

## **Thriving in an Interconnected World**

**EDUO 9346 – 3 Semester Credits/Units**

Instructor – Ryan Pickett

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### **Course Overview**

Global competence has never been more important. The world is experiencing ongoing environmental vulnerabilities, racial inequalities, and an exploding digital revolution. For our students to engage in this world, they must be able to understand the perspectives of others, effectively interact across cultures, and take action towards the collective well-being of society. Learn the key skills K-12 students need to thrive in our interconnected world and how to integrate global competence into your curriculum, instruction, and assessments.

Thriving in an Interconnected World requires one book entitled, *Educating for Global Competence: Preparing Our Students to Engage in the World* (2<sup>nd</sup> Edition) by Veronica Boix Mansilla and Anthony W. Jackson. This book must be purchased separately and can be found at [www.amazon.com](http://www.amazon.com)

### **Course Objectives:**

After completing the course, *Thriving in an Interconnected World*, participants will demonstrate or indicate:

- The rationale behind educating for global competence.
- How to infuse the four dimensions of global competence into their curriculum and assessments.
- The ability to communicate to colleagues how to teach for global competence.
- How to support and advocate for colleagues, schools, districts and communities to educate for global competence and prepare our students to engage in the world.

### **Course Relation to CCS or other Professional Standards**

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

## How to Submit Coursework

You are allowed nine months to complete this course from the day that you register. However, you are free to complete the course for a grade at anytime along the way.

Place each assignment (1-9) in a separate word processing document with clear labels and submit it into the corresponding assignment's Dropbox. Be sure to e-mail your instructor after each submission. If your assignment is too large for the Dropbox or it is in a format that the Dropbox will not accept (i.e. Google docs), feel free to e-mail or share the document directly with your instructor.

## Course Assignments

### 1. Rationale

- a. Write one-page paper indicating what global competence means to you and if you believe it should be part of education today. Be sure to explain your opinion.
- b. Read the introduction and chapter 1 of the book, Educating For Global Competence. Given what you learn from the text, write a newsletter discussing the rationale for global competence. Your newsletter should include information about the following concepts: global interdependence, migration, climate instability, global connectivity, and the global economy.

### 2. Current Practice

Read chapter 2 of the book, Educating for Global Competence. Reflect on the four dimensions for global competence. Are there any standards that you are responsible for teaching that can incorporate any of the dimensions? Does any of your current curriculum include lessons that support the dimensions? Can you alter any lesson plans to support one or more of the dimensions? After reflecting on the four dimensions and your curriculum, write a one-page paper discussing each dimension, if you currently incorporate them into your lessons, and how you can improve in this area.

### 3. Investigating the World

After reading chapter 3 and the appendix of the book, Educating For Global Competence, utilize the appropriate global competence matrix to help you create a lesson or project that emphasizes dimension 1, investigating the world. Attach this lesson or project to the assignment 3 dropbox. In a separate document, explain how your lesson incorporates dimension 1 and how it will move your students towards global competence.

### 4. Appreciating Perspectives

After reading chapter 4 and the appendix of the book, Educating For Global Competence, utilize the appropriate global competence matrix to help you alter a lesson or project that you currently teach so that it emphasizes dimension 2, appreciating perspectives. Attach this lesson or project to the assignment 4 dropbox. In a separate document, explain how your lesson incorporates dimension 2 and how it will move your students towards global competence.

### 5. Communicating Across Differences

After reading chapter 5 and the appendix of the book, Educating For Global Competence, utilize the appropriate global competence matrix to help you create a project that requires a student presentation and emphasizes dimension 3, communicating across differences. Attach this project to the assignment 5 dropbox. In a separate

document, explain how you incorporated dimension 3 into the project and how it will move your students towards global competence.

## 6. Taking Action

After reading chapter 6 and the appendix of the book, Educating For Global Competence, utilize the appropriate global competence matrix to help you create or alter a project so that it emphasizes dimension 4, taking action. Attach this project to the assignment 6 dropbox. In a separate document, explain how your project incorporates dimension 4 and how it will move your students towards global competence.

## 7. Teaching for Global Competence

Read chapter 7 of the book, Educating For Global Competence. Create a presentation for a staff meeting in which you teach your colleagues how to teach for global competence. Be sure to address what topics matter most to teach, what students will take away, what student will do to learn, and how we will know they are making progress. Feel free to use Rosa Lin's unit from the chapter as a reference for your presentation.

## 8. Blueprint for Global School Design

After reading chapter 8 of the book, Educating For Global Competence, create a plan for how your district can prepare your students to engage the world. Pretend that you will be presenting your plan to the "School Board." You are free to present your plan any way you want as long as it can be turned in.

Utilize what you have learned in this course and conduct your own research while creating your plan. Your plan should include the following 6 areas: 1) Mission, Vision, and Culture, 2. Student Learning Outcomes, 3) Curriculum, Instruction, and Assessment, 4) School Organization and Governance, 5) Professional Development, and 6) Partnerships.s

## 9. Supporting Global Competence

a. Read chapter 9 and 10 of the book, Educating For Global Competence. Pretend that you have been selected to give a TED talk on global competence. Since you are an educator, your talk should focus on how to advocate for global competence in education. While doing so, be sure to include what the various stakeholders can do to support the cause (teachers, school leaders, district leaders, policy makers, and colleges).

b. It may be unrealistic for you to change your communities' educational policies in a timely manner. However, you can change how you personally support global competence for your students. Based on what you have learned in this course, discuss what changes you can realistically make in your classroom to prepare your students to engage the world when they graduate.

## Course Assessment Rubric

<b>Exemplary:</b> A+ to A-	<b>Acceptable:</b> B+ to B-	<b>Unacceptable</b> Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization

Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course but can turn in your work at any time.
- Course questions? Contact your instructor by email. [rpickett@dominicancaonline.com](mailto:rpickett@dominicancaonline.com)
- For questions involving your registration, please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080.
- To change your address, link to your Dominican account at [https://www.dominicancaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicancaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>
- Remember to e-mail your instructor when you submit work.