



INSTRUCTIONAL DESIGN FOR GLOBAL COMPETENCY

Analyzing Student Work

Teachers for Global Classrooms (TGC)



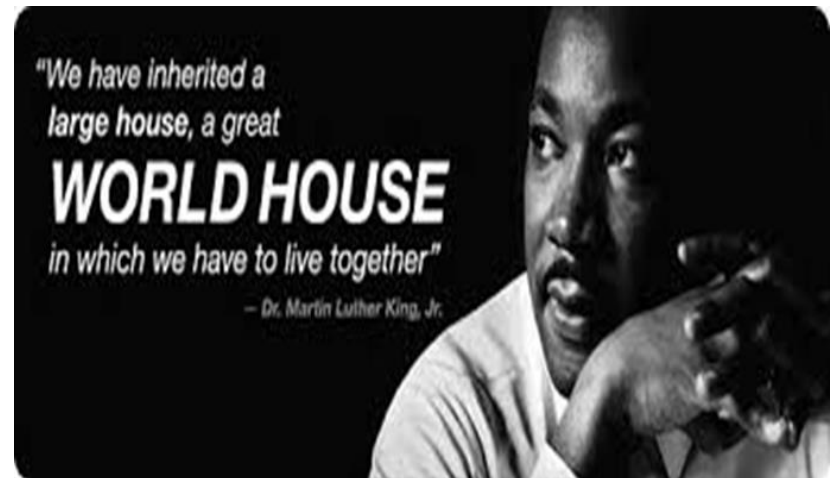
Learning Objectives

- By the end of the session participants will be able to:
- Define and explain how global competence aligns with teacher practice in schools and classrooms
 - Analyze global competence in samples of student work and consider strategies for implementation
 - Collaborate and give feedback in professional learning communities



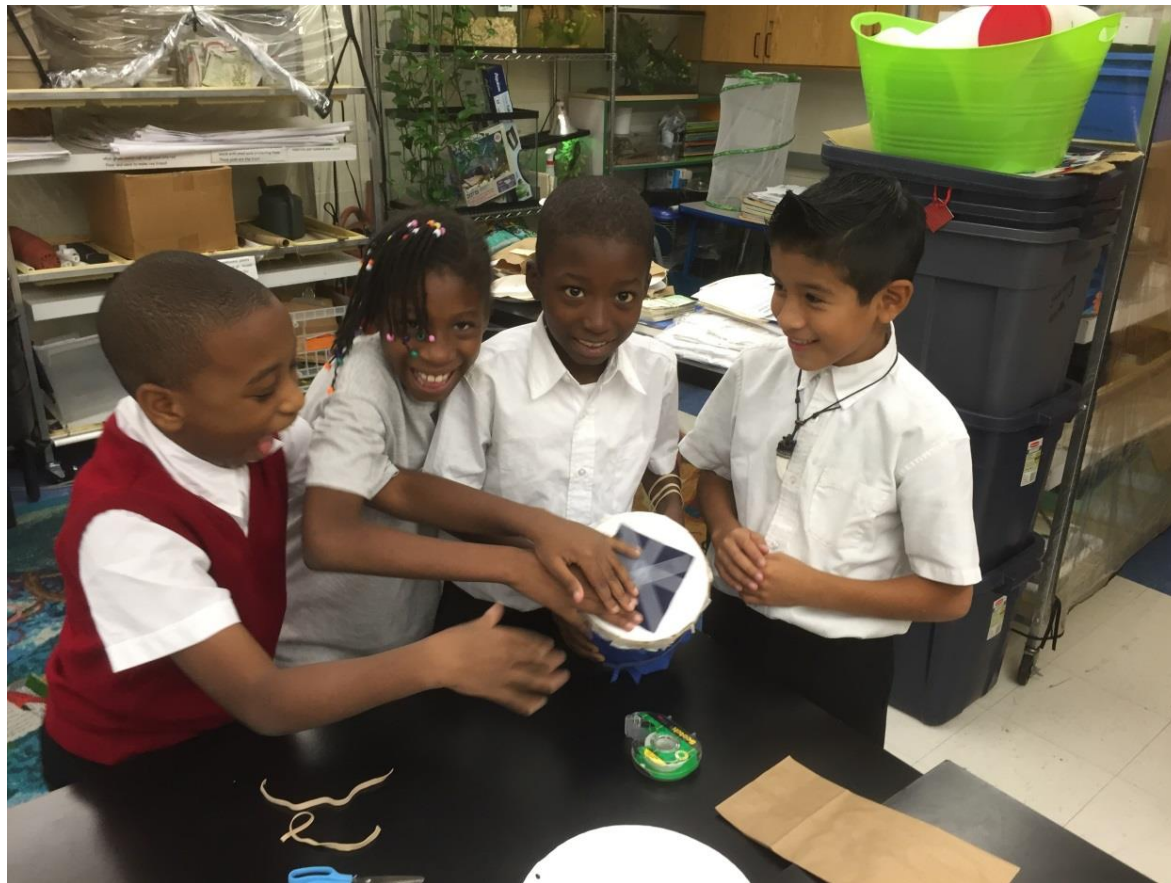
Global Competence

- Warm-up question:
- What are the skills and knowledge your students need to be successful in a global economy?

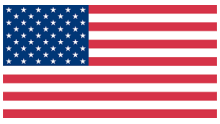




Global Competencies



Teachers for Global Classrooms (TGC)

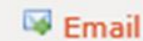


Video: Tony Jackson



Global Competence and its Significance to the American Schools

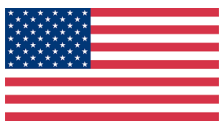
Tony Jackson describes what the American education system needs to leapfrog from its current status today, to one of innovation and effectiveness, especially as it prepares children for a global future. (00:15:29)



Email



Share



Global Competencies

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



Global Spectrum Activity

Where does your school fall on the Global Education Spectrum?





Global Competence & Instructional Design

How can
Instructional Design
support Global
Competence?





Strategies for Global Competence

Directions:



- Please select one global competency handout from the middle of your table and read through a list of examples of what student performance can look like for a given global competency
- Share 2 or 3 ideas that stand out to you from your list with the other people at your table.



Analyzing Student Work

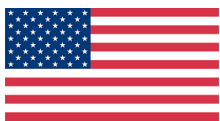


Teachers for Global Classrooms (TGC)



Student Work Gallery Walk

1. Teachers please put your students work and graphic organizer out on your table.
2. Teachers and Administrators circulate around the room and reflect on the student work. You will be writing feedback on global competencies.
3. Keep in mind: What global competency do you see? What instructional design strategies do you notice? What stands out to you about the work?



Debrief

In groups of 2-3 please discuss the following reflection questions.
(In no particular order!)

1. What stood out to you with regards to global competency? Why?
2. Were there teaching strategies or instructional design concepts from the lessons that you found effective and would like to use? Which ones?
3. What types of global skills did you see in student work?
 - Did it incorporate diverse perspectives?
 - Did it ask the students to create/be authors of their own learning?
 - Were student working collaboratively?
 - Was technology effectively incorporated?
 - How did the work communicate ideas from other cultures or build empathy?
 - Were students taking action globally or locally? How was this demonstrated?



Share Out

- Please share out with the larger group a few points that stood out from your discussion or a teacher's work you would like to celebrate!





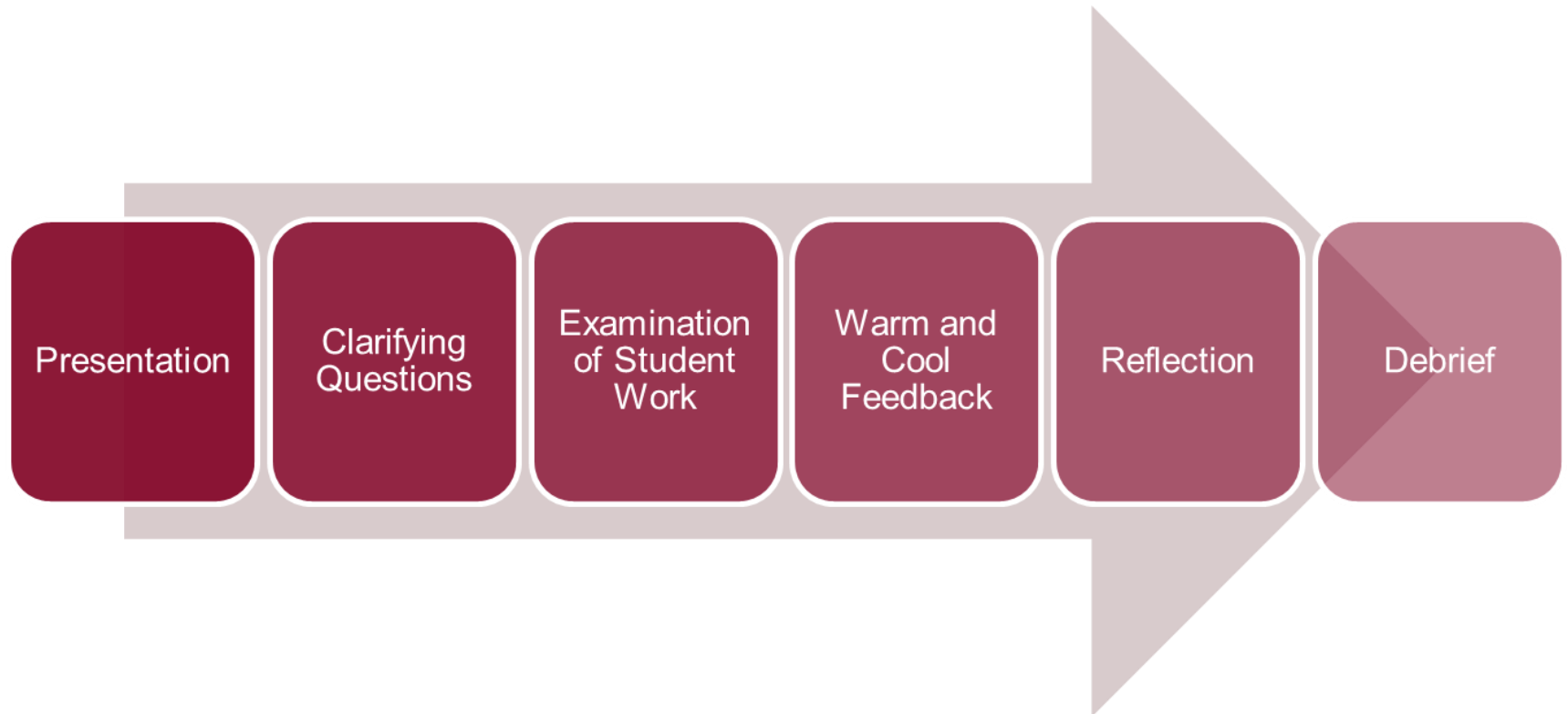
The Tuning Protocol

- Meaningful collaboration is an essential component of improving practice.
- We are going to engage in the National School Reform Faculty's "Tuning Protocol"
- This protocol may be one you take back to your schools





Tuning Protocol Overview





Global Citizenship Project

Students: Suburban
Massachusetts, 6th Grade

Objective:

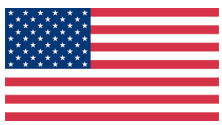
Students will be able to recognize multiple perspectives and take action on child labor.

Differentiation:

- Student Choice for presentation (video, artwork, essay)

Homebase Barton decided to make a video educating the public about the issue of child labor. They researched, wrote the script, composed the music on Garage Band, made the art, and starred in the film. I did some facilitation, camera work, and editing, but this is truly their creation:





Reflect: What types of global competency skills do you notice?

- Did it incorporate diverse perspectives? Did it ask the students to create/be authors of their learning (ex. a final project)? Ask the students to work collaboratively?
- Did the examples of student work successfully incorporate technology? How was technology used effectively?
- How did the work show empathy or tolerance for other cultures?
- How were students prompted to action, either globally or locally, by the assignment? How was this reflected in the work?



Reflection: Think – Pair-Share

- 1. How did you see Global Competence infused in the work you observed during the gallery walk?
- 2. How can you use these two protocols in your Professional Learning Communities at school?
- 3. What next steps can you take to integrate Global Competence in your curriculum/school?



Take Home Message

- Utilizing the Global Competencies of Recognizing Perspectives, Investigating the World, Communicating Ideas and Taking Action we can prepare students to be Global Citizens.
- The Tuning Protocol and Gallery Walk can be effective strategies for building collaboration and incorporating global competency into Professional Learning Communities