: Conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).</td>
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<td>Students will identify and document themes, beliefs and morals about the chosen cultures from studying these folktales. Youth will compare/contrast the themes, beliefs and morals with their own.</td>
<td>CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Global leadership: Express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.</td>
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<td>Each day, youth will write (journalling, brainstorming, character sketches, etc.) to explore ideas, themes, beliefs and morals from their cultural heritage in order to generate ideas for their own folktales. They will share their ideas with peers in order to get feedback.</td>
<td>CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Global leadership: Listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.</td>
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<td>Take Action</td>
<td>Using research, each participant will write and illustrate a folk tale expressing ideas, themes, values and beliefs from their own cultural heritage. They will share their stories with other program participants.</td>
<td>CCSS.ELA-Literacy.W.3.5 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Global leadership: Plan and carry out “action projects” based on research, and can articulate the potential impact of their actions.</td>
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Activity Instructions

Goal:
In pairs/groups us the “Global Learning & Activity Planning” sheet to brainstorm project ideas for a specific program area and age group.

Process:
1. Decide on a programming area and age group for the unit.
2. Develop a driving question to guide the unit.
3. Brainstorm global learning activities for the selected programming area that build across the 4 global competence domains and that relate to the driving question. Write your activity ideas in the table on the planning sheet next to the appropriate domain of global competence.
4. List the global leadership outcomes from the handout that correspond to each activity. If you have time, list additional academic or youth development outcomes you may have for your program participants.
5. As you plan, consider and jot down interdisciplinary connections for the stated activities.
6. Check your work:
   - Do the activities connect across all 4 domains of global competence to create a cohesive project?
   - Do the program outcome(s) align with the corresponding activity?
Example of Global Learning from the Field

STEM Example from the Field
One to World (OtW)
New York, NY

YOUTH: 5th graders at University Settlement

STAFF: 1 global guide (Fulbright Scholar) and 1 global classroom teacher (OtW staff)

MISSION: To increase youth’s understanding of world cultures and global issues

ACTIVITIES: The global guide held workshops to guide discussions about youth’s water usage and the water usage and systems in her home country, Indonesia. Then, the global classroom teacher guided students through a PBL unit to help them further research the topic and create a PSA using Animoto. The program has expanded to three sites this year and includes more grades. Cycles are typically 10-20 visits depending on the partner. To see a student created-PSA on water bottle usage: http://vimeo.com/83792578
Asia Society Tools to Support Global Learning

Expanding Horizons: Building Global Literacy in Afterschool Programs

http://asiasociety.org/education/afterschool/expanding-horizons-how-globalize-afterschool

Expanding Horizons Toolkit:
• Global Learning in Afterschool Self-Assessment Tool
• Expanding Horizons Toolkit for Trainers
• Expanding Horizons Toolkit for Program Directors
• Global Competence in Expanded Learning Time Guide for School Leaders

http://asiasociety.org/expandedlearning

Graduation Performance System

http://asiasociety.org/pos

Mapping the Nation Interactive Heat Map

http://mappingthenation.net/

Additional Resources


“Learning for a Complex World: Expanding Global Learning in Afterschool and Summers” (2013) - article by Asia Society and World Savvy in Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success published by Collaborative Communications Group:


“Afterschool and Global Competence: Expanding and Enhancing Learning Opportunities” (2010) - Issue brief by Afterschool Alliance and Longview Foundation:


“Eight Essentials for Project-Based Learning” (2010) by Buck Institute for Education:

http://bie.org/object/document/8_essentials_for_project_based_learning

Edutopia’s Project-Based Learning resources: http://www.edutopia.org/project-based-learning
Thank you for coming!

Contact Information
Heather Loewecke
Senior Program Manager
Afterschool & Youth Leadership Initiatives
Asia Society
hloewecke@asiasociety.org
(212) 327-9379
Global Competence
Possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance.

Investigate the World
Students investigate the world beyond their immediate environment.

Recognize Perspectives
Students recognize their own and others’ perspectives.

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

Understand the World through Disciplinary and Interdisciplinary Study

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.
- Recognize and express their own perspective and identify influences on that perspective.
- Examine others’ perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

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HANDOUT

global leadership performance outcomes for youth

It is important for both staff and youth to understand what goals they are working towards in order to achieve global competence. While global learning is an ongoing process that can begin in early childhood, these outcomes should be seen as an “end goal” that young people who regularly participate in global learning activities should be able to attain by the end of high school. Youth may realize these goals through participation in a range of learning settings and learning experiences over multiple years.

investigate the world

Students can:
- identify global topics that matter to them and can generate valid research questions to help them explore those topics.
- conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews).
- draw valid conclusions about global issues based on their research.
- develop an argument or position on global issues that considers multiple perspectives.

recognize perspectives

Students can:
- express their own perspectives and identify the perspectives of other people or groups, with respect to local and global issues.
- identify factors that influence their own and others' perspectives, such as their own personal experiences, religious beliefs, or other cultural influences.
- explain how interactions across cultures and between individuals with different perspectives can influence events.
- assess varying levels of access to information and resources throughout the world, and can express how that access impacts quality of life and perspectives about the world.

communicate ideas

Students can:
- recognize that people from diverse backgrounds perceive information differently, even when receiving the same information.
- listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds.
- select and use appropriate technology and media to communicate with diverse audiences.
- reflect on how effective communication can lead to collaboration and understanding.

take action

Students can:
- set short-term and long-term goals related to making a positive impact on local and global issues that matter to them.
- plan and carry out “action projects” based on research, and can articulate the potential impact of their actions.
- assess the impact of their actions on global issues.
- reflect on their role as an actor and advocate for global issues that matter to them.

Note: These Global Leadership Performance Outcomes are in draft form. They were created as part of Asia Society’s International Studies Schools Network’s Graduate Portfolio System (GPS), which is currently under development. The Global Leadership Performance Outcomes are meant to drive curriculum, instruction, and assessment in conjunction with similar performance outcomes describing criteria for global competence within the academic disciplines.
Asia Society and the Council of Chief State School Officers (CCSSO) define global competence as the "possession of the knowledge, skills, and dispositions to understand and act creatively on issues of global significance." Globally competent students must have the knowledge and skills to:

- **Investigate the world**, including their immediate environment and beyond
- **Recognize perspectives**, both their own and others’
- **Communicate ideas** and collaborate with diverse audiences
- **Take action** to improve conditions both locally and globally

You can use this framework for global competence to create intentional afterschool activities that support your existing program goals and outcomes. Let's look at one example focusing on an elementary program that has a stated program goal of increasing youth's reading and writing skills.

**Program Area: Literacy**

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| **Investigate the World** | As a group, read, discuss and analyze 3 folktales (each from a different country). Youth will then research and analyze oral and written folktales from their own heritage. | CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*

  Global leadership: Conduct research on global issues using a variety of media formats and sources, including international sources (such as newspapers, websites, or first-person interviews). |
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  Global leadership: Listen to and communicate effectively, both verbally and non-verbally, with a variety of people from diverse backgrounds |
| **Take Action** | Using research, each participant will write and illustrate a folktale expressing ideas, themes, values and beliefs from their own cultural heritage. They will share their stories with other program participants. | CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

  Global leadership: Plan and carry out “action projects” based on research, and can articulate the potential impact of their actions |

*The outcomes listed here are a representative sample and not a comprehensive list of standards/outcomes that could be included in this unit.

**NOTE:** The ideas here are not meant to be prescriptive but are meant to spark ideas; use these as a springboard for your own ideas. Each sample idea here needs to be fleshed out through additional lesson and unit planning.
Global Learning & Activity Planning

Program Area: _________________________________  Ages/Grades: __________
Driving Question: ____________________________________________________________________

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One To World’s Global Classroom: Water
4th – 12th Grade

Through One To World’s Global Classroom WATER program, students explore issues surrounding water from multiple international perspectives, while also investigating its use in their own communities. Over the course of the program, students employ primary sources, case studies and independent research to learn about local and global water systems, and their interdependence. Students gain a deeper understanding of the New York City water system through in-depth workshops led by Global Classroom staff, while investigating water issues in other countries through Global Guide workshops. Past presentations have addressed water infrastructure in Turkey, the environmental impact on drinking water after the tsunami in Japan, and the culture of water and conservation efforts in Indonesia. Students engage in open discussions with the Global Guides and document their experiences and knowledge in a Global Classroom Passport (workbook). Additionally, students develop and design a public service announcement (PSA) on a specific water-related issue of their choosing using Animoto. This project affords students the opportunity to not only become water experts, but also activists, providing a platform to share their perspectives with their school, the Global Classroom community, and beyond.

Guiding Question: How does our relationship to water compare with that of others around the world?

Objectives
• Explore. Supplement existing curriculum by providing an interactive forum for students to investigate the world beyond their own experiences.
• Recognize. Increase students’ awareness of diverse cultures and perspectives as it relates to their own lives and the broader global context.
• Discuss. Cultivate meaningful exchange between students and Global Guides to break down previously held misconceptions and stereotypes.
• Connect. Inspire students to apply what they’ve learned to their own lives and share their experiences with others beyond the classroom.
• Water. Compare local relationships with water to those of Global Guides, addressing access, sanitation, and consumption.

Student Learning Goals
Students will:
• Explore the use of water and related issues in the students’ lives and communities around the world.
• Recognize how culture, access and environment can impact individuals’ and communities’ relationships with water.
• Discuss and share methods on how people can overcome water challenges, employing examples from primary sources (Global Guides) and case studies.
• Develop the knowledge, confidence and skills to share information and perspectives on water issues with others in the school and extended community.

Integration with the Common Core
Global Classroom employs Common Core practices that better prepare students to understand other perspectives and cultures, as well as use digital media effectively to communicate their reflections and opinions. Students learn to integrate and evaluate information presented in diverse media formats, while analyzing and comparing multiple points of view on the same or similar topics.

Schedule of Classes

To bring One To World’s Global Classroom to your school, contact Laura Tajima at laura@one-to-world.org
### Aligning with the Standards: Common Core, NYS, and Global Competency

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Common Core Standards</th>
<th>NYS Standards</th>
<th>Global Competence</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>How do you use water on a daily basis? How do environment, culture, and access impact people’s relationship with water?</td>
<td>(ELA.SL.1) Students participate effectively in conversations with Global Guides.</td>
<td>(SS.2) Students demonstrate their understanding of issues surrounding water from a variety of perspectives.</td>
<td>Pre-Program Survey Class Participation</td>
</tr>
<tr>
<td><strong>Global Guide Visits</strong></td>
<td>What water issues do communities face around the world? What are the similarities and differences between the challenges facing our respective communities?</td>
<td>(ELA.SL.2) Students integrate and evaluate information presented in diverse media formats, such as photo, video, blogs, etc.</td>
<td>(SS.3) Students demonstrate their understanding of the geography of the interdependent world, as conveyed through Global Guide presentations.</td>
<td>Passports Class Participation</td>
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<td><strong>NYC Water</strong></td>
<td>How does your daily use of water impact the greater NYC water system? What are some issues related to water in your community?</td>
<td>(ELA.SL.6) Students adapt their speech to a a variety of contexts and communicative tasks, such as presentations and discussions with Global Guides.</td>
<td>(Sci.4) Students understand and apply scientific concepts and principles pertaining to water systems, both global and local.</td>
<td>Passports Class Participation</td>
</tr>
<tr>
<td><strong>PSA Day 1</strong></td>
<td>What water issue are you most passionate about? How will you spread awareness about this issue among your friends, family, and community?</td>
<td>(ELA. W.7) Students will conduct a short research project and presentation (PSA) based on the program’s guiding question.</td>
<td>(Sci.6) Students understand the relationships that connect mathematics, science, and Technology, and apply the themes to current water issues.</td>
<td>Passports Class Participation Review Activity Mini-Project</td>
</tr>
<tr>
<td><strong>PSA Day 2</strong></td>
<td>How can you best communicate your message through photos, videos, and text? How can you engage diverse audiences?</td>
<td></td>
<td></td>
<td>Post-Program Survey Class Participation</td>
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<tr>
<td><strong>Final Class</strong></td>
<td>How can we contribute as global citizens to improve water issues both locally and globally?</td>
<td></td>
<td>Students will reflect on how their experiences with Global Guides impacted their understanding of and perspectives on the world, as well as their capacity to advocate for the improvement of water issues.</td>
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