

12. GLOBAL LITERACY

©Literacies for the Digital Age to Teach in the K-12 Classroom

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GLOBAL LITERACY DEFINED

<http://pict.sdsu.edu/engauge21st.pdf>

"Global awareness is the recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe."



<http://www.cmu.edu/global/education/>

DIGITAL AGE LITERACIES
L.G.STAMBLER, Ph.D.

QUALITIES OF GLOBALLY AWARE STUDENTS

<http://pict.sdsu.edu/engauge21st.pdf>

- **“Know about the connectedness of the nations of the world historically, politically, economically, technologically, socially, linguistically, and ecologically.**
- **“Understand that these interconnections can have both positive benefits and negative consequences.**
- **“Understand the role of the United States in international policies and international relations.**
 - **“Understand the impact of ideology and culture on national decisions about access to and use of technology.**



QUALITIES OF GLOBALLY AWARE STUDENTS

<http://pict.sdsu.edu/engauge21st.pdf>

- **“Recognize, analyze, and evaluate major trends in global relations and the interconnections of these trends with both their local and national communities.**
- **“Understand how national cultural differences impact the interpretation of events at the global level.**
- **“ Participate in the global society by staying current with international news and by participating in the democratic process.**



KNOWING ABOUT WORLD CONDITIONS and THE WORK OF US AID AS SAMPLES OF GLOBAL LITERACY

“Understand the role of the United States in international policies and international relations.

<http://www.youtube.com/watch?v=2yXiddYRY38&list=PL1C0C03E75696A1C3>

<http://www.youtube.com/watch?v=3AB3xvqZfU&feature=c4-overview-vl&list=PL1C0C03E75696A1C3>

<http://www.youtube.com/watch?v=mf5P8WTW3mQ&feature=c4-overview-vl&list=PL1C0C03E75696A1C3>



SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

1. **KNOWLEDGE**

1. Situate issues and perspectives within their political, economic, socio-cultural, historical, and environmental **CONTEXT**.
2. Frame problems and seek solutions with a deep recognition of their **COMPLEXITY**, without oversimplification or naïveté.
3. Trace historical and contemporary **CONNECTIONS**, relating local and regional conditions and events to global systems and trends, and recognizing how the lives and fates of people in other parts of the world intersect with their own.



SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

2. INTELLECTUAL SKILLS

1. APPLY APPROPRIATE MODELS, frameworks, and theories to help explain and predict global trends and evaluate policies with global implications.
2. CRITICALLY ANALZE the nature and merit of claims about global events and relationships.
3. CHALLENGE ASSUMPTIONS and interpretations that are based on particular cultural and historical backgrounds.

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SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

2. INTELLECTUAL SKILLS

4. SEEK OUT A RANGE OF PERSPECTIVES and assess various possibilities before framing problems or proposing solutions.

5. ASK RELEVANT QUESTIONS to expand their understanding of global issues.

6. SEEK, LOCATE, AND EVALUATE INFORMATION, interpreting the agendas and perspectives of various sources, and discussing the limitations of data.

CONTINUED

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SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

2. INTELLECTUAL SKILLS

7. MAKE APPROPRIATE COMPARISONS across historical periods and geographic space.

8. WEIGH COSTS AND BENEFITS OF POLICIES & DECISIONS in the context of globalization.



SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

3. SOCIAL/CULTURAL COMPETENCIES

1. OBSERVE CAREFULLY and analytically in unfamiliar contexts to identify meaningful patterns of interaction.
2. LISTEN RESPECTFULLY, recognizing differences in communication style and etiquette across cultures
3. COMMUNICATE EFFECTIVELY in various media (from face-to-face interactions through remote technology) with people from different backgrounds.
4. UTILIZE LOCAL RESOURCES AND KNOWLEDGE to understand global contexts.

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SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

3. SOCIAL/CULTURAL COMPETENCIES

5. WORK PRODUCTIVELY IN TEAMS across time, distance, and cultural/disciplinary differences, anticipating, planning for, and effectively handling logistical complications.

6. COLLABORATE on global projects so as to capitalize on local knowledge and resources.

7. ADAPT flexibly to diverse cultural contexts, uncertain circumstances, and unanticipated obstacles.



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SAMPLES OF GLOBAL LITERACY SKILLS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

4. PREDISPOSITIONS [ETHICS]

1. DEVELOP ETHICAL POSITIONS ABOUT GLOBAL ISSUES that are informed, thoughtful, and nuanced.

2. ENGAGE in actions and behaviors that demonstrate a sense of global responsibility and personal empowerment.



SAMPLE #1 OF GLOBAL LITERACY OBJECTIVES and ASSESSMENTS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

1. **Learning objective:**

1. Analyze the extent to which a given disaster is caused or exacerbated by human actions and historical power dynamics

2. **Assessment:**

1. In small groups, students conduct web research on a particular volcanic eruption and present it to the class in a 5-10 minute presentation. In addition to providing a brief geographical and historical overview of the area affected, each group must address a set of analytical questions, including: To what degree did the affected area's colonial past contribute to loss of life or other human suffering as a result of the disaster?

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SAMPLE #2 OF GLOBAL LITERACY OBJECTIVES and ASSESSMENTS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

1. **Learning objective:**

1. Recognize key issues in cross-cultural communication and collaboration across cultural and temporal boundaries.

2. **Assessment:**

1. In small groups, students research social networking in different cultures, using a number of sources, including web and library resources and interviews with teammates and classmates from different cultures. They then submit a report with their key findings and conclusions.

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SAMPLE #3 OF GLOBAL LITERACY OBJECTIVES and ASSESSMENTS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

1. **Learning objective:**

1. Analyze growth and trends in world cities and draw comparisons between these cities, Pittsburgh and Doha.

2. **Assessment:**

1. In small groups, students conduct research on a world city, collecting data (on issues such as population density, population growth, wealth disparities, infant mortality, literacy, ethnic/religious demographics, etc.) that they then map and compare with the data collected and mapped by students researching other cities.



SAMPLE #4 OF GLOBAL LITERACY OBJECTIVES and ASSESSMENTS

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy>

1. **Learning objective:** Evaluate the ethical reasons for and against various kinds of global interventions,
2. **Assessment:** Students are presented with a hypothetical scenario: A food crisis is brewing in North Korea, which could result in the deaths of millions of people. Students are asked to write an argumentative essay in which they address two questions: (1) If North Korea invaded South Korea to secure sufficient food for its people, would it constitute a just or unjust war? (2) If South Korea, with international cooperation, invaded North Korea to topple the ruling regime and try to institute a more stable political and economic system, would such an unprovoked invasion be just or unjust? Students are expected to formulate their arguments using analytical tools.

CREATING GLOBAL CLASSROOMS

<http://www.ascd.org/publications/newsletters/education-update/jan09/vol51/num01/Creating-Global-Classrooms.aspx>

“Around the world, teachers are using online education tools to bring a global perspective to the classroom.”

“Research shows that to be successful in the 21st century, young people will need the type of skills training and socialization that online cross-cultural education projects can provide. In addition to technology skills, young people also must learn 21st century skills such as working collaboratively with people of diverse cultures, religions, and backgrounds; thinking critically; and solving problems.”

continued

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CREATING GLOBAL CLASSROOMS

<http://www.ascd.org/publications/newsletters/education-update/jan09/vol51/num01/Creating-Global-Classrooms.aspx>

“Using portals such as **the International Education and Resource Network (iEARN) and ePals**, teachers can connect with other educators in almost any country to develop activities ranging from collaborative science experiments to natural disaster preparation projects to fun cultural informational exchanges.”

CLICK ON <http://www.iearn.org/>

CLICK ON <http://www.epals.com/>



CREATING GLOBAL CLASSROOMS

<http://www.ascd.org/publications/newsletters/education-update/jan09/vol51/num01/Creating-Global-Classrooms.aspx>

"The Asia Society supports educational practices designed to develop "globally competent graduates" who possess "knowledge of other world regions, cultures, economies, and global/international issues; critical-thinking skills and the ability to apply them flexibly to world problems and scientific challenges; communication skills, including skills in communicating in languages other than English, working in cross-cultural environments, and using information from different sources around the world; and values of respect for other cultures and of civic engagement,"

CLICK ON <http://asiasociety.org/>

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GLOBAL and MULTICULTURAL LITERACY SOURCES

<http://pict.sdsu.edu/engauge21st.pdf> enGauge® 21st Century Skills: Literacy in the Digital Age, *Global Awareness*, P. 32

Friedman, T. L. (1999). *The lexus and the olive tree: Understanding globalization*. New York: Farrar, Straus, and Giroux.



GLOBAL and MULTICULTURAL LITERACY SOURCES

<http://www.cmu.edu/global/education/global-literacy/#Global%20Literacy> Global Literacy, CARNEGIE MELLON UNIVERSITY [<http://www.cmu.edu/global/>]

<http://www.ascd.org/publications/newsletters/education-update/jan09/vol51/num01/Creating-Global-Classrooms.aspx> *Creating Global Classrooms* by Willona M. Sloan in *Education Leadership* January 2009 | Volume 51 | Number 1

