

Embracing Diversity: Global Education

In *Embracing Diversity: Global Education*, you'll develop an understanding of the role of global awareness as an important skill for students in the 21st century. Through video examples, in-depth readings, and problem-solving activities, you'll learn various ways to infuse global awareness into your lessons, school activities, and community connections and make global connections through technology.

Course Objectives

By the end of this course, you will be able to

Module 1

- Define global awareness.
- Explore differences between global and multicultural education.
- Connect family values, early experiences, culture, and educational experiences with developing a personal worldview.

Module 2

- Explore curricula related to global awareness.
- Integrate global awareness into a lesson or unit.

Module 3

- Analyze the role of critical thinking in developing global perspectives.
- Develop activities and strategies that promote critical thinking.

Module 4

- Identify the role interdisciplinary learning experiences can play in helping students develop 21st century skills and global perspectives.
- Design an authentic learning project or performance assessment involving elements of global awareness.

Module 5

- Identify the importance of community connections in providing students with global perspectives.
- Adapt lessons to create community connections.

Module 6

- Identify the role technology can play in maintaining global connections.
- Incorporate technology into lesson planning to create global connections.

Course Syllabus

Module 1	Global Awareness Module Welcome <ul style="list-style-type: none">• Video: The Importance of Global Education• Reading: Global Awareness• Video: Building on Prior Experiences• Reading: <i>Educational Leadership</i>—Needed: Global Villagers Check for Understanding <ul style="list-style-type: none">• Application: Tree of Life• Module Review Module Journal
Module 2	Infusing Global Education into Your Teaching Module Welcome <ul style="list-style-type: none">• Reading: Teaching from a Global Perspective• Video: Global Awareness• Reading: <i>Educational Leadership</i>—Exploring World Cultures in Math Class Check for Understanding <ul style="list-style-type: none">• Application: Elements of Global Education• Module Review Module Journal

Module 3	Global Perspectives Through Critical Thinking Module Welcome <ul style="list-style-type: none">• Reading: Teaching Critical Thinking• Video: Socratic Seminar• Reading: <i>Educational Leadership</i>—Teaching with Controversy• Video: Collaboration for Critical Thinking• Reading: <i>Educational Leadership</i>—The Difference a Global Educator Can Make Check for Understanding <ul style="list-style-type: none">• Application: Developing Critical Thinking• Module Review Module Journal
Module 4	Creating Interdisciplinary Learning Experiences Module Welcome <ul style="list-style-type: none">• Video: Collaborative Architecture• Reading: Creating Interdisciplinary Learning Experiences• Video: Relating Lessons to the Real World• Reading: <i>Educational Leadership</i>—Solving Problems That Count• Reading: <i>Educational Leadership</i>—21st Century Scholars• Reading: <i>Educational Leadership</i>—Building a MicroSociety Check for Understanding <ul style="list-style-type: none">• Application: Interdisciplinary Learning Experiences• Module Review Module Journal

Module 5	Global Connections in the Community Module Welcome <ul style="list-style-type: none">• Video: Project-Based Learning• Reading: Global Connections in the Community• Reading: <i>Educational Leadership</i>—What Kids Learn from Experts• Reading: <i>Educational Leadership</i>—Shaping Global Classrooms• Reading: <i>Educational Leadership</i>—High Schools in the Global Age Check for Understanding <ul style="list-style-type: none">• Application: The Value of Global Education• Module Review Module Journal
Module 6	Maintaining Global Connections Through Technology Module Welcome <ul style="list-style-type: none">• Video: Technology in Schools• Reading: Maintaining Global Connections Through Technology• Reading: <i>Educational Leadership</i>—Welcome to Our Virtual Worlds• Reading: <i>Educational Leadership</i>—Clicking Across Cultures Check for Understanding <ul style="list-style-type: none">• Application: Using Technology to Connect• Module Review Module Journal

Resources

Texts

- Armstrong, T. (2009). *Multiple intelligences in the classroom*. ASCD: Alexandria, VA.
- Bacon, N. A., & Kischner, G. A. (2002). Shaping global classrooms. *Educational Leadership*, 60(2), 48–51.
- Barab, S. A., & Landa, A. (1997). Designing effective interdisciplinary anchors. *Educational Leadership*, 54(6), 52–55.
- Clark, T. (2009). 21st century scholars. *Educational Leadership*, 67(1), 66–70.
- Cutshall, S. (2009). Clicking across cultures. *Educational Leadership*, 67(1), 40–44.
- Dobbertin, C. B. (2010). What kids learn from experts. *Educational Leadership*, 68(1), 64–67.
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- Erickson, H. L. (2002). *Concept-based curriculum and instruction: Teaching beyond the facts*. Thousand Oaks, CA: Corwin Press.
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- Graseck, S. (2009). Teaching with controversy. *Educational Leadership*, 67(1), 45–49.
- Hersh, R. H. (2009). A well-rounded education for a flat world. *Educational Leadership*, 67(1), 51–53.
- Jackson, A. (2008). High schools in the global age. *Educational Leadership*, 65(8), 58–62.
- Knobel, M., & Wilber, D. (2009). Let's talk 2.0. *Educational Leadership*, 66(6), 20–24.
- Maloney, D. H. (2010). Solving problems that count. *Educational Leadership*, 68(1), 55–58.
- Merryfield, M. (1998). Pedagogy for global perspectives in education: Studies of teachers' thinking and practice. *Theory and Practice in Social Education*, 26(3), 370–371.
- Merryfield, M. M. (2002). The difference a global educator can make. *Educational Leadership*, 60(2), 18–21.

- Niguidula, D. (2010). Digital portfolios and curriculum maps: Linking teacher and student work. In H. H. Jacobs (Ed.), *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.
- Richardson, W. (2008). Footprints in the digital age. *Educational Leadership*, 66(3), 16–19.
- Richardson, W. (2009). Becoming network-wise. *Educational Leadership*, 66(6), 26–31.
- Smith, A. F. (2002). How global is the curriculum? *Educational Leadership*, 60(2), 38–41.
- Song, Y. I. K. (2011). Lessons that connect. *Educational Leadership*, 68(6), 74–76.
- Stewart, V. (2007, Summer). Becoming citizens of the world. *Best of Educational Leadership, 2006–2007*, 64, 37–42.
- Stewart, V. (2010). A classroom as wide as the world. In H. H. Jacobs (Ed.), *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.
- Suárez-Orozco, M. M., & Sattin, C. (2007). Wanted: Global citizens. *Educational Leadership*, 64(7), 58–62.
- Wade, R. (2011). Service for learning. *Educational Leadership*, 68(8), 28–31.
- Zaslavsky, C. (2002). Exploring world cultures in math class. *Educational Leadership*, 60(2), 66–69.
- Zhao, Y. (2009). Needed: Global villagers. *Educational Leadership*, 67(1), 60–65.

Video

- ASCD. (2005). How to conduct a successful Socratic seminar. *The How to collection: Instruction that promotes learning*. Alexandria, VA: Author.
- ASCD. (2006). Program 2: The engaged teen. *Teaching the adolescent brain*. Alexandria, VA: Author.
- ASCD. (2009). *21st century skills: Promoting creativity and innovation in the classroom*. Alexandria, VA: Author.