

GLOBAL PERSPECTIVES IN THE CLASSROOM

<http://www.edweek.org/tm/articles/2016/08/03/a-global-perspective-bringing-the-world-into.html>

Classroom Strategies

There are plenty of steps that educators can take today to put students on the path towards creating a better world for tomorrow. This doesn't require legislation that mandates a change in the curriculum, the introduction of a global studies course for graduation, or a line item from the state or federal budget. In a recent study* of teachers committed to globally competent teaching, researchers found that the educators used the following common strategies to foster global citizenship and competency:

- *Integrating global topics and perspectives across content areas.* Globally competent teaching does not require a separate course or unit of study. Instead, teachers infused global content into the required curriculum, regardless of subject area. For example, math teachers used real-world global challenges as contexts for introducing new concepts (e.g., using word problems on population growth as a way to teach the rules of exponents) and language arts teachers used texts that represent diverse cultural perspectives and that take place in settings around the world to teach literature and informational texts.
- *Providing opportunities for authentic engagement with global issues.* Teachers provided real-world audiences for students to engage with around global issues. This took the form of pen pal and Skype exchanges with schools in other countries, service-learning projects emphasizing issues of global concern (e.g., access to clean water), or working in teams to devise and debate solutions to real-world problems, such as climate change, and sharing those solutions with government leaders. Notably, these activities were student-centered and inquiry-based.
- *Connecting the global experiences of students and teachers to the classroom.* Teachers adopted culturally responsive teaching practices that incorporated the cultures, languages, perspectives, and experiences of diverse students into curriculum and instruction. Teachers also incorporated their own cross-cultural experiences into the classroom through informal conversation, discussions around artifacts and photos, and lesson plans that incorporated knowledge gained and relationships built through their global experiences.

**Expanding Approaches to Teaching for Diversity and Justice in K-12 Education: Fostering Global Citizenship Across the Content Areas*, by Ariel Tichnor-Wagner, Hillary Parkhouse, Jocelyn Glazier, and Jessie Montana Cain; University of North Carolina at Chapel Hill (<http://epaa.asu.edu/ojs/article/view/2138/1781>)