Teaching Global Awareness

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TEAC’s
10th Annual Meeting
Chicago 2009
What does “globalization” have to do with teaching 5th grade math?
Teaching for Global Awareness

• Why do we need to develop global skills?
• What are global competencies?
• What should schools (and colleges of education and teacher accreditation bodies) be doing?
• Partnerships and Initiatives for Global Awareness
Why is global awareness important?

Globalization and Changing Relationships- Global economic competition, trade and migration places a premium in global skills (technical and cultural).
Why is global awareness important?

Globalization as an inter-related system requires that young people understand the process and how it influences their lives.
Why is global awareness important?

Globalization redefines communities – thinking about how everyday decisions and actions impact the rest of the world.
Defining Global Competencies

Two approaches to understanding the importance of global competencies…

1) Competitiveness: global competition and skills for economic growth and,
2) Competence: cross-cultural understanding, including a recognition of both positive and negative aspects of the historical, political, social and cultural influences of globalization.

What are the knowledge, attitudes and skills of global competencies?
RAND Corporation surveyed respondents from 16 global corporations, many were highly critical of U.S. universities’ ability to produce graduates with international skills.

Compared to universities in other parts of the world, U.S. students are ‘strong technically’ but ‘shortchanged’ in cross-cultural experience and ‘linguistically deprived’.

‘Universities don’t think globally—it’s not ingrained in their philosophy and curriculum to create the global worker’.

“If I wanted to recruit people who are both technically skilled and culturally aware, I wouldn’t even waste time looking for them on U.S. college campuses.”

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According to a new paper written by a group of researchers at Seton Hall University found that that professors in the United States lag behind their foreign peers in key measures of international engagement, like writing papers with overseas colleagues and undertaking work that is international in scope.

The findings could prove to be a disappointment to college leaders. In recent years, there has been growing consensus that cultivating a faculty of internationalists is critical to fostering a more global campus.

An American Council on Education survey, released last spring, found that an increasing number of institutions are setting aside funds for international travel and research, and some, like Rollins College, in Florida, are trying to get all professors to travel overseas (The Chronicle, May 30, 2008, and October 31, 2008).

"American academic leaders should be modestly depressed, since we preach globalization," said Philip G. Altbach, director of the Center for International Higher Education at Boston College and co-author of a paper on the original Carnegie survey. "Yet the faculty doesn’t fully get it." The report concludes that “these activities are not recognized in promotion and tenure.”

Hard skills (Knowledge)

An ability to speak, understand and think in languages in addition to the dominant language in the country in which people are born. Foreign language skills are analogous to stereoscopic vision to the global mind.

Deep cross-disciplinary knowledge and understanding of global and cross-cultural dimensions of topics such as health, climate and economics and of the process of globalization itself.

Disciplinary knowledge in comparative fields: comparative history, anthropology, political science, economics and trade, literature, world history. These are the competencies that allow knowledge and understanding of problems that have an international or global dimension. (Reimers, 2008)
'Soft' skills and attitudes - reflect an openness, interest and positive disposition to the variation of human cultural expression reflected internationally. In their most basic forms these skills comprise tolerance towards cultural differences. More advanced are the skills to recognize and negotiate differences in cross-cultural contexts, the cultural flexibility and adaptability necessary to develop empathy, trust and to have effective inter-personal interactions in diverse cultural contexts. (Reimers, 2008)
Global Competencies for Educators –
How to ensure rigor (and not be superficial)

• Ability to understand and respect the cultures of other peoples,

• Work effectively with people from other countries and cultures with respect, open mindedness, and understanding

• Have had experience with persons from other cultures and demonstrate flexibility and respect when working in a team with people from other cultural/national backgrounds

• Understand categories of similarity and difference among human beings and their cultures, and ask how and why particular similarities and differences exist

• Self assess with respect to how to handle intercultural/international experiences

• Translate knowledge and experience of one culture to learn about another

• Recognize the existence and importance of non-verbal communication and its difference in varied cultures

• Recognize and analyze stereotypes
Impetus for Global Ed

- **PISA, OECD, TIMS** – falling behind our peers
- **CCSSO**
- **National Middle School Association**
- **Alliance for Global Education**
- **Partnership for 21Century Skills**
- Ed Week – Remiers article January 09
What schools can do...

- **Curriculum Infusion** – topics, readings, guest lectures
- **Required International Curriculum Development** – part of portfolio, collaborate with orgs/local schools
- **Course requirements:**
  - Global/international/comparative courses in Ed
  - Cross-disciplinary courses – anthro, econ, health, environ sci
  - Foreign language/ESL required courses
  - Study abroad/international internships (ASB)
- **Teaching experiences**
  - Student Teaching
  - Practica/Internship Credits
  - Urban school/bilingual class/local immigrant/refugee org
- **Highlight own international expertise** – students, faculty, community
- **Brown Bag or Lecture series**
- **Films and Discussion Groups: Globalization and Education**
The “Trouble with Ed Schools”

- In the age of professional schools and school-university partnerships, Colleges of Ed are cutting course requirements in the name of rigor (re: Levine Report)
- National obsession with STEM and technical training of math and science teachers
- Heavy course loads with little room for international opportunities (study abroad) and no room for elective, interdisciplinary, cross-curricular courses (globalization and education)
- Student teaching or classroom experiences overseas rarely count – problems with supervision, credits, etc.
- Internationalization is largely viewed as “cash cow” for cash-strapped ed schools - AND investment in time and infrastructure are often far more costly than administrators realize or have the will to support- most are not interested in internationalization unless it helps meet their financial goals.
Addressing global competencies in Teacher Education Programs

Brown University (Choices Project)

Ohio State University (teachglobaled.net)

Idaho’s International Education Initiative

Indiana University (cultural immersion/study abroad)

Michigan State (Global studies cohort/overseas)

North Carolina in the World

University of San Diego (Global Center – SOLES)

University of Wisconsin (Global Perspectives Certificate/Strategy for Achieving Global Literacy)

Massachusetts Council on International Education
UVA Interdisciplinary Study Abroad: “People, Culture and the Environment in Southern Africa
Teacher exchanges, curriculum development, building science labs and libraries, student teaching, collaborative teacher research projects, ESL/early literacy, interdisciplinary projects for sustainable development.
Partnerships for Global Ed

- Longview Foundation (2008 REPORT **based on Maxwell Study – understanding global competencies– UMD GATE)
- NEA (International Resource Guide for Teachers – curriculum, professional development, Capital Forum, Global Education Summit)
- USDOE – Outreachworld.org
- Policy and Global Affairs at the National Academies
- IEarn – USA
- AERA – Global Education Working Group
- Asia Society (Partnership for Global Learning, resources, Recommendations for recruiting globally-focused teachers)
- NCATE reviewing accreditation guidelines to consider global competencies (Lily Eskelson/NEA)
International Education Orgs

- Save the Children
- Amnesty International
- IRC/ Red Cross
- Peace Corps
- World Learning
- UNICEF/ UNSECO
- Rethinking Schools
- INEE
- Education International
TEAC

Quality Principle I: Evidence of student learning

*Multicultural perspectives and understanding*

“knowledge of other cultural perspectives, practices and traditions” ....evidence an “understanding of the implications of confirmed scholarship on gender, race, individual differences and ethnic cultural perspectives for educational practice.”

Given what we’ve discussed today, how can we expand global awareness in teachers and create an international infrastructure at colleges of education that recognizes the value and importance global issues in today’s changing world?
Thank you!
Merci!
Gracias!
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Ngiyabonga
TAK